This monograph on the teaching of psychology at Illinois State is a valuable contribution to the history of the University. I know of no other comparable, recent history of an academic department; and I hope that other departments will follow psychology's example. The generation of faculty and students who contributed to the post-World War II transformation of the institution from a single-purpose teacher training school to a multi-purpose university is rapidly disappearing from the scene. While some of that history can be reconstructed from official records, much of the information is lodged in the memories of the participants. During the final half century covered in this monograph, ISU changed from a regional teachers' college to one of the two public universities in Illinois with a state-wide mission. Psychology with its large number of undergraduate majors and graduate programs at the masters and doctoral levels has been a major and emblematic player in that story.

John B. Freed
Distinguished Professor of History Emeritus
The History of Psychology at Illinois State University

Expanding Opportunities 1857–2009

Illinois State University
Marketing and Communications
Normal, IL
# Table of Contents

Contributing authors ................................................................. v

About the editors ........................................................................ vii

Preface ......................................................................................... ix

1  Psychology *The early years 1857–1943* ........................................ 1

2   ISNU Psychology at Mid Century *The Gestation Period 1943–1960* ...... 13

3   ISNU/ISU in the late 20th and early 21st centuries .............................. 32

4   The psychology undergraduate major at Illinois State University .......... 63

5   Educating school psychologists for more than half a century
    *A history of the School Psychology Program* ........................................ 70

6   Evolution of the Clinical-Counseling Psychology Program at
    Illinois State University ...................................................................... 105

Postscript .......................................................................................... 118
Contributing authors

David Patton Barone, Ph.D., Professor of Psychology and Past Chairman, Department of Psychology, Illinois State University, dbaron@ilstu.edu

John Cooper Cutting, Associate Professor of Psychology, Illinois State University, jccutti@ilstu.edu

Thomas K. Fagan, Ph.D., Professor of Psychology, University of Memphis, tom-fagan@mail.psyc.memphis.edu

Joseph L. French, Ed.D., ABPP, Emeritus Professor of Education, Pennsylvania State University, f28@psu.edu

Alvin E. House, Ph.D., Professor of Psychology and past Coordinator of Graduate Programs in Clinical and Clinical Counseling, Illinois State University, aehouse@ilstu.edu

James J. Johnson, Ph.D., Emeritus Professor of Psychology, Past Coordinator, Clinical-Counseling Graduate Program, Illinois State University, jjjohnso@ilstu.edu

Karen I. Mark, Ph.D., Coordinator, Clinical-Counseling Psychology and Career Programs, kimark@ilstu.edu

Mark E. Swerdlik, Ph.D., ABPP, Professor of Psychology and Coordinator, Graduate Programs in School Psychology Illinois State University, meswerd@ilstu.edu
About the editors

Mark E. Swerdlik, professor of psychology, began his teaching career at Illinois State University (ISU), affiliated with the School Psychology Program, in 1977. He assumed the coordinator’s position in 1987 and has taught undergraduate and graduate courses over his 32-year career including Behavior Disorders in Children, Psychology of the Exceptional Child, Psychological Measurement, Growth and Development of the Gifted, the professional seminar in school psychology, the seminar and practicum in supervision of school psychological services, and the school psychology practicum supervising graduate students’ clinical work in the Psychological Services Center and in area schools. He also served as the director of the Psychological Services Center from 1987-2005. Swerdlik is a fellow of the American Psychological Association (APA)-Division of School Psychology, has been awarded a Diplomate in School Psychology from the American Board of Professional Psychology and a Diplomate in Assessment Psychology from the American Board of Assessment Psychology.

James J. Johnson entered the master’s degree program as a student in school psychology-counselor in fall 1962 and completed the program in 1964. After completing his Ph.D. at Northwestern University, he joined the faculty of the newly founded Department of Psychology at ISU in its first year. During his tenure, he was associated primarily with the Counseling Psychology Program, although he taught the required graduate-level course Theories of Personality. He served as an advisor to non-degree students for almost 10 years, and was the first non-chairperson to serve as graduate coordinator. Serving on the Executive-Personnel Committee for more than 20 years provided an inclusive perspective on the department’s evolution and growth.

Bruce Stoffel joined the Milner Library faculty in 2001. He coordinates reference services and is responsible for collection development, library instruction, and reference in the behavioral sciences. Stoffel has served as cochairperson of the Psychology/Psychiatry Committee of the Association of College and Research Libraries and currently serves on the American Psychological Association Library Advisory Council.

Joseph L. French, Ed.D., professor emeritus at Pennsylvania State University, served as director of the School Psychology Program there from 1964-1997. French earned his bachelor’s degree in social science in 1949 and a master’s of science degree in guidance and personnel from Illinois State Normal University in 1950. He is a fellow of the APA Division of School Psychology. French has held leadership positions in a variety of professional organizations including the APA and the Pennsylvania Psychological Association, and he has served on his state’s psychology licensing board. French was honored with the ISU Alumni Achievement Award in 1987, was named Distinguished Alumnus of 1998, and was inducted into the College of Arts and Sciences Hall of Fame at ISU in 2006.

David Patton Barone, Ph.D., professor of psychology at ISU, was chairperson of the Psychology Department at Illinois State University from 1999–2007. Previously he taught at Nova Southeastern University and University of Wisconsin-Parkside. His teaching and research have been primarily in the history of psychology and personality and social psychology. He is the author of Social Cognitive Psychology: History and Current Domains, Advanced Personality, and “John Dewey: Psychologist, philosopher, and reformer” in Portraits of Pioneers of Psychology: Volume II. He is a Fellow of the APA.
Preface

The year 2007 represented the sesquicentennial celebration of Illinois State University (ISU). In preparation for the yearlong exploration and celebration of the history of our institution, all departments were encouraged to explore their own unique histories and celebrate their accomplishments. With this encouragement, a handful of Psychology Department faculty decided to organize several events to be held during 2007 Homecoming weekend that would explore and celebrate our department's history. These events included a 40th anniversary celebration of the Psychology Department, a 50th anniversary celebration of the School Psychology Program, and a celebration of the Industrial/Organizational Graduate Program.

As part of the 40th anniversary celebration of the department, held at Ewing Manor on Friday, October 12th, all former department chairs and a number of retired faculty attended. A pictorial history, constructed with the assistance of Milner Psychology Librarian Bruce Stoffel and University Archivist Jo Ann Rayfield, was presented and an oral history videotaped. This also occurred at the 50th anniversary event for the School Psychology Program held on Friday evening at Central Station restaurant in Bloomington. Transcripts obtained by Joe French of the oral histories collected at these two events served as beginnings for the development of this monograph.

Through our research, we have come to learn of the rich history of psychology at Illinois State Normal University (ISNU), and our Psychology Department at ISU. The history has come alive in more than a listing of degrees offered and course requirements, but through the people, both faculty and students, who have studied the discipline of psychology through the many years. Students began studying psychology in the late 1800s as part of their study of pedagogy at ISNU and the curriculum has diversified into a strong undergraduate program and graduate training in a variety of psychology specialties including clinical/counseling psychology, school psychology, industrial/organizational-social psychology, cognitive and behavioral sciences, developmental psychology, and quantitative psychology. Psychology began with mental science courses taught by presidents of the university, it expanded when psychology faculty members were hired and courses added, and it became established into what is currently the second-largest psychology department in the State of Illinois, after the University of Illinois at Urbana-Champaign, with 37 full-time faculty, eight staff members, approximately 500 undergraduate majors, 500 minors, and 140 graduate students. The department has more than 5,000 alumni.

Our monograph is organized into chapters focused on three historical time periods and three programs. The first chapter, “Psychology: The Early Years: 1857-1943,” traces the teaching of psychology from its earliest beginnings at the three-year Normal school. In Chapter 2, “ISNU at mid century: The Gestation Period, 1943-60,” focuses on psychology at ISNU before there was a standalone psychology department and includes a discussion of the degree programs and provision of psychological services to the community by university faculty and graduate students under the supervision of these faculty members. Chapter 3, “ISNU/ISU psychology in the late 20th and early 21st centuries” focuses on the expansion of the department in terms of faculty, students, and the undergraduate and graduate curricula. The final three chapters examine the histories of three of the largest programs in the department: the undergraduate, school psychology, and clinical-counseling graduate programs.

One of the issues that became evident to us during our discussions of the direction and content of this monograph was that the presentation would not have the smooth flow of a single-authored book.
or manuscript. This would probably be inevitable due to the contributions of several people whose interests and perspectives were quite diverse. This diversity was retained, however, since we felt that the overall presentation of the Psychology Department’s history would be better documented if these varied interests were carried through to the final product. This final product, therefore, reflects these differences, which were consciously accepted by the editors.

A related disclaimer is also necessary. The challenge of attempting to track down some of the relevant information has, at times, seemed overwhelming. The content reflected in the chapters is not presented as 100 percent accurate or inclusive.

Some of the information on the “early days” of the program or department identified a relatively high percentage of faculty and graduates of that era; as the programs increased in number and size, it was not felt necessary or relevant to identify many of the faculty and most of the students. These omissions are not intended to minimize the impact of many of these individuals on the quality of the courses or programs involved. The faculty of the department can be found by checking the graduate catalog and undergraduate bulletin for the particular year, which are available through Milner Library. Finally, the evolution of the Department of Psychology might have been presented in a more coherent sequence if it had been systematically designed and implemented according to some grand design. That, however, was not the course that was run. Oftentimes, developments within the department, before or after its separation from education, and the university as a whole were occurring concurrently along with changes due to societal events and an explosive growth in the size of the student body. Again, we hope the reader will understand these factors and the resulting differences of the separate sections.

The editors extend their appreciation to staff of the Milner Library Digitization Center for their assistance with images included in this monograph: Dr. Richard Satchwell (director), Erica Holden, Megan Kerns, and Joan Brown. The editors also thank staff of University Archives for their assistance with research: Dr. Jo Ann Rayfield (university archivist), Jim Cunningham, and Mark Schmitt. The editors would also like to thank Suzanne Ferrara for her helpful clerical assistance, and Elaine Graybill, Steven Barcus, Jeff Higgerson, and University Marketing and Communications for their editorial expertise in layout and copyediting of this manuscript.

Finally, as editors of this historical monograph, we assume full responsibility for any errors in interpretation of events or omission of facts. As written records for many of the topics covered in the monograph chapters did not exist, we had to rely on recollections, some relating to events occurring over a half century ago.

However, this contributed to the excitement of our discoveries. We hope by reading this monograph you will come to understand and share this excitement.

Mark E. Swerdlik
James J. Johnson
Bruce Stoffel
Joseph L. French
David Patton Barone
In 1857, when Illinois State Normal University (ISNU) was established, psychology, or mental science as it was often known, was in its formative stage as a field of study. In Germany, Johann Herbart (1816/1891; 1901) developed a psychology that emphasized the active mental process of apperception, pedagogy, and “practice schools” that influenced American normal schools. In Britain, Alexander Bain (1855/1874; 1859/1880) presented a mental science that integrated philosophical associationism and neurology. However, in America, universities continued the older tradition of mental philosophy based on the Scottish common sense philosophy of Thomas Reid (1785/1855; 1788; Stewart, 1792/1813). A psychology course was often taught to seniors by the college president, who was typically a minister (Davis, 1936). A local example was at Illinois Wesleyan University, where its second president, Oliver Munsell (1857-1873), taught the course and published a psychology text in 1871.

In its earliest days, psychology at ISNU was taught as moral philosophy rather than science, often in combination with didactics—the predecessor to Herbart’s pedagogy. Normal schools differed radically from the liberal arts colleges of the Northeast (Freed, 2008). The latter had philosophy departments, professors with advanced degrees, and students who graduated from preparatory schools. A normal school provided two to three years of elementary-teaching preparation, without any liberal arts education. Its faculty members were not required to have any formal education beyond the normal school, and students often came directly from one-room elementary schools. In the years when ISNU had a preparatory high school, its work was more advanced than the normal school. (Freed, 2008).

Psychology as a mental science was mentioned from the earliest days at ISNU. In 1860, when most of the 10 faculty members enlisted in the Civil War, a replacement “took over the classes in ‘mental science’ and ‘laws’” (Marshall, 1956, p. 79). In 1862, Richard Edwards became ISNU’s second president with a faculty appointment as professor of mental science.
and didactics. He had completed the State Normal School in Bridgewater, Massachusetts, and received a B.S. degree (and a course of study in civil engineering) from Rensselaer Polytechnic Institute. Of Edwards’ lectures, Harper (1935, p. 132) noted “how dominant here is the old psychology of intellect, sensibility and will.”

When ISNU’s first history was published (Cook & McHugh, 1882), Edwin Hewett was teaching a course titled Psychology. Hewett was hired by ISNU in 1858 as a faculty member in history and geography after “about one year of normal school education” (Cook, 1907, p. 95) in Bridgewater. In 1875, the governing board of ISNU added a standing committee on the Theory and Art of Teaching, and Mental Science. In 1876, Hewett became ISNU’s third president and assumed Edwards’ former title as professor of mental science. The first mention of the psychology course was in ISNU’s 1877 catalog: “Psychology—4th term. Dr. Haven’s textbook is used” (Harper, 1935, p. 127). Mental Philosophy: Including the Intellect, Sense, and Will, an extensive philosophical tract by Amherst Divinity Professor Haven (1857/1872) is a daunting text for a two-year normal school—more so than Dr. Munsell’s from down University Avenue. In 1883, Hewett’s report to the Illinois State Board of Education included the following, “If the Board approves I wish to substitute Brooke’s Mental Science for Haven’s Mental Philosophy in the classes in Psychology” (Proceedings of the Board, 1883-05-30, p. 11).

The Committee on Textbooks approved this request from John Cook, a presumed instructor of the course. Brooks (1883), who was principal of State Normal School in Millersville, PA, named his text Mental Science and Methods of Mental Culture and noted on the title page: “Designed for the use of normal schools, academies, and private students preparing to be teachers.” Brooks’ text presented Haven’s Mental Philosophy in a more readable form and discussed how education could cultivate mental faculties.

By 1888, Hewett was assigning his own text Elements of Psychology: Designed Especially for Young Teachers. Hewett’s “little book” (as he called it) of 192 pages was “on the simpler phases of psychology” (Cook, 1907, p. 98). It was Hewett’s answer to Brooks’ 500-page text intended for a two-semester course. Hewett presented traditional mental philosophy, “the science of the soul,” without the citations “found in more pretentious books on the subject” (p. 5). He noted that while he takes from other authors, “it has not seemed worthwhile to give the name of the author in every case” (p. vi). He mentioned Bain once, but none of the other major psychologists of the 19th century. He noted, “a student of psychology should test every statement made in a text-book, or by a teacher. … If he finds that his own experience does not attest the truth of the statement, he may conclude that the statement is false” (p. 12). He espoused “faculty psychology” which was opposed by Herbart and his followers. Hewett’s “little book” is a slightly revised version of his Treatise on Pedagogy: For Young Teachers from the same publisher in 1884. The course content harkened back to anti-intellectual, common sense moral philosophy, and the level of instruction fell below that in Brooks’ text. President Edwin Hewett, circa 1876. From The Presidents, by M. Plummer and B. Stoffel, Normal: Illinois State University. Online at www.library.ilstu.edu/page/216. Copyright by University Archives, Illinois State University. Reproduced with permission.
David Felmley (1907, p. 54) took a dim view of instruction at early normal schools: “Their classes in ‘didactics’ were chiefly busied with question in school management, incentives to study, moral training, and the responsibilities of the teacher. Their mental philosophy was a barren a priori metaphysics, having little in common with modern educational psychology.” Hewett’s psychology was in name only; calling it mental “science” was pretentious; it was mental philosophy.

**Herbartianism**

The greatest contributions to pedagogy and psychology of Hewett and his successor John Cook came from encouraging young faculty members, such as ISNU graduate Charles De Garmo, to pursue advanced German education, and by supporting the import of Herbartian ideas to ISNU. Three of the most prominent Herbartians were ISNU faculty members: De Garmo (1889, 1895), Frank McMurry, and Charles McMurry (1893/1903), whose pedagogical textbooks sold extremely well. De Garmo, namesake of education and psychology’s current home, was hired by the University of Illinois in 1890, as its first professor of psychology and pedagogy, and the following year, became president of Swathmore College. The McMurry brothers went on to teach at Teacher’s College at Columbia University, Charles, by way of the new Normal School in DeKalb.

By this time, psychology texts, based on German and British psychology, were being published by U.S. authors: John Dewey (1887/1967), George Ladd (1890/1898; 1898), and William James (1890), whose *The Principles of Psychology* remains the classic in the field. Psychology laboratories and departments were being established; a notable one was at the newly established University of Chicago, which hired John Dewey in 1894 to head the Department of Philosophy, Psychology, and Pedagogy (Barone, 1996). Psychology’s progress at ISNU is documented in its histories, and textbooks for psychology courses are provided in a brief document by Harvey Peterson (1940), who is discussed below.

From 1890 to 1940, psychology became established at all major American universities—the centers of psychological research. The first psychological clinic was started at the University of Pennsylvania by Lightner Witmer, commonly known as the father of the clinical method in psychology. The clinic served primarily school-age children. Margaret Maguire, a public school teacher, presented a 14-year-old boy with problems learning to spell for the clinic’s first case in 1896. Most cases, according to Witmer (1907), were children thought to be mentally or morally retarded (or behaviorally disordered, as we know them today).
John Cook, the fourth president of ISNU (1890-1899), continued the presidential teaching of psychology. His formal education ended with his three-year degree from ISNU in 1865. He was hired by ISNU in 1868 as the first principal of the Grammar School and as professor of history and geography. He later became professor of mathematics. Like Hewett, he was largely self-educated. The psychology he taught was the old moral philosophy with educational applications found in the text by Brooks, but his pedagogy was Herbartian. The castle-like building next to DeGarmo Hall is named after him.

Cook received approval for a new psychology faculty position (Board Proceedings, 1897-12-08) and combined instruction in psychology and pedagogy (educational psychology) into a three-term (year-long) required course (Felmley, 1907). Manfred Holmes, who had a bachelor of letters degree from Cornell University, was hired in 1897 as assistant professor in mental science and didactics. By 1900, he was professor of psychology and general method, referring to general pedagogy in contrast to the special methods covered for different subject matters. His prior position was teaching rhetoric and composition. At ISNU he wrote a history of the Oratorical Association (ISNU, 1907).

His background and interests in psychology are unclear, but he was the first with a four-year college degree to teach psychology at ISNU. His scholarly activity was primarily editing. He became secretary of the National Society for the Scientific Study of Education (formerly the National Herbart Society) and edited their yearbooks (e.g. Holmes, 1905), published at Dewey’s University of Chicago. He also edited the respected in-house journal, Normal School Quarterly, from 1902 to 1931. He was on the small committee that edited the Semi-Centennial History of Illinois State Normal University (1907). A Vidette (May 38, 1935, p. 3) article upon his retirement noted “in 1914 he was made a Fellow in Science by the American Association for the Advancement of Science”.

Another who taught psychology at this time was Elizabeth Mavity, whose formal education took place at Indiana State Normal School at Terre Haute. She was at Illinois State Normal School from 1895 to 1906, first as teacher of English grammar and then in charge of the training school and elementary pedagogy. She co-founded the women’s literary Sapphonian Society; her background and interests in psychology are unclear. She was one of the few female members of the National Society for the Scientific Study of Education, which included such luminaries as De Garmo, Dewey, Felmley, Charles and Frank McMurry, and Witmer (Holmes, 1905, pp. 114-117).

Texts used in the three terms of psychology were Dewey’s (1887) Psychology and McLellan’s (1899) Applied Psychology: An Introduction to the Principles and Practices of Education, with an introduction by Dewey. When writing the text, Dewey espoused German idealistic philosophical psychology, without the physiological...
or experimental emphasis of Bain or Wundt (1874/1904). Dewey soon converted to the new psychology, put in evolutionary context in James’ (1890) *Principles*, which Dewey immediately adopted for his seminar in psychology at the University of Michigan. Soon-to-be president Tompkins (1900, p. 66), a student of Dewey at the University of Chicago, indicated in 1899 “I expect to use Dewey’s *Psychology* in my class. I had not thought of using any other. . . . I think it is decidedly the best psychology for my purpose.” By this time, ISNU presidents had another link to Dewey in Ella Flagg Young, a supportive member of the Illinois State Board of Education (1888-1913), as INSU’s board was called, professor of education in Dewey’s department at the University of Chicago.

During the one-year administration of President Arnold Tompkins in 1900 and for eight years thereafter, psychology was reduced from three courses to one required course titled Method in Psychology. This was part of a reduction of the teaching of pedagogy, of which psychology was a part, to accommodate other coursework, such as “natural science put into the first year of every student’s work” (Felmley, 1907, p. 62). There was still a three-course sequence in pedagogy and psychology, so it is unclear how much of a reduction in the teaching of psychology and educational psychology there really was. The text in the psychology course initially was Dexter and Garlick’s (1898) *Psychology in the Schoolroom*. These British authors covered systematic observation and experimentation and sensation, which includes physiology of the senses and child development. The book’s extensive analysis of children’s drawings and developmental sequences drew on the work of James Mark Baldwin and G. Stanley Hall, respectively. Another text used at the time was by Titchener (1897), who championed an empirical mentalistic psychology supported by introspection. Both texts provided a broader introduction to the new psychology than Dewey’s, but continued to cover the mind without reference to the brain, thereby avoiding the materialism of the new psychology, as controversial in its own right as evolution.

**Psychology arrives**

The unexpected departure of President Tompkins in 1900 gave way to the 28-year presidency of David Felmley, whose criticism of early normal school instruction was quoted above. During 1908-09, Illinois State Normal University expanded from a three-year normal school for training elementary school teachers, to a four-year teachers’ college preparing high school teachers and granting a bachelor’s in education. This enlarged mission required an expansion of coursework in psychology, still part of the Department of Education, although there had
been more coursework previously in psychology, in name only. The mission also resulted in the approval of a new position in psychology in addition to the one that existed in name only.

When Harvey Peterson was hired, psychology arrived at ISNU. To meet traditional ISNU expectations, Ella Flagg Young, chair of the Committee on Teachers and Salaries, told the Board “Mr. Peterson was for two years a ward principal in St. Louis and for five years at the head of the department of psychology in Peabody Institute” (Proceedings of the Board, 1909-06-02, p. 25). In addition and consistent with ISNU’s new mission, she noted “he is at present completing his doctor’s degree with Professor Angell of the University of Chicago.” His dissertation was titled The Influence of Complexity and Dissimilarity in Memory. Peterson had an A.B. from the University of Chicago and an A.M. from Harvard. James Angell was chair of the newly formed Department of Psychology at the University of Chicago following Dewey’s departure for Columbia in 1904. Angell (1907) famously wrote The Province of Functional Psychology and went on to become the long-time president of Yale.

ISNU did not have any faculty members trained in psychology for its first 50 years, and had Harvey Peterson as head psychology member for the next 34 years until his retirement in 1943. His publication record, most of which is shown in the ISU Faculty Research Bibliography, includes 12 journal articles or monographs, including high-status outlets Psychological Review and Journal of Educational Psychology, as well as six books plus multiple editions. His final 18-chapter, 550-page book, Educational Psychology, was published posthumously in 1948. He recruited Stanley Marzolf to write chapters on mental hygiene, the measurement of achievement, and vocational guidance. Nancy Bayley wrote the chapter on infancy and childhood. At that time, she was the top expert on this topic. In 1966, she became the first woman to receive the Distinguished Scientific Contribution Award of the American Psychological Association. The day of Harvey Peterson’s funeral, classes at ISNU were dismissed so faculty, staff, and students could attend. With the passing of the other two authors, the story of their collaboration was left untold. We would welcome any relevant memories that alumni could contribute about this or anything else related to Harvey Peterson.

Three psychology courses were again required: two terms of General Psychology and one of Educational Psychology. Textbooks used in General Psychology included those of Edward Thorndike (1898/1905) and W. B. Pillsbury (1911). Finally, the brain and the new physiological, experimental psychology received coverage. Thorndike included exercises for every chapter, such as one on visual imagery using Francis Galton’s procedure and ratings scales (pp. 52-57). As Peterson (1940, p. 1) noted: “Instruction became more concrete. There were more illustrations, exercises for the student to work, and even some reports of Thorndike’s pioneer experiments on animal psychology. This was certainly an improvement in a subject heretofore noted for its incomprehensibility and dryness.” Textbooks used in Educational Psychology included those of Pyle (1911), which Peterson (1940, p. 2) deemed “a rather elementary book,” and Thorndike (1903/1910), which is limited to the measurement of individual differences.
During 1910-1911, two hours of laboratory was introduced into the psychology courses. The course instructor taught the labs in Educational Psychology, while student teachers under faculty supervision did so in General Psychology. This arrangement continued until 1929 when student teaching for credit was limited to the elementary or secondary level. The General Psychology lab used Seashore’s (1908) *Elementary Experiments in Psychology*. As an example, Galton’s imagery work was elaborated by Seashore into eight experiments on different kinds of sensory imagery to be summarized on a single graph. Later, Peterson’s (1925) own locally published book was used. It was more of a lab manual oriented toward educational psychology; its lab on imagery was less elaborate than that in Seashore’s book. Labs covered tests of physical abilities and intelligence, and various influences on learning and memory. Its final lab covered the calculation of the coefficient of correlation. With the addition of these elementary laboratory exercises, the new experimental psychology had finally arrived at ISNU. As Peterson (1925, p. 2) argued in his preface: “The sooner teachers of educational psychology face the necessity for laboratory work, particularly in elementary courses, and ask for the same allowance of hours for that purpose which the other natural sciences have, the sooner students will come look upon the subject as a means of attacking problems.”

As experimental psychology was progressing, ISNU’s Education Department in 1913 hired H. H. Schroeder, who in 1911 published *The Psychology of Conduct: Applied to the Problem of Moral Education in the Public Schools*, a book in the tradition of pre-experimental mental psychology. It is uncertain if Schroeder taught any psychology courses, but Marshall (1956, p. 279) referred to him as professor of education and psychology. He was on the education faculty until 1928, when he became dean until 1943. He is the namesake of Schroeder Hall. Thus, Peterson had to spend his whole career at ISNU advancing an experimental psychology alongside an important figure schooled in the older philosophical psychology.

From 1916 to 1923, measurement courses were added to the curriculum: Introduction of Objective Measurement, The Measurement of Intelligence, and Educational Tests and Measurement. These three courses are now included in the upper division undergraduate course, Psychological Measurement, and the graduate course in Intelligence Testing. Used in the first course was Whipple’s (1914) *Manual of Mental and Physical Tests*. As its subtitle indicates, it is “a book of directions compiled with special reference to the experimental study of school children in the laboratory.
or classroom.” Tests included everything from strength of grip to quickness of tapping, and from visual acuity to reading and adding. Used in the second course was Terman’s (1916) *The Measurement of Intelligence*. As its subtitle indicates, it is “an explanation of and a complete guide for the use of the Stanford revision and extension of the Binet–Simon Intelligence Scale.” Also, during this period, instruction in child psychology and adolescence was enlarged.

**Psychology expands**

Prior to 1933, psychology was a part of the Department of Education. In 1933, it was renamed the Department of Education and Psychology. As the discipline of psychology became more prominent at ISNU, the psychology faculty and curriculum underwent expansion. A third faculty position was approved and filled in 1935 by Francis Hibler, who had received a Ph.D. that year from Ohio State University. His dissertation was titled *An Experimental Study of Positive Visual Hallucinations in Hypnosis*, and he published it in the *Journal of Experimental Psychology*. Hibler left ISNU in 1944 and co-founded Rohrer, Hibler, and Replogle of Chicago, one the earliest and most successful psychology consulting firms. A fourth position was approved and filled in 1937 by Stanley Marzolf, who also received his Ph.D. in 1938 from Ohio State University. His dissertation was titled *Problems in the Use of the Case Method*. His publication record, shown in the *ISU Faculty Research Bibliography*, contains 15 journal articles, including the high-status outlet *Journal of Educational Psychology*, and three books. One of these books was the educational psychology textbook written with Harvey Peterson and Nancy Bayley.

Other faculty members also taught psychology courses. Constantine Malmberg received one of the first Ph.D. degrees in psychology, conferred by the University of Iowa in 1914, and was with ISNU from 1928 until his death in 1945. His dissertation was titled *The Perception of Consonance and Dissonance*. Thelma Force received her master’s degree from the University of Minnesota and was with ISNU from 1932 to 1966. Her master’s dissertation was titled *The Relative Difficulty of Problems in the Teaching of Reading in Grades Four through Nine*. Force received her doctorate from the University of Minnesota with a major in educational administration and a minor in educational psychology. Flora Wilder received her Ph.D. in education and psychology from the University of Wisconsin in 1935 and was with ISNU from 1936-1942. Her dissertation was titled *An Evaluation of Methods of Test Item Validation*. 

![Figure 1-9 Illinois State Normal University psychology staff (left to right): Harvey Peterson, Stanley Marzolf, Flora Wilder Grover, Constantine Malmberg, and Francis Hibler, From The Index, 1942 (p. 134), Normal: Illinois State Normal University. Reproduced with permission.](image_url)
The following curriculum changes were made in 1933 or soon thereafter. Psychology of Modern Business (now Business and Industrial Psychology) replaced Advanced Educational Psychology; it primarily served the Commerce Department. Mental Hygiene became a popular course under Hibler. Psychology of Secondary School Subjects replaced Application of Psychology to Teaching. Laboratories were no longer part of General Psychology; they were replaced by a required laboratory course, Experimental Educational Psychology. It was eventually replaced with two courses, Experimental Psychology and Laboratory in Research Methods in Psychology. Elective courses in psychology at the time included Psychology of Music and Fine Art, which served the Departments of Music and Fine Art, and Modern Viewpoints in Psychology.

Where were the women faculty members?

This chapter closes with a comment on the gender make-up of the early psychology faculty. In 1941, there were four men with positions in psychology as well as another man and two women whose positions were in education, but who also taught psychology. ISNU had been on record concerning this issue since 1874 when the all-male Board of Education passed the following resolution.

WHEREAS, a majority of the students attending the Normal University are female students; and

WHEREAS, Women have demonstrated their ability to compete with men in the work of the school-room, therefore, be it

Resolved, That, in the judgment of the Board, the interests of the University would be promoted by filling at least three of the nine regular professorships with female teachers, at as early a day as is practicable. (Proceedings of the Board, 1874-06-24, p. 14)

This noble aspiration was difficult to achieve throughout this early period. It was customary for female faculty members to resign when they married, as happened with Elizabeth Mavity and Flora Wilder. Female career faculty members were uncommon. ISNU’s first woman professor with a doctorate, June Rose Colby of English, was an “ardent feminist” (Chapman, 1956, p.185). As the expectation of advanced degrees for faculty members grew, women were put at a greater disadvantage, as in that era they were not permitted into most doctoral programs. Two early renowned women psychologists completed doctoral requirements as auditors, but the universities would not award them degrees. This occurred for (Mrs.) Christine Ladd-Franklin in 1883 at Johns Hopkins; she never held a long-term academic position. For Mary Calkins, it was at Harvard in 1895; she spent 42 years as a Wellesley College faculty member. The first woman to receive a Ph.D. in psychology was Margaret Washburn, at Cornell in 1894; she spent 34 years as a Vassar College faculty member. The first woman with a Ph.D. in psychology, Elizabeth Parker, was hired at ISNU in 1955.
Times have changed since 1870 when Professor Hewett debated Susan Anthony in Bloomington on women’s suffrage. Schroeder’s Opera House was full when “the genial little professor … warned, ‘Womenly power will not be developed by voting.’ Miss Anthony countered, ‘Voting with men will not contaminate women any more than living with them!’” (Marshall, 1956, p. 169, quoted from the *Daily Pantagraph*). History tells us that even with women receiving the right to vote 50 years after the Bloomington debate between Professor Hewett and Susan Anthony and 50 years subsequent to the debate with the women’s liberation movement, it was still not “practicable” to fill at least one-third of the regular psychology professorships with female faculty. Rather, it was only recently with the coming of the millennium that the goal of one-third of the regular psychology professorships being filled with female faculty was reached.

**Summary and conclusions**

Mental philosophy and mental science, the early versions of psychology, were present at ISNU from its inception as a three-year normal school training elementary teachers. The early presidents, who were self-educated on these topics, gave lectures and taught courses. The infusion of Herbartian pedagogy in the 1890s fostered interest in scientific psychology just as it was developing in the United States. The first psychology text adopted was that of John Dewey, who was at the University of Chicago from 1894 to 1904. President Tompkins and Board member Ella Flagg Young were his students. In 1909, as ISNU became a degree-granting four-year teachers college, it hired its first professor with a Ph.D. in psychology. Harvey Peterson, a normal school graduate and teacher who had returned to the University of Chicago and received a Ph.D. under James Angell, was the major presence of psychology at ISNU for 34 years. He oversaw the addition of laboratories to courses and educational psychology, and the addition of courses in tests and measurement and child and adolescent psychology. He was a successful researcher, with nine publications in *Psychological Review* and the journal *Educational Psychology* and six books, including a major textbook in educational psychology, coauthored with Stanley Marzolf and Nancy Bayley. In 1933, the Department of Education and Psychology was created and psychology expanded with additional faculty and coursework. Psychology had become a presence at ISNU. It had four faculty positions and there were more than 10 psychology courses. Two of its faculty members (Peterson and Marzolf) published regularly and one went on to found one of the first psychology-consulting firms (Hibler). All of its full-time faculty members were white men and there was no psychology major; it remained for subsequent eras to create a separate department and eventually diversify the faculty.

**Acknowledgement**

As author, I express my appreciation to Bruce Stoffel, associate professor at Milner Library, whose research provided many contributions that enriched this chapter. I also acknowledge John Freed, Distinguished Professor of History Emeritus, whose book *Educating Illinois*
illuminates the history of ISNU like no other has and served to contextualize this chapter. I thank both of them for their expertise in correcting errors of fact in my manuscript.

References

(Note: Most of the referenced editions of the historical psychology texts are accessible online at www.books.google.com. Most of the historical ISU texts are accessible at www.tempest.lib.ilstu.edu/index_isuhistory.


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The highly respected Psychological Counseling Service at Illinois State Normal University (ISNU) had a modest beginning. Students on campus had counseling, as distinguished from advising, available to them from 1935, according to Stanley S. Marzolf, a visionary who joined the Illinois State faculty as an assistant professor of psychology in 1937.

In 1941, a practicum was added “in association with course work in the psychology of adolescence” (Marzolf, 1954, p. 18) to provide support to youths in the secondary schools, as well as to make instruction for college students more meaningful.

Anticipating the end of World War II, an outreach program was established in February 1945 to provide psychological testing and counseling for a large influx of veterans to the campus in the months and years ahead (Marshall, 1956). ISNU was one of five such Veterans Administration centers in Illinois.

Harry D. Lovelass was employed as an advisor and examiner for the Veterans Guidance and Counseling Center. He was assisted part time by Marzolf, Claude M. Dillinger, Arthur Larsen, Rose Parker, and Edwin G. Struck.

As the need for service to veterans diminished in 1947, the six went their separate ways. Dillinger returned to full-time teaching of psychology courses and advising undergraduates and organizations. Marzolf started the Psychological Counseling Service and expanded the service while teaching three or four courses each semester.

Parker led the emerging Division of Special Education that became the Department of Special Education, and was the most knowledgeable advocate for the Special (education) Services Building (later called Fairchild Hall), occupied September 1950 and dedicated in March 1951 (Marshall, 1956).
Larsen, an assistant dean, advanced through administrative chairs with limited teaching. In the 1950 Index, he was listed as dean of the university; head of the Department of Education and Psychology; and professor of education. In a few years, Lovelass became a professor of psychology and principal of University High school.

Struck resumed full-time duties teaching courses in Health and Physical Education, and as Head Football Coach. Struck served on other university committees apart from athletic fields and gyms as the years went by.

The Center for Veterans closed June 30, 1947; its staff, two Veterans Administration administrators, a secretary, and part-time service from five ISNU faculty members had served 832 veterans.

**Psychological Counseling Service**

Concurrent with the Center for Veterans were the emerging programs in “special educational psychology” (Index, 1946, p. 161) and the Psychological Counseling Service under the direction of Marzolf. University students and those at Thomas Metcalf Elementary School and University High School (U. High) were to benefit from the psychological services, as were children from the greater community who were thought to be in need of special education (Marzolf, 1954).

Special education placement required the recommendation of Qualified Psychological Examiners certified by the Illinois Department of Public Instruction. Marzolf and Parker were two of those examiners. The psychological service staff was made up of graduate students majoring in guidance and personnel and a few part-time psychology faculty members (most of whom taught four courses per semester).

Parker, a professor of education, taught several undergraduate courses (Psychology of the Maladjusted Child, Diagnosis and Remedial Teaching, Behavior Problems in Elementary Schools, and Education of Exceptional Children) and intellectual assessment courses for graduate students in guidance and personnel, and in special education.
The latter courses featured the Stanford-Binet and the Wechsler-Bellevue scales (forerunners of the Wechsler Adult Intelligence Scale (WAIS) and the Wechsler Intelligence Scale for Children or WISC). The follow-up course included the Arthur Point Scale, Cornell-Coxe, Pintner-Paterson performance scales; the Healey Picture Completion tests; other shorter scales, and a few tools for judging personality, but not the Rorschach. Publication of the WISC (or the “Children’s Scale” as David Wechsler thought it would be called) in 1949 changed the content of these courses appreciably.

Graduate students in the assessment course who were receiving stipends, tuition, and a book allowance from the GI Bill “were able to purchase and be reimbursed for individually administered tests as textbooks” for the course. For the required practice administrations, the vets willingly shared them with non-veterans. This was a big financial savings for the non-veterans.

The Psychological Center of the 1940s was located in a former residence across College Avenue from Felmley Hall of Science, before the new Milner Library was erected near that location. Second-floor bedrooms were used for assessments and counseling. First-floor rooms had secretarial and reception functions near the entrance, and small classes were held in the former dining and living rooms. In addition to its test library, the center had play-therapy material and was equipped with one wire (not tape) recorder for use in counseling sessions and for dictation by the faculty, and a state-of-the-art Monroe calculator.

**Mission at mid century**

The Psychological Service was given two tasks: a) provide Metcalf, U. High, and University students with appropriate assessment and counseling to facilitate their learning and b) provide graduate students in the guidance and personnel major with necessary educational and clinical experiences (Marzolf, 1954). In accomplishing the latter, individuals from the surrounding region were accommodated as time permitted. J.W. Carrington, director of the Training Schools in 1946, and holder of similar titles in future years, helped set top-flight services for the children and youth in campus schools.

Marzolf and Parker were instrumental in setting state standards for special education, including the regulation requiring the recommendation of a Qualified Psychological Examiner for placement of a child in a special class for the mentally retarded. Psychological Service staff evaluated many children thought to be exceptional. Many referred children were found to be having learning problems needing new strategies not placement in special classes.

Psychological evaluations were more thorough than was common at the time. Marzolf advocated that

“... An examination of a child involves the accumulation of all of the information—whether by interview, observation, or tests—which will enable the Service to ascertain the nature of his difficulty and the causal factors in operation. The Service here strenuously emphasizes the importance of a complete and thorough study of all aspects of the individual’s life before diagnosis is made and looks upon an interview
with the mother of the child as part of the examination, which is as important as the administration of an individual test. The Counseling Service maintains that a great deal of confusion and difficulty occasionally encountered in guidance and counseling arise from the unsound separation of testing from case study” (1954, p. 20).

Teachers’ observations and opinions were included also. Metcalf pupils (even before they were physically merged with those in Fairchild Hall) were observed in their classes and their teachers were interviewed. Students from Bloomington-Normal public and parochial schools were usually brought to the Service by their principal along with examples of their work and comments from their teachers. Children referred from the larger community came with their parents who had been encouraged to bring work samples and teacher comments. Parents were interviewed for developmental information, and many responded to the Vineland Social Maturity Scale protocol.

Marzolf, some have observed, was born 30 years ahead of his time. Students who had supervised experiences in the ISNU Psychological Service were not surprised when, as the decades passed, educational and psychological leaders around the country began to advocate similarly thorough assessment procedures.

Specific statements were not found as to why the ISNU “Psychological Counseling Service” was not called a “Psychological Clinic” as was the original psychological service developed by Lightner Witmer at the University of Pennsylvania, a frequently copied title, or a “Psychoeducational Clinic” initiated by J.E. Wallace Wallin at the University of Pittsburgh in 1912. Speculation from other writings suggests that Marzolf considered those terms limiting in scope. Why he did not include “diagnosis” in the title is not clear, especially when most of the work of the service was diagnostic. Probably, it was because Marzolf believed that diagnosis was an essential part of counseling.

In a statement prepared in 1984 for Tom Fagan, noted school psychology historian, about Marzolf’s recollections about the origins of school psychological services, he recalled that his adviser, Francis N. Maxfield, who was Witmer’s student, told him that Witmer decided to call his newly assigned space at the University of Pennsylvania the “Psychological Clinic” because its offices were located next to those of an ”Optical Clinic.” Marzolf believed “service” to be a better descriptor than “clinic” of the operations he envisioned.

**Types of services provided**

From February 1945 through June 1954, 2,361 persons were referred to and processed by the service. With the opening of Fairchild Hall in 1950, the Psychological Counseling Service had well-equipped space on the second floor (above classrooms) and was serving about 300 clients a year. Very state of the art equipment included a large test library, well-furnished play therapy rooms, and observation through one-way windows/mIRRors into each assessment/counseling room.

During the early 1950s, service to the surrounding public schools increased. In 1951, 296 public school aged children were seen, as were 47 ISNU students and 12 “outsiders” including
two students from Illinois Wesleyan University, for a total of 355 clients. Statistics were kept for the following categories: Retarded Development, 4.2%; School Learning Difficulty, 40.4%; Personal or Social Adjustment, 17.8%; Educational Prognosis (e.g., suitable for adoption, acceleration, speech re-education, and special needs), 28.7%; Vocational Choice, 8.7%; and Marital Counseling 0.2%. In the next few years, there were 50 to 60 fewer clients.

During the early 1950s, Marzolf was writing Psychological Diagnosis and Counseling in the Schools (1956), one of the first textbooks for school psychologists (French, 1986). Unfortunately for sales of his book, there were few programs for school psychologists until the mid-1960s. Marzolf was charting the course ahead of his time.

**Outreach**

Marzolf believed in outreach before the term was coined. In 1953 he started a two-page newsletter, The School Counselor, issued three times a year for counselors (who greatly outnumbered school psychologists at the time), principals, and superintendents. “Recommendations for improving the guidance and counseling offerings in the schools take most of the space. Information regarding recent developments in the field is also included” (Marzolf, 1954, p. 19).

The next year he started a four-page occasional series of “open letters to parents and teachers, known as Helps and Hints” (p. 19) for distribution in the reception area for Speech, Hearing, and Psychological Services in Fairchild Hall. The first two, “So you are going to have a new baby” and “Training the pre-school blind child”, were drafted by a psychology staff member and edited by Marzolf.

**Psychological Service staffing**

In 1951, Ruth Lundvall joined the psychology faculty. She was the first woman at ISNU with the word “psychology” in her title, and the first woman devoted part time to the Psychological Service. Dr. Christine Ingram and Ms. Margaret Jorgensen had joined the faculty in 1949 and taught courses in psychology (Dr. Rose Parker before them), but did not have “psychology” in their titles. As indicated in the previous chapter, many of their predecessors, who were not known as psychologists, taught psychology courses.

Lundvall brought testing, play therapy, and parent counseling interests and skills to the Service. In 1955 she moved to New York as a school psychologist in the Great Neck public schools; finished her Ed.D. at Teachers College, Columbia University and was married the next year. She did not return to Normal.

A paragraph from the January 1954 issue of The School Counselor illustrates how the Psychological Service staff evolved:

Mr. Wayne Wigell … resigned from the University faculty … to take a position at Joliet Junior College. Miss Betty Gustafson, our secretary, resigned … to become a full-time student in the University. Our new secretary is Mrs. Helen Carver.
Dr. Claude Dillinger, Professor of Psychology, devoted part-time to the work of the Service during the fall semester, 1952-53, spent the second semester of that year in post-doctoral work at Columbia University, and has now returned to the Service on a part time basis. Last summer Miss Bette Soldwedel, Assistant Resident Director of Fell Hall, began working with us and is continuing to do part-time work here. We have just welcomed the return of Lt. Joseph L. French, who has spent the past two years in the army. The major portion of his army service was in Germany. (p. 1)

Graduates of the Guidance and Personnel Program in 1949 included Wigell, French in 1950, and Soldwedel in 1953. Wigell finished his doctorate in 1960 at the University of Illinois; French in 1957 at the University of Nebraska at Lincoln; and Soldwedel in 1960 at New York University.

The staff continued to play musical chairs as noted in the October 1955 *The School Counselor*.

“Miss Ruth Lundvall is on leave … serving as school psychologist in Great Neck L. I. Mr. Joseph French is also on leave. … doing graduate work at the University of Nebraska. Dr. Elizabeth Brown is a new member of our staff who comes to us from the University of Illinois. She has had varied experiences as a counselor and clinical psychologist and is a Diplomate in Counseling of the American Board of Examiners in Professional Psychology. Mr. Samuel Hutter is in the process of completing his dissertation for the doctorate in clinical psychology at the University of Illinois” (p. 1). Brown replaced Lundvall as a model for female practitioners.

In 1956 it was noted, Mr. Ed Payne, who had been on the ISNU staff for some time, has joined the service staff. He has an office in the Metcalf building (then across campus
from Fairchild Hall in what is now called Moulton Hall) where he will devote time to work
with high school students. ... he teaches high school psychology and several college classes”
(The School Counselor, 1956, p. 2). Also that year, “Drs. Dillinger and Brown and Mr. Hutter
(were) assisting in the selection of children to be enrolled in a special program for children of
superior intellectual ability (that was) being inaugurated in (the) laboratory schools” (p. 2).

**Authorization for master’s degrees**

Anticipating that enrollment would grow when World War II ended as the veterans came
home, the governing body for the five state teachers’ colleges authorized the master of science
in education (M.S.E.) degree for seven departments in July 1943 (Illinois State Normal
University Bulletin, 45th Annual Summer Session, 1944): biology, education and psychology,
English, foreign language, geography, social science, and speech. Although degrees were soon
offered in each of those fields, and health and physical education and (as a sign of the times)
also health and physical education for women, none had “psychology” in the title until the
ISNU graduate catalog for 1960–1961 listed a “school psychologist-counselor” major field
and the August 1960 commencement program listed the first graduate. (Evidently, the school
psychology/counselor program enrolled students before the major was publicly announced
in the graduate catalog.)

“(T)he State Teachers College Board stipulated that graduate courses were to be taught
only by persons having doctor’s degrees or the equivalent of such attainment, according to
the standards of the American Association of Teachers Colleges. The present graduate faculty
offering approved courses represents 36 persons with doctor’s degrees and 6 having the
recognized equivalent of such degrees” (ISNU Bulletin 1944-1945, p 53)

Dillinger and Marzolf were among those 36. Graduate student enrollment in the fall of
1943 was 780.

Each of the following majors was administered in the Department of Education and
Psychology, and each had courses with the department prefix of “Ed&Psy”: education-
administration (elementary or secondary), education-supervision (general, elementary, or secondary), special education (with specified sub areas), and guidance and personnel. Guidance and personnel did not have sub areas designated on transcripts until nearly 1960 when it was divided into five programs.

The major in guidance and personnel (1945–1960)

After receiving authority in 1943 to offer more than one major in the Department of Education and Psychology, choosing a title for each major challenged the faculty and administration. The titles needed to be descriptive of the field for which graduates were prepared, understood by the public, and not confused with the department name. Further, the title had to be within the ISNU scope of mission: a single purpose institution preparing professionals for public schools.

That a major could be named and a curriculum determined in time for a student to graduate in 1947 was a major accomplishment for the small faculty who were coping with a rapidly increasing student body, teaching four or five courses a semester, advising students and organizations, and providing psychological services as described above.

Several forces impinged on selecting “guidance and personnel” as the title. Although the major was directed and taught by psychologists, the title may have been a compromise with others in the department to avoid confusion with the name of the department.

“Guidance” was a very popular concept at the time. As stated earlier, Marzolf wrote, published, and distributed three times a year to counselors, principals, and superintendents a newsletter with recommendations for helping guidance services in schools.

Among the papers Marzolf sent to Tom Fagan for his school psychology archives in The University of Memphis Library, all but one was about himself, his friends, or the ISNU program. That exception was a reprint from Mental Hygiene in 1943 that included three articles praising 25 years of increasingly acclaimed service at the Judge Baker Guidance Center under the direction of William Healy and Augusta Bronner (Stevenson, G. S. 1943). Marzolf believed in the “unity of clinical, counseling, and school psychology in that all … involve using general principles …” of psychology (personal correspondence, to Tom Fagan, February 10, 1983). Often staffed by non-doctoral personnel, guidance centers in municipalities and regions were more popular in the 1920s and 1930s than afterward. In that pre-World War II era, guidance centers and schools employed women psychologists in greater proportions than other employment sources for psychologists (French, 1983).

Although state governments had been credentialing school psychologists since the mid-1930s (French, 1984) and state licensing boards were only beginning to license psychologists for private practice after mid-century, state psychological associations have been opposed, at least from the 1940s, to use of the term “psychologist” for people without a doctorate. This position may have been instrumental not only in naming the ISNU major the more generic “guidance and personnel” for non-doctoral practitioners, but also for naming the credential for practice in the schools a Qualified Psychological Examiner Certificate instead of school psychologist.
A third reason for not using psychology in the title may have been historical. For more than 100 years, ISNU had been a single-purpose institution for teachers and school personnel. In those 100 years, few psychologists were employed in schools. Even in the 1950s, few school systems employed their own psychologist. Qualified Psychological Examiners from six Area Offices served school children in the various Illinois counties (Jolles, 1954). Based on school populations some areas were geographically much smaller than others: the North Central Area served only seven counties but the Southern Area served 31.

No references were found to the inclusion of the term “personnel” in the title of the major. Further, no specific courses were listed in the catalog at mid-century implying education in personnel activities. Nevertheless, alumni from the major secured appointments as personnel specialists in business, industry, and higher education.

However, the term “personnel” was popular in this field at mid-century. In 1952, to save administrative expenses, four related organizations came together under an umbrella association called the Personnel and Guidance Association. Since its three initials were confused with the Professional Golfers Association the name was soon changed to American Personnel and Guidance Association or APGA. Again, Marzolf was ahead of his time in choosing personnel and guidance as the name for the ISNU major. By the 21st century, APGA was called the American Counseling Association.

Through the 1950s, alumni from the guidance and personnel major prepared graduates eligible for certification by the State of Illinois as Qualified Psychological Examiners if they chose to apply for the credential.

Bureaucratic changes

As Illinois State moved toward its own century mark in 1957, there were, among many others, two increasingly loud rumblings about the need for ISNU to be a university in more than name (i.e., more than one college) and for more psychologists to be employed by individual schools.

In 1950 there were fewer than 250 Qualified Psychological Examiners in Illinois and fewer than 1,500 across the continent—many of whom were university professors, agency employees, and school staff members who had titles such as guidance counselor. There were very few practicing school psychologists. However, as special education services expanded and served increasing numbers of children, the need for public school psychologists increased.

School psychologists, school counselors, and guidance officers were increasing in number in the public schools. Those titles, more so than industrial/organizational psychologists and developmental psychologists, fit into the single-purpose teachers’ college.

In the late 1940s and 1950s, institutions of higher education throughout North America were growing rapidly. Faculty hires were increasing dramatically as well and were nearly keeping pace with increasing enrollments.

In the four years following authorization of graduate education, the ISNU student body more than doubled in size from 780 in 1943 to 1,984 undergraduates in addition to 68
graduate students in 1947. Most graduate faculty members taught undergraduate, as well as graduate courses.

In 1950, ISNU fall enrollment was up to 2,450 including 161 graduate students. Five years later enrollment was 3,059 including 198 graduate scholars. Enrollments continued to climb with 4,107 undergraduates and 316 graduate students in 1960. The undergraduate student body had more than doubled from 1947 to 1960, and graduate students had increased more than four times.

**Psychology faculty**

A graduate council was appointed in 1944 to develop graduate programs. The council included seven high-ranking administrators and one member from each department (Marshall, 1956). The latter group included Marzolf.

In the view of the community of scholars, at least three full-time faculty members are necessary to mount and maintain a graduate major. The only graduate faculty members with psychology in their titles in 1944 were Marzolf, and the newly appointed Dillinger. Two years later, Dr. Lovelass joined them, but his assignment was primarily administration in the Metcalf School. Professors of Education Dorothy Carrington and Parker were supportive in developing the guidance and personnel curriculum. The next year, Harold G. Paulson, whose primary interest was school psychology, and Dr. Herman R. Tiedeman, who had a primary interest in measurement, were added to the faculty. (No evidence was found that either Paulson nor Tiedeman provided assistance in the Psychological Service.) This was another strike against developing a major in school psychology. The broader major of guidance and personnel, serving several career goals, was the logical choice.
Curriculum

Although transcripts of this era listed the graduate major as “Guidance & Personnel,” the prefix for their courses was that of the department: “Ed&Psy.” In the 1944-1945 graduate catalog, the required courses for guidance and personnel majors were: Guidance, Introduction to Research, Evaluation Techniques, Advanced Educational Psychology, Psychology of the Mental Deviate, Counseling and Psychotherapy, Use and Interpretation of Tests, Individual Mental Testing, and two enrollments in Psychological Clinic.

Five years later, the research course had been changed to Statistics; courses in Evaluation, Mental Deviate, and Interpretation of Tests were no longer required; and an additional course in individual mental testing had been added. The title of Psychological Clinic I & II had been changed to Practicum I & II. By reducing the number of required courses, electives such as Adolescence, Psychology of the Maladjusted Child, Diagnosis and Remedial Teaching, Behavior Problems in Elementary Schools, and others could be included in an M.S.E. program.

The Mental Deviate course was divided in half: mental retardation and gifted. Although still offered in 1950, it soon had a different title to reflect the broad range of exceptional children.

The mid-century curriculum was typical nationwide. A section on ethics was incorporated in several courses and practicum. It was decades before courses in foundations of psychology (biological bases, social bases, individual differences, and history/systems) were required and the curriculum extended from one to two years.

Not only did psychologists associated with the Guidance and Personnel Program (G&P) have a heavy teaching load, clinical service, and the advising of an average of two theses a year of their own majors, but some of them advised theses in other programs of the department as well. For example, in 1954 and 1955 two theses in educational administration (secondary) and one in special education had five of six committee persons from the Guidance and Personnel Program. The theses were psychological in nature, a criterion at this time for membership in some psychological associations. The titles were Comparability of Columbia Mental Maturity Scale Quotients by Richard F. Gusloff, a special education major with a committee of Marzolf and Dillinger; Freshmen Problems in Urban and Rural Communities by James W. Alstrin, educational administration, with a committee of William I. DeWees (educational administration) and Marzolf; and A Study of the Holding Power of the University High School by John S. Crowe, educational administration, with Lovelass and Marzolf as the committee.

Degrees in guidance and personnel (1947–1960)

The first master of science in education (M.S.E.), guidance and personnel (G&P) was awarded in the August 1947 commencement to Ann Catherine Kellison, a teacher from Normal, whose thesis was on rating student nurses.

By August 1950, 16 M.S.E. degrees had been awarded to majors in G&P. In the next 10 years, 22 degrees were awarded. In June 1960, Arthur Eldon Eades earned the 38th and final
degree in G&P. No post-degree professional information was found about either Kellison or Eades.

The thesis requirement was phased out in 1955. The June commencement program listed thesis titles for some graduates. For others, in the space for the thesis title, were the words “Presented two research papers in lieu of thesis.” The thesis title line was blank in the August 1955 commencement program and thereafter.

**Big tents**

A “big tent” was provided for G&P, but sub specialties were not specified in commencement programs until 1959. The G&P major in the late 1940s through the 1950s included students with different career goals: school counselor, personnel officers in higher education or industry, school psychologists, and others.

Most G&P students came from small towns or farms in central Illinois, many from the circulation area of Bloomington’s *Daily Pantagraph*. After graduation they followed their emerging fields from coast to coast, mostly in metropolitan areas and suburbs. Six examples follow:

Lowell McNees Walter was a Chief Personnel Clerk in the U.S. Army 1944-1946 before he earned a B.S.E. in speech in 1947 and M.S.E. in G&P in 1948 at ISNU. He was a counselor at the Elgin public schools until earning an Ed.D. at the University of Illinois in 1955. Then he moved to San Jose State College in California where he provided student personnel services until retirement.

James Edward Staker, from Normal, was in the Army from 1942 to 1946 before resuming studies at ISNU for a baccalaureate in business education. He was a 1949 M.S.E. graduate and earned a Ph.D. at Northwestern in 1954. He served as a director of Testing and Guidance in the Waukegan secondary schools from 1949 through 1955 before becoming a school psychologist and later the director of Guidance and Child Study in South Orange, NJ.

Ernest Purkey, from Lincoln, finished his G&P degree in 1950. He was seriously injured during the Battle of the Bulge in December 1943 and placed in a German prisoner of war camp until the end of World War II. He entered ISNU in 1946 with a wife and two children. An English major, he edited the *Vidette* in 1948 and the *Index* in 1949. He became a secondary school counselor in September 1950 in Brentwood, MO, and rose to be director of Guidance until his retirement in 1973.

In addition to his duties as a counselor he was the advisor for the school newspaper and was active enough with the Brentwood Chamber of Commerce to be elected president in 1958 (Personal e-mail communication, from Joe Gill of the Brentwood Historical Society, April 20, 2008). He earned an Ed.D. in 1966 at the University of Missouri.
After retiring from public schools, he joined the faculty of Southwest Missouri State College until 1991 when he operated a sales and consulting service for Apple Computer for five years (personal communication, from Paula Purkey Dalyrimple, May 7, 2008).

Bette Jean Soldwedel of Pekin first enrolled at Bradley University, but entered ISNU in time to edit the *Vidette* one semester before graduating the next. She finished her M.S.E. in G&P in 1953. She followed the personnel model as an assistant director of ISNU’s Fell Hall (1953-1957) and was a part-time provider in the Psychological Service.

Following brief stints in college student personnel at Eureka College and Trenton State College she earned a doctorate at New York University (NYU) in 1960. She “stayed on” at NYU to become a professor of education and chair of Guidance and Personnel Administration. Later, she helped design and create President Lyndon Johnson’s Job Corps initiative. After serving as the Job Corps deputy director of Women’s Centers (1968-1974), she became the dean of the College of Education at the University of North Florida (UNF). She served as the director of the Center for Studies in Education at UNF and was the principal investigator of the Sex Equity Leadership Development Grant for many years. This grant, funded by the Florida Department of Education, was a statewide project to improve opportunities for girls and women in career development in non-traditional careers. Dr. Soldwedel received the Lifetime Achievement Award from the National Association of Women, Deans, and Counselors in 1985.

Following her death in 1997, Soldwedel’s estate gave more than $900,000 to ISU for an endowment to support a continuing educational partnership between the Pekin public school district and the university. The gift to the university was one of the largest to that date and earned her induction into the 1857 Society, a membership designation honoring large donors.

Soldwedel was actively involved in research on women and gender issues and made major contributions to fostering gender equity throughout her long and distinguished career at UNF. The Bette Soldwedel Gender Research Center was established posthumously in 2001 and is a joint endeavor of the UNF Gender Studies Program (Academic Affairs) and the Women’s Center (Student Affairs) to sponsor and administer multidisciplinary research on women’s experiences and gender issues.

Charles Imig graduated from Bloomington High School in 1945 and entered the Army serving as a baking instructor at Camp Lee, VA, having learned to bake at his father’s Bloomington Baking Company and, to a lesser extent, in the Army’s field baking school. After that enlistment, he earned a bachelor’s degree from Illinois Wesleyan University followed by a master’s in G&P from ISNU in 1955. He was an “industrial psychologist/personnel guidance advisor” (personal e-mail communication, May 30, 2008) at Caterpillar Tractor in Peoria before earning a Ph.D. in Counseling Psychology at the University of Missouri. During his residency, he held a graduate assistantship in the University Counseling Service where counseling university students was its primary offering.

After serving as director of research and assistant dean of students at Stevens College, Imig had several careers of public service; first with Urban Community Development
under a Ford Foundation grant in Kansas City and later, under U.S. Department of State auspices, in Panama. He had a short stint in Washington, D.C. with the Department of Aging and then at Washington State College as assistant dean of students where he obtained a grant from the Bureau of Indian Affairs to start community development programs in and around Native American populations. While at Washington State, he met American Indians from Alaska who wanted him to videotape meetings in Alaska leading to the implementation of land claims as he had pioneered with tribes in the lower 48 from 1971 through 1986. He then arrived in Anchorage, where he started an audio/video business that he was still running with his children in 2008. From Anchorage he continued to videotape meetings, mostly pro bono, of American Indians. His collection of such videotapes is believed to be the most comprehensive one in the world.

Joseph Garnero, who falls in the “other” category, was a football and baseball all-star at ISNU prior to World War II. Returning from service and attempts to have a career in “pro ball,” he resumed his studies and became a member of the honorary fraternity for geography students: Gamma Theta Upsilon, graduating in 1949. He was a student-assistant coach for ISNU football, basketball, and baseball from fall 1948 through spring 1950. He completed his G&P degree in 1950 to thereby become better academically qualified for coaching college level teams. Instead of athletic coaching, he became a trainee with Inland Steel and rose through its ranks. The July 5, 1959 Chicago Tribune noted his promotion from foreman to assistant superintendent in the open-hearth shop that is the "largest in the world under one roof" (p.SW 3). However, tragedy soon struck. The July 17, 1960 Tribune carried a story of his death when, at a high speed, “his sports car rammed a standing railroad freight car in the … road … near Halstead Street in Chicago Heights” (p.10). He was 42.

A big tent for school psychology also

Throughout the nation, school psychology had a big tent also. People with various educational backgrounds succeeded well in school psychology mid century. Carl Joseph Bell’s M.S.E. at ISNU was in special education with Dr. Parker as his advisor, but he took enough courses with G&P peers to become a school psychologist in Des Moines, IA. He was a school psychologist for five years before becoming a Supervisor of Special Education. He stayed on the special education career ladder until his retirement. In the Illinois State University 150th Anniversary Alumni Edition (2007) Directory Bell recalled the Tester Program as having the most impact in his days as a student and referred to his “successful career as a psychologist.” He was listed in
the 1958 and 1967 directories (the only one referenced for this paper) of the American Psychological Association (APA).

Bell was not unusual in beginning his career as a psychologist. Parker, his advisor and director of the Special Education Program, was a Qualified Psychological Examiner. In Pennsylvania, from 1937 and for about 40 years, the only credential for Supervisors of Special Education was a Department of Education certificate for school psychologists. In this era many graduate students planning to be counselors, special educators, or “speech correctionists” took many if not most of their courses in psychology.

The examples above are not a random sample. They represent those with a paper trail from mid century and were selected to illustrate the diversity of interests among alumni. Six of the seven are male, which may reflect gender inequity in paper trails in this era, but also may have resulted more from the gender difference in G&P students (see below). Each male mentioned above was in military service – a career step that diminished after 1950 – and each of the six G&P graduates except Garnero earned a doctorate. (See employment summary below.) As ISNU undergraduates, Purkey and Soldwedel edited the *Vidette* and Bell and Purkey were editors of the *Index*. Garnero was a frequently honored football and baseball player. Information about extracurricular activities of other graduates was not readily available, but may be accessible in relevant yearbooks for their senior years.

**Employment summary**

During the 13 years the program was operational, 38 G&P degrees were awarded: 30 to men, eight to women. Information about nearly half of those graduates appeared in the *150th Anniversary Alumni Edition (2007) Directory*. Other career information was obtained from earlier professional directories and personal contacts. By 2005, of the 38, eight were known to be deceased and 12 had no known addresses. At least 10 of the 38 earned doctoral degrees. Of the 20 for whom biographical information was obtained, 11 became college faculty members (four without doctorates were in student personnel); three were in business, or school personnel work; two holding doctorates were in full-time private practice (one clinical, one counseling); three were school psychologists; three were school counselors; and three were school administrators. (The total exceeds 20 because some had more than one type of vocational entry in their career.) Ten (including Bell, the special education major) were among those in the 1967 APA membership directory.

In the graduate Department of Education and Psychology, degrees were awarded to educational administration majors more than six times as often as in G&P. M.S.E. degrees were awarded to 21 Special Education majors during that period.

Even the big tent for the G&P major was not big enough to hold the interests of all students. In the late 1950s, many of the new students had a gleam in their eye for a separate but equal master’s degree programs. Nineteen fifty-seven was the year when the “objects of their affection” resulted in the beginnings of new major fields of study.
Psychology at mid century

At mid century, the APA was the organizational home for a broader range of professors, practitioners, and researchers than it is in the 21st century. Psychology professors were preparing graduate students not only for careers in psychology, but also as practitioners and professors in what has come to be known as related professions such as special educators, school counselors, reading specialists, speech correctionists (later called speech therapists or pathologists), and educational researchers, as well as the various specialties in more pure psychology. At mid century there were between 1,000 and 1,500 school psychologists nationwide. In 1950, there was no American Personnel and Guidance Association (later renamed the American Counseling Association), National Association for School Psychologists (NASP), or American Psychological Society (APS).

The birth of school psychology in 1957

Professors are defined by their academic rank such as psychology, business, chemistry, and education. They define themselves by the professional societies to which they belong. Members of the faculty in the Department of Education and Psychology listed in the 1958 APA membership directory were Drs. Brown, Dillinger, Marzolf, and Paulson and Mr. Hutter, Ms. Lewis, and Mr. Payne. Brown, Dillinger, Marzolf, and Paulson were listed in the ISNU graduate catalog as psychology professors. Samuel Hutter, M.S., instructor in psychology, and Edwin A. Payne, M.Ed., assistant professor of psychology, were listed in the undergraduate catalog, as was Marjorie L. Lewis, M.A., assistant professor and supervising teacher—physically handicapped. (Following a two-year sabbatical to complete the residency for her doctorate at the University of Illinois, Lewis joined the Department of Psychology school psychology faculty in 1966.) Conspicuous by her absence is Dr. Ingram, who taught some psychology courses, but published in educational journals, as was Dr. Tiedeman, who was primarily a measurement-and-design man.

Walter Friedhoff, Ph.D., an educational psychologist with experience in business and industry who had worked for Texaco, moved to ISNU from Eastern Illinois University as an associate professor of psychology in 1958. Friedhoff became the first head of the Department of Psychology in 1966.

According to Friedhoff “Stan Marzolf was a mover and shaker along with his good friend Claude Dillinger. I think they had much to do with getting formal recognition of school psychology and differentiated from guidance …” (Personal communication, Walt Friedhoff, April 18, 2008).

The big guidance and personnel tent, or one major for students with a wide variety of career goals based in psychology, was beginning to come down. Several tents, each with somewhat differently shaped curriculum for the increasingly narrow career paths, were being erected.
The graduate catalogs from 1954 and 1955 provided a curriculum for guidance and personnel (teacher-counselor) and guidance and personnel (counselor) but the first guidance and personnel (teacher-counselor) graduate, Mabel Wilson Rucker, was not listed until the August 1958 commencement program. In June 1959, there were two guidance and personnel (counselor) (James Allen Brooks and Kenneth Harold Coffman) and five plain guidance and personnel degrees granted. These five were included in the 38 described earlier but the three with new degrees were not. Biographical information for those eight graduates was scant in the Alumni Directory of 2007.

New majors emerging from G&P were publicly recognized with publication of the graduate catalog for 1960-1961. Separate curricula for guidance and for school psychologist—counselor were listed in the catalog. Other graduate curricula offered at that time included secondary and community college, elementary education, special education, supervision, and administration. Requirements for the school psychologist-counselor degree included the courses Introduction to Research, Educational Statistics, Advanced Educational Psychology, Diagnosis and Counseling, Individual Mental Testing, and Practicum in Diagnosis and Counseling.

Early recipients of the guidance and personnel degree had previously earned a teaching credential. Progression to the separate guidance and school psychologist-counselor degrees reflects the evolution of ISNU toward a multiple purpose university.

The 15-year in vivo period for school psychology was nearly over. The first graduates with a specified school psychology degree were in 1960, and they were the first of several “siblings” in psychology and “cousins” in education to enter the field in the next decade.

In June 1960 there was another, plain, guidance and personnel diploma and also two school psychologist-counselor (Julia Blum Bates and Marilyn Arden Boussum) and two guidance degrees. Later the school psychologist-counselor major would split as the disciplines became more specialized and as they were guided by credentialing requirements of the Department of Public Instruction.

Similar changes were occurring nationwide. From 1950 to 1960, APA membership grew rapidly. By 1960 the Division of School Psychologists (16) had tripled to 712 Fellows, Members, and Associates. Later, the name of the division would change from school psychologists to school psychology to encourage membership of professors. By 1960 the Division of Abnormal and Clinical Psychology (12) had dropped the word “abnormal” from its original title. Similarly, the Division of Counseling Psychology (17) had dropped the word “guidance” from its title. Divisions 12 and 17, which had a larger base than Division 16 in 1950, doubled in size in that decade (French, 1985).

Apparently, the ISNU Graduate Council of the 1950s, unlike such bodies with longer histories of graduate education, was slow in keeping up with the actions and proposals of faculty and students. The Graduate Council annually approved “petitions for admission to candidacy for master of science in education degrees.” The first mention of school psychologist was in the March 23, 1961 petition list.
Summary and conclusions

In 1943, the State Teachers College Board authorized the master of science in education for the five teachers colleges in Illinois with ISNU qualifying initially for degrees in seven academic departments including the Department of Education and Psychology. Although there was an insufficient critical mass of graduate faculty in the 1940s to warrant a master’s degree in psychology, there were sufficient supporting faculty to offer a more generic degree for counselors, personnel workers and qualified psychological examiners. Before the guidance and personnel degree was offered, diagnostic and counseling services were provided in one unit to returning World War II veterans, and in another for college students, children, and youth in the laboratory school and members of the community at large. Students in the curriculum enjoyed a wide range of practicum clients in the Psychological Counseling Service with strong and varied models. By 1947, the first diploma was awarded in guidance and personnel and 37 more followed by 1960, when the division of the major into several related programs was completed and the school psychology-counselor program emerged. In this era, enrollment at ISNU grew substantially each year with faculty barely keeping pace. Nevertheless, alumni from the guidance and personnel major entered relevant fields very successfully and more than 25 percent earned doctorates.

Soon, other psychology specialties/majors would emerge including industrial/organizational, developmental, clinical, counseling, educational psychology, measurement/statistics, and social/experimental in the coming two decades.

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References

Stevenson, G. S. (1943) Twenty-five years of child guidance, Mental Hygiene, 27, (2), 2–12.
The second half of the 20th century was one of momentous times of transition and expansion for Illinois State Normal University (ISNU)/Illinois State University (ISU). The Cold War, rock and roll, hippies, Love Generation, and political unrest were among the many social changes. The Russians’ launching of the first space satellite in 1957 initiated pressure at the national level to get education to focus on math and the sciences and resulted in the National Defense Education Act of 1958 that was to have a major impact on higher education. At the beginning of the 1960s, ISNU was a relatively small teachers’ college, which had just authorized master’s degrees in a half-dozen fields and was about to change its name. At the end of the century, it was a multi-purpose university with a student body of 20,000 that offered doctoral study in numerous areas. As suggested in the previous chapter, there was a feeling that change was brewing with the authorization in 1962 of two new degrees, Master of Arts (M.A.) and Master of Science (M.S.) in addition to the M.S. in Education, which was considered a teaching degree. In 1966, partly due to the increasing number of students, the university was divided up administratively into colleges (Education, Arts and Sciences, and Applied Science and Technology) with the existing departments distributed among these. The Department of Education and Psychology was divided into education, which was a part of the College of Education, and psychology, which became part of the College of Arts and Sciences. Non-teaching majors and minors were offered to undergraduates, and “Normal” was eliminated from the university’s name. Doctoral programs were added to those in educational administration and special education: initially in art and biology, and in psychology before the end of the century. The undergraduate program in psychology became one of the largest in the university with more than 500 majors. Faculty had to be added to teach the increasing numbers of students and to supervise graduate research and professional training. For the first time, the Department of Psychology had a common home when DeGarmo Hall was built and the 4th floor was devoted to faculty offices. It clearly was not the same university in 2000 that it was in 1960.
Tracing the emergence of the department and the school psychology master’s program

Attempting to trace the evolution of the Department of Psychology and the graduate program in school psychology provided a challenge that was not expected at the outset. There were repeated instances where the information seemed to be incorrect, contradictory, or merely lacking. A great deal of the confusion can probably be attributed to the relatively informal way in which curricular offerings were proposed and implemented in those early days. In conversations with several members of the faculty from the early 1960s, it became evident that prior to the reorganization of the university into colleges, things operated very loosely. New programs, their labels, and requirements could be added or eliminated by a simple catalog change. New courses were added by writing up a catalog description and submitting it directly to the catalog editor. Ordinarily, these curricular changes did not go through any committees or even the department chair. When the next catalog came out, that became law for any student entering at that time. Such an informal approach to curricular changes is unheard of and almost inconceivable in the modern university, but it can explain some of the frustrations in attempting to trace the program changes in university policies when formal action was often neither required nor taken.

One of the significant factors in stimulating the growth of the Department of Psychology was the movement away from a single-purpose teacher-education institution to a multi-purpose university. On August 23, 1963, Governor Otto Kerner signed legislation that changed the name to Illinois State University at Normal, which became effective on January 1, 1964. On July 1, 1967, the university was authorized to drop the “at Normal;” thus the first public university in Illinois became the only institution, other than the University of Illinois, to discard a compass point or city as part of its official name. Apparently, one impetus for the final change was a proposal by the Illinois Teachers College North (which became Chicago State University) to change its name to either “Illinois State University” or “Illinois State University at Chicago.”

Illinois State University began offering many different non-teaching majors, and psychology was among them. The reorganization of the university administratively into colleges also had a major impact on the Department of Psychology. Psychology has been associated with teacher education ever since the founding of the university and organizationally was part of the Department of Education and Psychology at that time. When colleges were instituted, there was a question of where within the collegiate system the Department of Psychology belonged. Up until that time, psychology’s primary role in the undergraduate curriculum had been to provide courses for students working on teaching degrees in the social sciences and in teaching service courses such as Educational Psychology for prospective teachers. Some, including the chair of the Department of Education and Psychology, Dr. Frank Philpot, wanted psychology to remain with the College of Education and perhaps even be absorbed by the Department of Education.

Figure 3-1 Dr. Frank Philpot. From The Index, 1963 (p.144), Normal: Illinois State Normal University. Reproduced with permission.
Others believed that the proper location for a psychology department was in the College of Arts and Sciences. According to Dr. George McCoy (George and Sally McCoy, personal communication, June 13, 2008), the psychology faculty gathered signatures and presented a petition to the university’s Academic Senate indicating that the majority of the faculty wanted a separate psychology department in the College of Arts and Sciences, which was ultimately the final decision. Consultants from major universities were called in, and a case was made by one of them that keeping psychology within the College of Education would severely restrict the scope of the department’s courses in the future. Ultimately, the decision was made to join the College of Arts and Sciences. Existing faculty had to decide whether they wanted to be within the psychology department or with education. For many, this was a relatively easy decision; for others, it was a real problem. A second justification for a separate department, and certainly a major problem in reaching a decision, was caused by the two graduate programs that were then being offered: guidance, and school psychologist-counselor.

The evolution of the graduate programs

When the university had first authorized master’s degree programs, back in 1943, one of the degrees offered was in guidance and personnel. By 1955-56, two variations of this degree were listed in the graduate catalog: teacher-counselor and counselor education (or counseling). The advisor for both options was Dr. Stanley Marzolf, who was the director of the Psychological Counseling Service and identified as a professor of psychology (within the Department of Education and Psychology).

The 1960-1961 graduate catalog reflected a change in labels to guidance and school psychologist-counselor. The guidance (or guidance and counseling) nomenclature was probably instituted by Dr. Gary Walz in 1960 in order to apply for a large National Defense Education Act grant, which included federal money for adding staff and remodeling the facilities. The retention of “counselor” as part of the school psychology-counselor degree was apparently retained because that degree provided practicum experiences in the university Counseling Service as part of its curriculum.

Other changes were evolving in the nature of ISU’s graduate programs. By the 1962-63 school year, the university had authorized two new graduate degrees. Up until then, the only degree awarded was the Master of Science in Education. Now, the M.A. and M.S. degrees were also made available. At that time, the M.S. degree became the graduate degree awarded to everyone unless they petitioned for the M.S. in Education or the M.A. degree. The M.S. in Education was an option to those who met State of Illinois teaching certification requirements. The M.A. was an option if the student had two years of a college-level foreign language or could demonstrate a reading knowledge of a foreign language and had 32 hours of credit in the humanities and social sciences. Thus, it was possible for a graduate student at Illinois State University to earn a non-teaching master’s degree. However, at that time, psychology was still in
the Department of Education and Psychology. Students who earned school psychologist-counselor degrees were still required to meet teaching certification requirements. At this time, a student could be awarded an M.A. or M.S. in psychology if they were counseled out as a professional practitioner in psychology.

This division of the previous guidance and personnel program into guidance and school psychologist-counselor, prior to the formation of the colleges, added to the confusion about where psychology belonged in the new alignment, but the school psychology degree was believed by the majority to be more psychology than education. So in 1966, when psychology became a department in the College of Arts and Sciences, the school psychologist-counselor graduate program went with it. The guidance program remained within the College of Education. Naturally, such a split provided for considerable confusion. Psychology was to retain control of Educational Psychology and other service courses such as Tests and Measurements; Counseling and Guidance was to remain in the Department of Education. Most of the faculty, at the time of the administrative realignment into colleges, opted for appointments in either of the two departments, although several maintained joint appointments. Also in the 1966-67 year, school psychologist became the title of the degree and those students had the option of the M.A., M.S., or M.S. in Education degree. The graduate degree in psychology had only the M.A. or M.S. degree.

In 1968-69, the guidance and counseling degree offered by the College of Education identified three areas of specialization: elementary guidance and counseling, secondary guidance and counseling, and counseling in higher education. In addition to the School Psychology Program, the master’s degree program in psychology offered concentrations in measurement in the behavioral sciences, counseling (for students interested in working in junior and senior colleges), and student personnel work in higher education. Exactly how restrictive the definition of counseling was in the Department of Education’s guidance and counseling curriculum remained unanswered; now both psychology and education offered graduate students the opportunity to focus on counseling skills. In 1969-70, the specialization in guidance and counseling clarified counseling in higher education as including counseling in junior and senior colleges and student personnel work in higher education. The counseling and guidance program in the College of Education continued to grow and excel, becoming one of the significant providers of school counselors for the State of Illinois up until the time it was discontinued by the College of Education in 1998, in part due to financial issues. That, however, is part of the history of another department and college.

Curricular issues became commonplace at both the undergraduate and graduate levels. With the offering of a non-teaching psychology major, considerable discussion focused on what that undergraduate curriculum should include, and similarly what background was appropriate for students entering the graduate program in school psychology. This was to become an ongoing debate over the next three decades, but a general agreement seemed to exist and provided a foundation for the discussions. The consensus was that the undergraduate major should be a rigorous one that encompassed a wide spectrum of the field of psychology and significant exposure to the natural sciences, writing skills, and mathematics. (See Chapter
4 for a more detailed discussion of the undergraduate program.) At the graduate level, as new concentrations of interest began to appear (i.e., clinical, counseling, developmental, industrial/organizational, and experimental psychology, and statistics), the position was that there should be a common core of knowledge for all psychologists, even though exactly what that core knowledge should consist of was hotly debated. From 1966 until 2000, the graduate courses Theories of Learning, Theories of Personality, and either Statistics II or Theory of Test Construction were required of all graduate students. The transcripts of incoming graduate students were evaluated and they were required to have had the equivalent of a minor in psychology including an introductory psychology course, statistics, and experimental psychology courses. If they did not, they were informed of a deficiency which had to be completed in addition to the requirements for a graduate degree.

Additional concentrations began to appear. Clinical psychology, counseling psychology, experimental psychology, industrial/organizational psychology, and developmental psychology were all introduced under the master's degree in psychology. By this time, the informality of the earlier days was a thing of the past, and any new degree program had to pass through numerous layers of curricular approval: department, college, university, Board of Regents, Board of Higher Education, etc. Documenting the need for any new program as well as specifying the facilities and staff requirements were central to the process. In addition to the ballooning numbers of students in state-supported schools, somewhat challenging economic conditions had resulted in a great deal of difficulty in gaining approval beyond the university level of any new graduate programs. The result was that the department informally recognized concentrations in several graduate areas, each of which had their own requirements for admission and completion. During this era, however, all incoming students had to meet the minimum admissions and course requirements for the psychology degree, as did those students admitted to the School Psychology Program, which was formally recognized as a separate graduate program by the university.

The composition of the faculty in the Department of Psychology underwent a major evolution in the decade from 1960-1970 as well. At the beginning of this era, the faculty of the Department of Education and Psychology who held rank in psychology was small, including only three doctoral-level members as full-time faculty (Drs. Stanley Marzolf, Claude Dillinger, and Elizabeth Brown) and one member (Dr. Herman Tiedeman) who also served as director of the Test Service; there were typically four or five additional master’s-level faculty designated as psychology: some full time, some part time, and others in administration.

Up until this time, the rank of assistant professor was routinely awarded to faculty with less than a doctoral degree, and associate professor or professor given to those with a doctorate. As a new department in 1966 with its first department chair, Dr. Walter Friedhoff, recruitment began to focus on faculty with the terminal academic degree. Because of increasing numbers of graduate students and a decision to allow diversity by offering concentrations in several areas of graduate study, it was possible to recruit faculty with specialties in areas like clinical, counseling, learning, and developmental psychology, as well as in school psychology. Among
those first appointees were Dr. Ken Leicht (learning), Dr. Skip Lemke (measurement), Dr. Gary Ramseyer (statistics), Dr. Audrey Grupe (school psychology), Dr. Irving Jacks (counseling), Dr. Robert Silver (clinical), and Dr. Charles Berger (social psychology).

Several other new doctoral-level faculty with specialty areas joined the department, but they were more generalists in terms of responsibilities, perhaps teaching the auditorium sections of General Psychology or two or more courses. The normal teaching load at this time was 12 semester hours, which would allow faculty to teach one course in their specialty area at the graduate level. Also, the philosophy through the 1970s was that all regular (full-time) faculty members should be involved in teaching at both the undergraduate and graduate levels. By the end of this decade (1960-70), there were more than 30 full-time faculty members, more than 20 of whom had completed doctoral degrees, and approximately one-third of the faculty were women. Faculty appointees who were not in the ABD (all-but-dissertation) phase of doctoral work were hired as instructors, and those with newly completed doctoral degrees usually were given the assistant professor rank.

The rapid growth and evolution of the department and the university was impressive and desirable, but it was not without unexpected challenges. The resources provided to the university by the State of Illinois were limited, and the competition for resources within ISU was at times fierce. Long past was the era in which President Felmley apparently had

Figure 3-3 Dr. Claude M. Dillinger. From The Index, 1957 (p. 223), Normal: Illinois State Normal University. Reproduced with permission.

Figure 3-4 Dr. R. Elizabeth Brown. From The Index, 1962 (p. 53), Normal: Illinois State Normal University. Reproduced with permission.

Figure 3-5 Dr. Herman R. Tiederman. From The Index, 1949 (p. 191), Normal: Illinois State Normal University. Reproduced with permission.

Figure 3-6 Drs. Ken Leicht (third from left) and Irving Jacks (second from right) with officers of the Student Psychological Association, 1969-1970. From The Index, 1970 (p. 212), Normal: Illinois State Normal University. Reproduced with permission.
taken great pleasure from being able to return unspent monies to the state at the end of a fiscal year. According to one story about Felmley’s frugality, when a train wreck had occurred near Bloomington, he dispatched students to the site of the wreck to appropriate the padding from destroyed seats from which to fashion blackboard erasers by nailing it to boards. Some of these erasers were reportedly still in use in the 1940s.

That kind of charming frugality would not have met the challenges of the department or university in this new era. The General Psychology classes had always been relatively large, but the classes were increased to 350 students with four or five large sections offered each semester. Other undergraduate courses, such as Educational Psychology, Psychological Measurement, Experimental I, and Business and Industrial Psychology were also offered in giant economy sizes. Graduate classes, which previously had 10-15 members, also increased, with 30-40 students being commonplace. One result was that the department decided it must somehow restrict the growing numbers of students enrolling in its courses. A 3.0 grade point average in the last 60 hours of undergraduate work was required for admission to psychology graduate programs when the norm for the university was 2.5. This decision was implemented despite strong reservations from the Graduate School, and still the department’s enrollment continued to grow. Naturally with more concentrations for graduate study, more classes, and more students, it became necessary to add more faculty. When faculty numbers peaked at 45 and the department was generating more semester hours than the College of Education, the College of Arts and Sciences acted to suppress the rate of growth. Obviously new challenges lay ahead.

The Friedhoff years: 1966–1976

The history of psychology as a separate department in the College of Arts and Sciences really begin in 1966 when Dr. Walter Friedhoff, who had been elected by the faculty, assumed the role of chairperson of the new department. There were nearly 20 doctoral faculty members at that time. Although the department had gained autonomy, it was still anything
but an organized and coherent unit, since among its faculty were several full-time administrators who taught only a single course per semester. Office space for the faculty was interesting, too. The department office was on the 4th floor of Schroeder Hall, and several of the faculty who had been on board for some time retained their offices there. New faculty were assigned office space in a bull pen: a large room with temporary dividers between desks in the former University High School building, now renamed Moulton Hall. Other faculty offices were located in the old Central School building on the site of the present Manchester/Hewett residence halls. The remaining faculty had offices in an old two-story house across from Schroeder Hall on College Avenue, in Cook Hall, and even in the Psychological Counseling Service in Fairchild Hall. The Counseling Service was still a part of the Department of Psychology and was staffed by faculty with 1/4 released time from their 12-hour teaching load to provide services to students. Administratively, a combined personnel committee -- originally the Appointments, Promotions, & Tenure Committee and subsequently re-labeled the Departmental Faculty Status Committee -- was established consisting of four members elected at large by all faculty who held appointments in the department. No restrictions were specified on the faculty rank or area of interest of those elected to this committee.

The department’s undergraduate courses were increasing in popularity and faculty were constantly being hired. Graduate activities were focused mainly on the master’s degree in school psychology, although steps were quickly taken so that the master’s degree in psychology could provide considerable latitude to those students wishing to pursue other options. Since nothing in university guidelines precluded a department using this degree as an umbrella, by 1968-69 students were permitted to pursue concentrations in general-experimental (human learning), measurement in the behavioral sciences, and counseling (especially for those interested in working in junior and senior colleges and student personnel work in higher education). Although the number of students working in these areas was very modest, it was the beginning of specialized concentrations of study.

Shortly after this, the department office was moved to 225 North University Street in a renovated apartment house, and most of the faculty relocated there. A small residential house, the Schnebley House, which stood where the Bone Student Center parking lot is today, housed about eight others and had a half-dozen rooms in the basement for data collection. A large two-story house on North University was quickly added to provide space for experimental work. In the 1971-72 academic year, several new areas of concentration reflected the increasing specialization of newly recruited faculty. Educational psychology and clinical psychology were first listed as options for graduate students in that year. Also, a statement was added to the graduate catalog indicating that only students who were degree candidates could be admitted to professional courses, identified as Psychodiagnosics I, Psychodiagnosics II, Diagnostic Procedures, Group Counseling, and the practica. There was a strong belief that there should be some kind of common core of graduate study for all of our students, and by 1973-74 the department required Theories of Learning, Theories of...
Personality, and either Statistics II or Test Theory. Additionally, graduate students had to take three courses from a list including: Developmental I (Child) or II (Adolescent), History and Systems, Psychopathology, Human Abilities, Perception, and Physiological Psychology.

The arrival of President David Berlo in the fall of 1971 ushered in tumultuous times for the university, which have been described elsewhere in histories of ISU. One of his first acts was to establish an executive committee that would devote its full time to evaluating all aspects of the university. As a long-time friend of the new president, Dr. Walt Friedhoff was selected to serve on this committee, and Dr. Jim Johnson served as acting chair of the department during the fall semester of 1971. The overall effect of Dr. Berlo’s administrative style was to create considerable stress and tension among almost all the university’s human resources, which ultimately resulted in his resigning from the university. However, the long-term impact on the Psychology Department was negligible.

The fall semester of 1974 was a monumental one for the Department of Psychology because the completion of DeGarmo Hall permitted all faculty to be housed in the same building for the first time. During the summer, everyone was able to walk through the partially completed building to select an office. This was done on a seniority basis. Because of concerns that some interest groups might establish territorial rights to sections of the 4th floor, it was stipulated that faculty from the same area (experimental, clinical, school, etc.) could not select adjoining offices. Also included in the new building was space for practica in school psychology, clinical psychology, and counseling psychology, as well as for counseling and guidance, because DeGarmo was also the new home for the College of Education. Psychology also had space in the basement for data collection, a suite of about six rooms linked by a state of the art computer system that could collect and collate data simultaneously, and room for a small rat colony for experimental psychology. The offices of the College of Arts and Sciences had moved to Stevenson Hall, although the departments in that college were scattered throughout campus. Dr. Friedhoff elected to step down as department chair in 1976, and Dr. Macon Williams served as the acting chair during the search for Friedhoff’s successor.

It was evident during the search process that different elements did exist within the department. The two leading internal candidates for the position were Dr. Valjean Cashen and Dr. Macon Williams. Dr. Williams was eventually selected as chair, but during the deliberations an informal agreement seemed to be reached that the position of chair would alternate between the applied and non-applied programs.

**Reflections by Dr. Friedhoff**

The Department of Psychology started as an independent department, administratively located in the College of Arts and Sciences, in the fall of 1967. Since the university was not so complex at that time, the change was not too difficult. However, it did require substantial additions to our course offerings, which we accomplished fairly easily. With two exceptions, the faculty had been educated in colleges of education and some had minimal training in
psychology per se. Unfortunately, recruiting for new faculty came at a time when jobs were plentiful all over the country and since few universities were aware of our new status, the task was not easy. However, within a few years, new doctoral faculty became more plentiful. By the end of my term as department chair, we had 45 faculty members who were either full time or with some fraction of their appointment in psychology.

This incredible increase in staff was due to having many wonderful faculty involved and also because across the nation psychology was a very popular undergraduate major. However, a department doesn’t grow so quickly without faculty who enjoy teaching—which means they liked students.

Research was emphasized more than ever before and during weekday evenings we could almost have had a faculty meeting because so many faculty were writing or computing in their offices, getting data pulled together, and preparing for publication.

During this time, for at least for one semester, our department generated more credit hours than all of Illinois Wesleyan University (located just a mile south of ISU). But these were not just undergraduate hours. Our graduate programs also now began to draw increasing numbers of applications for admission. Finally, we noted that the quality of these applicants had improved so much that, to the Graduate School’s dismay, we increased the GPA necessary for admission to a 3.0 from the 2.5 of the university requirement. The Graduate School predicted a drop in applications, but the number of applicants actually increased rather than what the Graduate School had anticipated. We also asked if we could tell Admissions which students we would accept and then send them the data. Never before at ISU had this happened, at least to my knowledge. It was obvious to me that our programs were truly outstanding. The best measure of this was the jobs that our graduates were getting, as well as the caliber of doctoral programs to which many were admitted.

My time as chair ended with what I believe to be a superb faculty and a lot of great teaching. We filled the Schroeder lecture hall with five sections almost all close to capacity, namely 357 students, during both fall and spring semesters. There was great pride on the 4th floor of DeGarmo Hall. (Dr. Walter Friedhoff)

The Williams years 1976–1983

After serving as acting chair during the previous year’s search for Dr. Friedhoff’s successor, Dr. Macon Williams was selected for the chair’s position. It would be accurate to label the Friedhoff years as a period of innovation, exploration, and growth; it would also be fair to consider Dr. Williams’ tenure as chair as a time of consolidation and stability. President Berlo’s dismantling of the college structure and ventures into re-doing the faculty evaluation process had resulted in an adversarial relationship with the Academic Senate. This led ultimately to President Berlo’s resignation and a no-confidence vote by the Senate. Dr. Williams’ quiet, comfortable leadership style was just what was needed in the department following the Berlo administration. Dr. Williams inherited a relatively large and
energetic faculty made up of many who had been there since the department’s inception and many others brought in to cope with increasing enrollment and programs.

At the time he assumed the position, the department had identified the areas in which a master’s degree would be offered: experimental psychology; industrial/organizational psychology; educational psychology; measurement-statistics; counseling psychology; clinical psychology; and school psychology. All but school psychology were offered under the M.A. or M.S. program in psychology as areas of specialization or concentration. Each was afforded an independent description in the graduate catalog in 1976-77. As of the 1978-79 catalog, the label for these areas had become “sequences” with no real change in their official, actually unofficial, status within the university. However, the use of the sequences designation to provide for specialization within the master’s degree program was widely accepted.

The biggest challenge of this era was in handling a ballooning student enrollment in both the undergraduate and graduate programs while resources from the state were dwindling. In the early days of the department, annual faculty evaluations by the Department Faculty Status Committee (DFSC) were done using dollar amounts that had been given to us by the College Faculty Status Committee. The deliberations involved not just dealing with dollar amounts, but actually considering increments as low as 25 cents in determining faculty raises for the following year. Now, due to political issues within the state, the money allocated for faculty salaries was not determined until well after the period that annual faculty evaluations were completed. The DFSC resorted to using “points” awarded on the basis of each faculty member’s performance in the three areas of (1) teaching, (2) scholarly productivity, and (3) service. The role of the college had originally been to approve the faculty evaluations and to handle the appeals from the faculty concerning the department’s decisions, but the college now became more aggressive in its management of this process and these funds, with the dean exerting considerable influence on how the merit increases were handled. This situation created considerable dissatisfaction within the department, and since the college office was so far removed physically from the department, there was a feeling that the college didn’t actually know what was going on. There were increasing demands on the faculty to be active in the areas of scholarly productivity, although the department continued to value teaching as equally important in terms of evaluations, raises, and tenure decisions.

Overall, Dr. Williams had utilized his interpersonal skills to enhance the strong positive feelings within the department. The graduate programs had flourished and the quality of incoming students continued to increase. Teaching loads remained high, with the 12-hour adjusted load being typical. Under this system, faculty could apply for a three-hour released time assignment for research, providing that they had shown productivity previously. Teaching the large auditorium classes (200-plus students) were counted as two small classes. Relationships with administration outside the department, however, remained strained. When Dr. Gene Budig succeeded Dr. Berlo as President of the University, his visit to the Department of Psychology to meet the faculty came on the heels of an announcement that he had been given a substantial salary increase before assuming his new role. Most of the faculty, still smarting from a very miniscule salary increment across the University, elected to not attend the meeting.
Reflections by Dr. Williams

After the near-frantic university growth of the Department of Psychology’s early years, instructional emphasis shifted from recruiting qualified faculty for the essential major and service courses to improving programs and faculty development.

The graduate programs, as previously noted, differentiated into more specialized areas of emphasis with greater limits on enrollment and increased standards for graduation, including more emphasis on thesis requirements rather than on alternative options for meeting requirements for graduation. Almost all of the first graduate students had undergraduate degrees from ISU. As the graduate programs matured, we were able to enroll students from a broader national set of universities and, with the aid of university support, we were able to attract English-speaking students from a variety of countries.

It was apparent that the existing undergraduate course requirements worked well for many bright and well-advised undergraduate students who sought out a challenging set of courses, providing them with a broad-based general education and excellent preparation for graduate or professional school study. However, course selection by many students appeared to be both haphazard and without any purpose other than achieving a degree with minimal effort. Far too many students resisted advisement that steered them in the direction that most faculty members deemed appropriate. A number of factors led to this condition.

Fixed sets of course distributions were cast aside in Ivy League schools in favor of more flexible advisement in the early 1960s because so many of their students had very strong preparation from specialized secondary schools, study abroad, etc. However, as this model became widely used in colleges and universities with mostly first-generation college students, it interacted with rising academic consumerism in which “the customer is always right.” Students elected to do pretty much whatever they wanted within the now severely reduced required course distribution. Another unfortunate trend within the university led many departments to offer questionable courses to satisfy general education requirements largely to maintain enrollment and to avoid redistribution of their budget to other departments during difficult financial times.

ISU had also changed the university minimum admissions standards from the upper half of the graduating class or an ACT score of 20 to a lesser score because many newly admitted students came from high schools with such low standards that local high school graduates who were in the lower half of their class had substantially higher ACT scores, but could not be admitted. Further, the university developed exceptions to even the decreased admission standards. As a result of well meaning but misguided admission changes, there were students with combined ACT scores of less than 10 and some with math ACT scores of 1 admitted to the university.

During the Vietnam war, many faculty members were loath to make students eligible for conscription into the army when they were going through a difficult time, so the Academic Senate changed the policy for grades in repeated courses that allowed students to leave incomplete course grades on their transcripts forever. Also, courses in which students
received failing grades and withdrawal-failing grades could be taken repeatedly and only the last grade would count toward the cumulative grade point average. Those rules remained on the books well after the war was over. One extreme example of these policies was found in the transcript of a psychology major who graduated from ISU 10 years after he began college with 118 semester hours of incomplete, failing, and withdrawal-failing grades, notably only two hours short of the 120 hours required for graduation.

As the baby boom began to fade, the projected numbers of college students in general, and psychology majors in particular, were expected to decline. We resolved to make changes that assured that if we were to be left with fewer majors they would be good ones who were well prepared when they graduated, so we worked toward this goal.

We made some changes in psychology course requirements to insure good distribution, but we could not change the general education requirements. However, we could increase requirements for the major using courses that could also count toward the major. Thus we included in our major requirements two writing courses in English, two mathematics courses (‘‘baby’’ calculus or above), two elective laboratory courses in biology, chemistry or physics, and an elective philosophy course (e.g., logic or history of philosophy). In addition, we raised the grade point average and course completion requirements for students to transfer into the psychology major.

We also worked in concert with other departments in the College of Arts and Sciences to nominate responsible faculty members to the Academic Senate in order to put in place more reasonable standards for admission, retention, and graduation. I am pleased to report that, in combination, these measures had the desired effect.

Politics, governing board biases, frequent administrative leader changes, shifting university and college policies, and interdepartmental resource competition caused or amplified existing difficulties in department functioning with disturbing frequency. Sample problems included: frequent national searches for university administrators profoundly affected the number of faculty candidates we could interview and how much we could spend on the process; budget rescissions, sometimes occurring more than once in an academic year; administrative near panic over the possibility that a too-high proportion of faculty would become tenured led to silly rules about hiring and tenure granting (note that the faculty actually began retiring early rather than late as administrators had predicted) and numerous other ‘‘chicken little’’ regulations were imposed; harassment by an affirmative action officer who sought her own promotion without meeting any promotion criteria except for length of time in rank; a seven-year affirmative action lawsuit by a faculty member represented by a former university attorney, when the university imposed limits on temporary contracts, with finding for the defendants.

Despite these and many other distractions, the department continued to function well even with heavy faculty teaching loads and lack of compensation for administrative duties, advisement, thesis supervision, etc. Unfortunately, most overworked faculty members had neither the time nor resources to develop systematic research programs. However, many did manage to keep a slow but steady record of research productivity. (Dr. Macon Williams)
The Alferink years 1983–1998

When Dr. Williams decided to step down as chair following the 1982-83 year, the Department of Psychology began its third chair search. The dean of the College of Arts and Sciences had been involved in several situations that communicated a lack of satisfaction with the department. The two most significant were a decision reached during one evaluation year when the faculty members in psychology who received the lowest raises in the college outnumbered the total for the entire rest of the college. Additionally, some of the what were called “unproductive senior faculty” had been referred to as “dead wood” in a memo that became common knowledge in the department. While many of these faculty members were not overly active in the realm of scholarly productivity, they tended to be teaching huge numbers of students in their classes and to be more than carrying their share of the work on thesis direction and department and university committees. For example, five of the 300-student auditorium sections of General Psychology were typically taught by four full professors: Dr. Cashen, Dr. Johnson, Dr. Schmaltz, and Dr. Vernon, who taught two sections.

The two internal candidates for the chair position were Dr. Laura Berk and Dr. Jim Johnson, and both had considerable support within the department. During the process of the search, however, it became apparent that the dean wished to go outside the department for the new chair. Thus, when Dr. Larry Alferink was named by the dean to fulfill this position, he arrived with a most difficult challenge in terms of reconciling the department’s relationship with the dean and the college while maintaining the cohesiveness within the department. He proved to be masterful in handling the budget, and re-established a positive relationship with the dean and her successor. By manipulating financial resources, which remained limited, he managed the transition to the computer era and every faculty member was provided with his or her own computer.

Dr. Alferink’s tenure also saw the continuing development and approval of the doctoral degree program in school psychology, the elevation of the master’s degree in school psychology to a specialist degree, and both the clinical psychology and counseling psychology master’s degrees expanded to two-year, 48-hour programs. The most active faculty recruitment involved personnel to support the doctoral degree program in school psychology, although a number of significant support faculty were also added. All of the master’s degree sequences, with the exception of educational psychology, continued to increase in number and quality of applicants. More detail on the activity within these areas is reported in the chapters dealing with school psychology (Chapter 5) and the Clinical-Counseling Psychology Program (Chapter 6). Additionally, Dr. Alferink has provided a summary of his accomplishments during those years.
Reflections from Dr. Alferink

Dr. Alferink joined the faculty as chair of the Department of Psychology at ISU in August of 1983. He previously had served as a faculty member at Drake University in Des Moines, IA, serving as department chair during his last two years. Drs. Barbara, Goebel, Audry Grupe, and Mark Swerdlik served as members of the Search Committee with Monica Cunningham, a student in the School Psychology Master’s Degree Program serving as the student representative. Dr. Bill Woodson, Professor of English, chaired the committee and the executive secretary was Dr. Al Otto, chairperson of the Mathematics Department.

When Dr. Alferink arrived, he found a department dedicated to teaching, with several faculty members who had gained recognition for their efforts. In addition, the graduate programs were very strong. However, undergraduate enrollment had been dropping and the research record was mixed. There were some faculty who had very strong research records, some who had published a number of articles, but not necessarily in the most respected journals, and some who had not published in peer-reviewed journals. Given the department’s commitment to teaching, a point of particular concern was that relatively few students worked with faculty members outside of class on research projects and other activities, and engaging in such activities with undergraduate students played a limited role in the evaluation of teaching.

One issue that seemed key to the future of the department was the growth of the undergraduate program. The undergraduate major enrollment had reached a low of 325 students at the beginning of the fall semester in 1983. As a result, the department had been losing faculty lines, reaching a low of 35.5 faculty lines in 1983.

In the effort in attract more students, there were several strengths that were clearly evident. Many of the students were very strong, with ACT scores at or above the college average as noted in the previous program review, and one of the majors had been selected as a Bone Scholar in the previous year, the highest honor bestowed on an undergraduate student at ISU. In addition, the department was an active participant in the university Honors Program with 35 honors students in 1983. The department offered several honors sections of General Psychology, an opportunity to attract strong students to the major.

Over time, efforts to attract more students proved to be too successful with the number of undergraduate majors increasing to 700 students. With growth in the graduate program, a large number of minors and a heavy service commitment to support students in other programs across the university, it proved a challenge for the department to serve these students by providing sufficient seats in required major courses so that students could graduate on time. The department faced increasing requests for overrides into filled sections and section size had been pushed to the limit and perhaps beyond. Hence, the university allowed the department to place restrictions on the admission of majors to the department. This was done by requiring specific grades in graduation requirements that students should complete during their first two years. In some cases students put these courses off until the final semester, or failed and had to retake them. In the worst cases a few students were
unable to pass them and, while they had enough hours to graduate, were unable to meet major requirements. In order to minimize this, students who sought to change majors were required to pass these courses prior to admission, thus encouraging them to complete these requirements in a more timely fashion and significantly reducing the number of students in the major who were unable to graduate. This also reduced the number of majors to a more manageable level of about 500 students, plus some students who were working on meeting the admission requirement.

While the undergraduate program grew, the quality of the students was maintained. The Honors Program grew to more than 70 students at its peak. The department was either in or competing with the Department of Specialized Educational Development for second place in terms of having the largest honors program on campus.

In 1983, the graduate program enrolled 120 students. There were two master’s degree programs, one in psychology and one in school psychology. The master’s program in psychology offered sequences in clinical, counseling, educational, experimental, and industrial/organizational psychology. In addition, students could be admitted to the general program without a sequence designation. In general, the students were very good with some clearly competitive students who gained admission to doctoral programs. In the subsequent program review in 1989, the average Graduate Record Examination (GRE) scores compared favorably with doctoral programs on campus.

The department had voted to approve a doctoral degree program in school psychology, and in 1983, a proposal had been developed and had been approved by the department and by the College Curriculum Committee. In 1983, Dr. Alferink was responsible for helping guide the proposal through the Graduate School, the Academic Senate, the Board of Regents, and subsequently thorough the Board of Higher Education. Details on this process are provided in Chapter 5 of this monograph, but suffice it to say that eventual final approval was obtained and President Tom Wallace approved the funding to initiate the implementation of the program. By 1998, when Dr. Alferink stepped down as chair to accept a position as associate dean of Graduate Studies, the doctoral degree program had graduated the first student and a team from the American Psychological Association had visited the campus in what turned out to be a successful accreditation review. Thus, a process that had begun before Dr. Alferink had arrived had finally achieved the objective of being successfully implemented and accredited and has gone on to obtain considerable respect nationally.

In addition to the doctoral degree program, the department also sought and obtained approval for a new sequence in developmental psychology, a sequence that has become a very strong component of the master’s degree program. In addition, the master’s degree in school psychology was changed to a specialist degree. Both of these were important developments in the evolution of these programs.

The addition of these graduate programs led to the growth in the number of graduate students, reaching a high of approximately 150 students by 1998, and the quality of the students became even stronger. Several factors contributed to this growth. Among those factors was the opportunity for students to obtain graduate assistantships funded by the Federal
Work Study Program. Dr. Alferink attended a meeting called by Linda Maxwell, then director of the Financial Aid Office. At this meeting, Dr. Maxwell indicated that the university had discovered that graduate students were eligible to receive work study funds and had decided to allocate a portion of the work study student budget to support graduate assistantships. The department became one of three on campus to take advantage of this new source of funding and aggressively recruited students to apply for work study funds, offering incentives to students who were successful in the form of larger awards. While requiring considerable work, the effort resulted in a significant increase in funding, allowing the department to support many more graduate students with assistantships. This was very important for the faculty, because the increased assistantships helped offset a greater workload created by the substantial increase in undergraduate majors as well as increases in research productivity from the faculty.

In 1983, each sequence submitted the names of students to a departmental Assistantship Committee, who would review the applicants and decide who could be offered an assistantship. Thus, sequences would first need to review applicant files to determine whom they wished to admit, and then the Assistantship Committee would determine who could be offered an assistantship. This resulted in assistantship offers being delayed relative to what competing institutions were doing. A change was initiated where a portion of the assistantship budget was allocated to the largest programs based on the recent history of their success, with the remainder being distributed on a competitive basis between the sequences. This gave some programs more direct control over the resources needed to successfully recruit the best students. Gradually, the number of decisions made by the Assistantship Committee was reduced until all assistants were allocated based on an algorithm that took into account both the number of applicants for a program and the number of students that enrolled. This contributed to programs being more successful in recruiting the best applicants.

A second factor that contributed to recruiting excellent students was a change in the way tuition waivers were allocated to the department. In 1983, the department received a small tuition waiver allocation of approximately $5,000 that could be awarded to any student who was not funded with an assistantship, since assistantships included tuition waivers. Over time, other departments were not able to use all of their tuition waivers and the college would offer these waivers to any department that could find students eligible and deserving of this support. The department always found ways to give these awards to our students, and gradually the college came to rely on the department to help use up these awards. Dr. Alferink wrote a memo to Dean Virginia Owen, noting that while appreciated, it would be more useful to have the tuition waiver allocation much earlier in the year so that it could be used as part of the department’s recruitment effort. In addition, since the department had received these funds in small chunks spread over the year as other departments found they were not able to use them, it would also be useful if these funds were allocated directly to the department as part of the initial allocation. Apparently the dean agreed, as the next year the funds were provided early enough that they could be offered to students at the time they were admitted. This, combined with the work study funds, had a significant impact in the
quality of the students who were admitted, with the average GRE score \((V + Q)\) increasing from around 1050 to 1150. The clinical sequence did not admit any students with GRE scores below 1200 \((V + Q)\), scores that compare very favorably with the most competitive doctoral programs.

Over the 15-year period, the graduate programs had grown in size, in the level and diversity of program offerings and in the quality of the students. An example of the growth in quality is provided by a program that was initiated by the American Psychological Foundation, a foundation associated with the American Psychological Association, to provide a $1,000 award to the top 10 graduate students based on a review of their research. One of our students won an award in each of the first two years this program was offered.

The development of the proposal for the doctoral degree program provided the opportunity to add a faculty member to the department. Faculty were added under incentive programs the university had in place to encourage the recruitment of minority faculty members, and yet other positions were added in recognition of the strain that was placed on faculty resources by the growth in the size of the undergraduate major, graduate students, and the extensive service provided by the department to other majors across the university. In addition to a large number of majors, minors, and graduate students, the department was providing 25% of both the upper-division (200- and 300-level courses) and graduate level credit hours, and non-major hours of all students who enrolled in such courses among the 16 departments in the college. At one point, a college study showed that we were at 70% of faculty resources that were provided to other comparable departments with similar responsibilities. During this time, the department grew from 35.5 to 41 FTE. This included the conversion of faculty lines to Administrative/Professional positions to help with advising, the supervision of professional practice placements, and other activities that at one time had been handled by faculty members on release time (see Chapter 4 on the undergraduate program in this monograph).

More importantly, the contributions of the faculty were increasingly recognized, with a member of the department recognized nearly every year by receiving one of seven research initiative awards, a program started by the university to encourage new faculty members to establish a quality research program. In addition, more senior faculty received recognition as Outstanding College Researchers and subsequently, University Researchers, and four faculty members (Drs. Bergner, Berk, Pryor, and Reeder) were recognized by the highest honor bestowed on a faculty member by the college, the Arts and Sciences Lecturer. One of these faculty members, Dr. Berk, was also recognized as a Distinguished Professor by the university. This provided validation of the development of excellence in research that was exhibited by the department during this period. Importantly, faculty continued the tradition of dedication to their students and provided numerous opportunities to enrich the undergraduate experience by working with faculty members on a variety of projects outside class.

No history of the department could be complete without an acknowledgement of the contribution that Civil Service staff made to the success of the department. The department
was blessed over the years by having a number of staff who were as dedicated to the department as were the faculty, and while each person who retired seemed irreplaceable, the department was able to attract another person who often became just as dedicated as their predecessor had been. At one point, the college office noted the department had the best office staff of the 16 departments in the college. My appreciation goes out to each of these individuals for their contributions over the years.

After 15 years as chair, I have had the opportunity to work with a number of wonderful people, dedicated teachers, and very productive faculty members. I am grateful to all of them for their hard work in helping to develop the department into one as strong as it is today. (Dr. Larry Alferink)

When Dr. Alferink decided to relinquish his role as chair in 1998 in order to pursue other administrative responsibilities in the university, Dr. John Pryor was named acting chair for the 1998-1999 academic year. He did a commendable job of stepping in and dealing productively with the challenges of managing a large department and a diverse faculty.

The Barone years 1999–2007

Following a yearlong search, Dr. David F. Patton Barone was named chair of the Department of Psychology during the fall semester of 1999. As had been true of each of his predecessors, circumstances called for adjustments in the operation of the department. The School Psychology doctoral program had been implemented and the first Ph.D. degrees had been conferred. New challenges called for enhancing opportunities for both research and applied professional experiences of the doctoral students. The State of Illinois had developed a certification program for master’s-level practitioners in the clinical-counseling realm, which called for re-evaluation of both of these sequences. The result was the merger of the two sequences into a separate degree program in clinical-counseling psychology that met the state’s certification requirements. Chapters 5 and 6 dealing with those two programs present these developments in some detail.

Dr. Barone advocated a reorganization of the department in a way that would incorporate all the faculty into one of the existing graduate programs or sequences. The developmental sequence absorbed the educational psychology concentration, which had never been really active. The social psychologists, who had worked closely with the industrial/organizational program from its first days joined those faculty to form the industrial/organizational-social psychology sequence. Experimental psychology was renamed cognitive and behavioral sciences to reflect the evolving nature of that field. The quantitative faculty built a successful case for identifying their role across program and sequence lines, but maintained their identity as a specific sub-disciplinary group.

Figure 3-14 Dr. John Pryor.
Photo courtesy of John Pryor.

![Figure 3-14 Dr. John Pryor.](image)

Figure 3-15 Dr. David Barone.
Photo courtesy of Department of Psychology, Illinois State University.

![Figure 3-15 Dr. David Barone.](image)
Prior to Dr. Barone’s administration, the department had always functioned with a combined personnel and executive committee. Now these two functions were split into a Faculty Status Committee, which handled personnel decisions and faculty evaluations, and a Departmental Council made up of the coordinators of all the graduate programs and sequences and the undergraduate coordinator. Dr. Barone’s comments on his years as chair follow in the next section.

Also during this time period, significant efforts were devoted to expand the Psychological Services Center. This is mentioned in Dr. Barone’s remarks and also in a separate section following his remarks.

Reflections by Dr. Barone

Retirements and resignations provided many hiring opportunities. Through a concerted effort by the entire department, committed faculty and staff were recruited and mentored; in turn, they have enriched the department community. Start-up funding was secured for a neuroscientist and for experimental psychologists. Joint appointments for neuroscience faculty members were secured with psychology and biological sciences; these collaborations resulted in numerous research grants. Diversity co-coordinators were hired to aid in securing more diverse faculty and students. Diversity courses were added to the undergraduate and graduate curricula.

To strengthen areas and increase communication, faculties were reconstituted into six areas. The school psychology faculty continued unchanged. The clinical and counseling faculties combined and the university approved a new master’s degree in clinical-counseling psychology. The industrial/organizational (I/O) and social faculties combined and offered a revised I/O-social master’s sequence. The experimental faculty minus the social psychology faculty became cognitive and behavioral sciences and offered a revised master’s sequence. The developmental and educational faculties combined and continued to offer only the developmental master’s sequence. (The inactive educational program was dropped.) The small statistics and measurement faculty and program were renamed quantitative psychology, with a master’s degree sequence, and faculty from each of the other areas affiliated with it.

A Coordinators’ Council began to meet at least monthly. It consisted of the coordinators of the six graduate programs and sequences and the newly created undergraduate coordinator. Monthly department meetings began to include not only faculty, but Administrative/Professionals (A/P). A/P and support staff were added to relevant committees. Weekly meetings began for support staff, undergraduate administrators, and technical support. The new Social Climate and Diversity Committee published a diversity statement and civility guidelines. Department retreats were held to update strategic plans, and department by-laws were published.

The faculty achieved among the highest publication rates in the university: 60 journal articles and book chapters and 75 papers in 2006. Dr. Glenn Reeder was appointed Distinguished Professor in 2008. University and college awards went to: Drs. Heidenreich,
Hund, Kahn, Reeder, Stevens, Tobin, Wagman, and Zimmerman for research; Drs. Farmer-Dougan, Hund, McBride, Nauta, and Tobin for teaching; and Drs. Doepke, Hesson-McInnis, Jarvis, Rivadeneyra, and Stevens for service. Drs. Barone and Stevens became APA Fellows. Drs. Alferink, Critchfield, and Stevens were elected president of professional associations.

Speakers brought into the department increased. The annual School Psychology Institute continued as a major event. Alumni being recognized at homecoming provided colloquia on their research. The cognitive and behavioral sciences sequence, under Dr. Scott Jordan’s leadership, began a regular colloquium series that has included numerous international speakers.

When the Foundations of Inquiry university course ended, Psychology began to provide its own small first-semester Introduction to Psychology for majors. The quantitative sequence was revised for teaching with SPSS in the computer classroom. The first statistics course, now offered university-wide to meet a general education requirement, added Finite Mathematics as a prerequisite. Student continuation in the major past 68 credits required completion with a C or better in these courses plus the courses in research methods and careers. The menu of upper-level courses from which to “pick four” was replaced (effective 2008-09) with three required 200-level courses and a selection of two 300-level courses.

Under the leadership of Drs. Daniel Graybill and Karen Mark, a Careers in Psychology course and experiential alternatives to Senior Seminar were added to the undergraduate program. To get majors on a career path earlier, career content was shifted from Senior Seminar to the one-credit 200-level Careers course taught by an academic advisor. Majors could select Senior Seminar or prescribed experiential activities to fulfill their capstone requirement. Students could complete with a faculty member a two-semester sequence of Research or Teaching Apprenticeships, which culminated in a presentation at the Undergraduate Research Symposium. In 2007, 132 undergraduates each semester participated in these internships. As an alternative, they could complete an external Professional Practice and an accompanying Practicum Seminar. In 2006-07, 58 students participated in professional practice.

The specialist degree program received funding for fellowships through a generous contribution by Dr. Audrey Grupe, former coordinator of the School Psychology Program, and Mary Jane McCarthy. The doctoral program, initially accredited in 1998, went through successful reaccreditations in 2001 and 2005. The Psychological Services Center (PSC) continued psychoeducational assessment and interventions and For Children’s Sake, a state-funded program for children exposed to domestic violence. Three successful services were added to the PSC. Judy Laurance and Dr. Joel Schneider started the College Learning Assessment Service; Dr. Karla Doepke started Autism Services; and Dr. Gary Cates started the Academic Intervention and Consultation Service. The first service received referrals from ISU’s Office of Disability Concerns and the latter two have secured research and service grants to support their services. Dr. Mark Swerdlik took the lead with three other universities in founding the Illinois School Psychology Internship Consortium. Dr. Brenda Huber was hired to direct it and the PSC. Under her leadership, services to Metcalf School (an Illinois
State University laboratory school) were expanded, postdoctoral positions arranged, service grants secured, and the internship accredited.

With Dr. Alycia Hund taking the lead, a child participant pool was established. With Dr. Cooper Cutting taking the lead, the college participant pool was put online for ease of sign-up and change of appointment. Another new resource for the department was the addition of full-text electronic versions of the APA journals. This was made possible through the efforts of Bruce Stoffel, the department’s designated librarian, who also began offering training in the use of electronic library resources in various psychology courses.

The former animal labs on the garden level of DeGarmo Hall were converted into a seminar room and human research suite equipped with computers. The former department shop was converted into a 31-station computer classroom. The PRC and a 10-station drop-in computer laboratory were consolidated and took over former perception lab space. A new lab was created out of the east end of the DeGarmo Hall classroom (room 20). DeGarmo 48 was remodeled and electronic presentation equipment installed. The 4th floor of DeGarmo was refurbished. Three offices previously held by the College of Education were secured for use by school psychology doctoral students. Two laboratories for faculty members were secured in Felmley Hall, which housed the only laboratory animal colony. The PSC moved back into Fairchild Hall, occupying the entire 4th floor, which was refurbished to meet its needs.

An annual newsletter was published and sent to all alumni. It is also available on the department’s Alumni Web site along with other information for alumni. An Annual Alumni Recognition event began to be held at Homecoming in October. Outstanding Alumni Awards were given, the new Grupe Fellow was introduced, and other contributions to the department by non-tenure-track faculty members and practicum supervisors were recognized. School psychology alumni provided a panel each year at Homecoming to inform current students about career opportunities in the field. I/O alumni have participated in similar biennial panels. A special series of events was held during 2007 Homecoming as part of ISU’s Sesquicentennial celebration. (Dr. David F. Patton Barone)

The expansion of the Psychological Services Center (PSC)

As noted in Chapter 2, the Psychological Counseling Service associated with the Department of Education and Psychology had modest beginnings in 1935. In 1941, a practicum was added to the Adolescence course to provide support to youth in area secondary schools as well as provide assessment services to those children who were thought to be in need of special education. Dr. Stan Marzolf served as the director of the Counseling Service, which was located on the 2nd floor of Fairchild Hall.

As the school psychology and counseling programs expanded in the 1960s, the center began to function as what was known at the time as a Child Guidance Center, providing both diagnostic and counseling services to children and adolescents in area schools. Figure 3-16 shows a young psychology staff member, Sam Hutter, working with a student at the center.
As Dr. Marzolf approached retirement, two important changes came about. The university Counseling Service became part of the Student Services area of the university and Dr. Neal Gamsky was named director. The PSC remained under the control of the Department of Psychology and Dr. Audrey J. Grupe assumed the role of PSC director in 1971 and held the position until her retirement in 1987. The university Counseling Service was moved to an old house on West Willow Street and the Fairchild Hall facilities housed the PSC. During this time, a number of psychology faculty, including Drs. Valjean Cashen and Jim Johnson, continued to provide assessment and therapeutic services with one-quarter released time from their departmental assignments.

Under Dr. Grupe’s leadership, the clinic, as it was affectionately known to scores of graduate students in school psychology, served as the major practicum site for the School Psychology Program. In addition, a small number of clinical psychology graduate students who were interested in working with children could also work with clients in the clinic supervised by their program faculty. School psychology practicum students would provide psychological assessments to children and adolescents from the community who were suspected to need special education to have behavioral concerns. As school psychology and special education instructional and related services expanded in the public schools, children were referred to the clinic primarily by their parents for suspected learning problems or because they were experiencing behavioral problems at home and/or school. School psychology faculty including Drs. Grupe, Lewis, Hogan, and later Swerdlik, when he joined the faculty in 1977, supervised students in the clinic. Through most of Dr. Grupe’s tenure as director, the clinic secretary was Peg Deutsch.

When Dr. Grupe retired in 1987, Dr. Mark Swerdlik took over as director of the PSC. Upon Dr. Grupe’s retirement, an effort was made to rename the clinic for her. However, university records indicated that the center had already been named the Stanley S. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents; no wonder students referred to the center as simply the clinic! Although formally named in honor of Stan Marzolf, this name has never been consistently used until October 2008 when the center was formally dedicated in honor of Dr. Marzolf.

Under Dr. Swerdlik’s leadership, the Psychological Services Center began to be referred to by faculty and students as the PSC. When the Speech and Hearing Clinic expanded and needed more space, the PSC moved from Fairchild Hall across campus to a suite in the Research Services Building east of Watterson Towers, where it was on ground level and parking was close to the door. Secretaries who worked in the PSC while Dr. Swerdlik was
director included Karen Anderson, Cyndi Dietrichs, Pat Simundson, and Janine Stellmar. At the time of the move to the Research Services Building, Neva Waller served as the PSC secretary. The current clinic secretary is Kelly Woith. During the next 18 years (1987-2005) under Dr. Swerdlik’s leadership, the PSC continued to be the major site for the school psychology practicum and those clinical psychology graduate students under the supervision of Drs. Al House and Dan Graybill who wanted experience with children and adolescents.

In an effort to integrate clinical psychology faculty and students to a greater extent, Dr. Al House was named associate director and held this position for a few years in the late 1980s and early 1990s.

In the 1990s a multidisciplinary psychoeducational assessment component (MDC) was added to the PSC. The MDC includes faculty supervisors and graduate students from a variety of disciplines: school psychology, social work, speech, audiology, special education, and reading/literacy. The MDC meets weekly and processes referrals to the PSC that would benefit from a strong multidisciplinary focus.

Historically and continuing to the present, the PSC has been an administrative unit under the Department of Psychology. When Dr. David Barone assumed the chair’s position in 1999, he had a strong background in professional practice education as well as traditional academia. His interests and background provided a catalyst for a change of emphasis at the PSC as well as the department as a whole. In his first budget, Barone secured for the PSC state funds designated for agencies working in partnership with the public schools. In 2000, Judy Laurence, a clinical psychologist who held a part-time appointment as an undergraduate...
advisor, assumed the role of half-time PSC administrator, a position she kept until she left the university in 2003. Up to this point, all directors of the PSC (Marzolf, Grupe, and Swerdlik) had only a quarter-time appointment for this administrative position. The position of PSC secretary was full-time up through the 1990s but was reduced to half-time for a short time until it was expanded again to full-time in the late 1990s.

With the assistance of Dr. Swerdlik and Ms. Laurence, faculty supervisors at the PSC developed a mission statement that read, “The mission of the PSC is to integrate teaching, service, and research for the benefit of both the university and Central Illinois communities in a series of faculty-led clinical programs. The nature of these programs is determined by the faculty interests and institutional and community needs.” With this expanded mission and the support of Dr. Barone, the PSC expanded its services to include For Children’s Sake, a program supported by the Office of the Illinois Attorney General to provide services to children who have been exposed to domestic violence, developed by school psychology faculty member Dr. Connie Horton and coordinated through 2008 by Dr. Adena Meyers. The service with the longest history at the PSC, coordinated by Dr. Swerdlik, the psychoeducational assessment service, was renamed the School Problems Service and later the Child/Adolescent Assessment Service. The MDC is also coordinated by Dr. Swerdlik. Other services available at the PSC include: the Autism Service coordinated by Dr. Karla Doepke which is now funded through the Autism Project of Illinois and provides assessment, intervention, and consultation services to children with autism, their families, and schools both in-clinic and in the home; the College Learning Assessment Service, first coordinated by Judy Laurance and then Dr. Joel Schneider, a clinical psychology faculty member, and provides psychological assessment and limited intervention services (e.g., training in organizational skills) to college students with a history of learning disabilities or for students who have concerns as to whether they might have learning disabilities; the Child and Adolescent Intervention Services, coordinated by Dr. Kathy Hoff, provides counseling and consultation services for students with troubling behaviors or concerns; and the newest service, coordinated by Dr. Gary Cates, the Academic Intervention and Consultation Service (ACIS). ACIS provides academic assessment and intervention services for students who demonstrate difficulty with basic academic skills such as reading, mathematics, spelling, and writing. In addition, the Academic Intervention and Consultation Service also provides consultation services to parents and teachers of students who are struggling academically.

These PSC services remain semi-autonomous while addressing and integrating the overall goals of the PSC. The PSC provides overhead and office support for all services. The services also advance several goals of the university’s action plan for distinctiveness and excellence, Educating Illinois. Relevant Educating Illinois goals are the increase of undergraduate student involvement in research and creative activities with faculty and graduate student mentors; the introduction of juniors and seniors to service involvement putting theory into practice; and the implementation of mission-driven public service and outreach. Undergraduates, working alongside graduate students in providing intervention services to children in the Autism Service meets the first two goals. Further, all PSC services have an outreach component with
consultation and intervention services being provided in homes and schools to children, parents, and school and various community agency staff. Other outreach services provided through the PSC include mental health consultation to the local Head Start Center and individual and group counseling services and preventative mental health programs provided in local schools by teacher and/or principal referral.

The PSC moved to its current expanded facilities located back in Fairchild Hall on the 4th floor. The current PSC director as of 2005 is Dr. Brenda Huber who is an ISU doctoral alumna. Dr. Huber has continued to expand services through the doctoral internship and post-doctoral training programs, to improve the physical facilities including an up-to-date video/recording system, computer stations with wireless Internet access, and new furniture in many rooms.

**I/O-social psychology sequence**

From 1960–2000, the I/O psychology area produced the next largest number of master’s degree graduates behind school psychology, clinical psychology, and counseling psychology. This area, too, began as a concentration within the general/experimental area and evolved into a formal sequence. The first genuine I/O psychologist hired by the department was Dr. Dave Gilmore who came in 1974. He and Dr. Terry Beehr, who came in 1975, supplemented the undergraduate I/O course by developing two 300-level courses and a seminar on leadership that was offered every other year.

When both instructors left Illinois State at about the same time, Dr. Mel Goldstein, a social psychologist who had been in the department for about 10 years, was given a sabbatical in 1980 to shift gears to the I/O area through an academic year and a summer of coursework at the University of Illinois. He and Dr. John Binning, a newly hired I/O psychologist, were co-coordinators of the I/O psychology sequence and should be given credit for its development. Starting with the same minimal core of I/O courses, elective courses in social psychology, measurement, and in the College of Business rounded out the program and enabled students to earn a very marketable degree.
One of the challenges in developing this sequence was to provide the kind of relevant internship experiences necessary for successful employment and work in the field upon completion of the degree. This was particularly challenging in a community which was not overly rich in businesses outside of the insurance field. The coming of Diamond Star (now Mitsubishi Motors of North America) and its subcontractors opened new avenues for internships. As one of the faculty commented, they were almost too successful in developing the internship program. The inability to retain graduate students in the master’s degree program because their internship placement offered them full-time employment was a frequent source of frustration to the faculty. The internships were successful, though, and provided constant feedback to the faculty on their successes in educating first-rate I/O psychologists.

Among the first students to earn a degree with an I/O emphasis was Jerry Ferris, who went on to earn his doctorate in the field at the University of Illinois and then to a successful career. Ferris is currently the Francis Epps Professor of Management and professor of psychology at Florida State University.

The I/O psychology sequence did, indeed, prosper and was able to attract graduate students in significant numbers. Its philosophy was based on the idea that past performance is the best predictor of future performance. As a result admissions avoided an over-reliance on test scores. The result was a group of graduates who have been remarkably successful in a variety of fields. With the reorganization of the department in 2000, social psychology was combined with the I/O sequence, making formal a collaboration that had existed since the first days of the program.

The I/O-social psychology sequence is designed as a two-year full-time program culminating with the writing of a thesis. It emphasizes the fundamentals of science and research methodology serving those who plan to enter doctoral study. Each class is also structured to include experiential and practical exercises demonstrating the application of basic skills to prepare those who seek employment at the master’s degree level. Further information is available on their Web site at www.psychology.ilstu.edu/iosoc/index.shtml.

Current faculty in this area are Dr. Kimberly Schneider (coordinator), Dr. David Patton
Barone, Dr. Eros DeSouza, Dr. Donna Eisenstadt, Dr. Matthew Hesson-McInnis, Dr. Michael Leippe, Dr. John Pryor, and Dr. Glen Reeder.

**Developmental psychology sequence**

The master’s degree sequence in developmental psychology evolved, as did all of the programs other than school psychology, from a concentration to a sequence. Although there were only a couple of developmental courses in the early days, the focus even then was on development across the lifespan. This resulted in an interdisciplinary flavor for the sequence with electives in sociology, speech pathology, education, biology, and anthropology, as well as a benefit from some of the courses in the school psychology program. Dr. Barbara Goebel served as the first coordinator of this area, and when she retired in 1989, Dr. Laura Berk took over direction of the sequence.

The developmental psychology sequence originated as a one-year program that served primarily to provide a sound foundation in both research and knowledge for those who wished to continue their formal education at the doctoral level; many were successful in doing so. Additionally, through supervision in some of the applied areas, some master’s degree recipients successfully pursued careers immediately after graduation. It is currently a 36-hour sequence.

Dr. Laura Berk has been one of the most outstanding researchers in the department and the university and was named a Distinguished Professor shortly before her retirement. She has done extensive work in the area of private speech, and written one of the most successful textbooks in her field. Her reputation was influential in attracting applicants in ever-increasing numbers and with increasingly strong credentials. At the outset of the sequence’s offerings, there were three or four faculty members identified with this area, and the teaching loads of most were at least in part devoted to courses serving other sequences or the undergraduate major and minor. At the time of the reorganization of the department, faculty who had been identified as educational psychology were combined with the social sequence, and the educational psychology sequence was disestablished. It had existed since the early 1960s under the direction of Dr. William Gnagey, but had never attracted significant numbers of students, primarily because those who were interested in that area typically came from the field of primary or secondary teaching, did not have the required minor in psychology, and did not wish to have to complete the number of deficiency hours required to earn the master’s degree. Currently, there are nine faculty members affiliated with the developmental psychology sequence.

The sequence had modest beginnings in terms of the number of students enrolled. Typically there were only two to five graduate students on campus. As the graduate program requirements expanded and the thesis requirement was added, the numbers of applicants increased. Typically there are approximately 10 students working in that area in any semester.
Past graduates have completed doctoral study at institutions like Florida, University of North Carolina, Clark University, and Emory University. Subsequently they have joined the faculty at Arizona, Illinois, Vermont, and Purdue. One graduate, Dr. Marla Reese-Weber, the current program coordinator, returned to ISU. Others continue to work in applied fields as service coordinators and research analysts. The developmental psychology Web site, available at www.psychology.ilstu.edu/dev/index.shtml, provides an avenue for continued affiliation with ISU and the sequence.

Current faculty members are Dr. Marla Reese-Weber (coordinator), Dr. Gregory Braswell, Dr. Gary Creasey, Dr. Alycia Hund, Dr. Patricia Jarvis, Dr. Rocío Rivadeneyra, Dr. Joel Schneider, Dr. Renée Tobin, and Dr. Corinne Zimmerman.

**Cognitive and behavioral sciences sequence**

A concentration in general-experimental psychology, or human learning, was offered in the first year that specializations within the master’s degree program in psychology were identified. By the 1976–77 year, the label had been shortened to experimental and was designed for students who wish to pursue disciplinary study with the plan of applying for doctoral study, teaching at the community college level, etc. As suggested by this description, in addition to providing a solid background in the methodology of research, it also enabled the students to elect courses with enough latitude so that they could teach the multiple courses required of faculty members in community colleges. Two of the earliest graduates, Gib Meyers and Jerry Annel, spent their entire careers teaching psychology at Illinois Valley Community College.

In the early days of the department, the orientation of this group was fairly behavioral, or Skinnerian. This remained the case up until the cognitive revolution had gained a significant foothold in the discipline. With the department’s reorganization in 2001, this area of study was given its present title of cognitive and behavioral sciences. It remains focused on the preparation of students for doctoral programs, especially those in behavioral neuroscience and cognitive science. This was possible through the addition of faculty with doctoral and post-doctoral education in those areas. The Web site for this sequence is http://www.psychology.ilstu/cbs/index.shtml, which is updated frequently and contains current information about the sequence.

Current faculty are: Dr. Scott Jordan (coordinator), Dr. Thomas Critchfield, Dr. Cooper Cutting, Dr. Valeri Farmer-Dougan, Dr. Byron Heidenreich, Dr. Alycia Hund, Dr. Dawn McBride, Dr. Jeff Wagman, and Dr. Corinne Zimmerman.

**Quantitative psychology sequence**

A concentration in measurement in the behavioral sciences in the master’s degree program in psychology was identified during the first year that options were identified (1968-69). The required courses were those for all the concentrations: Perception, Physiological Psychology, Theories of Learning, Statistics II, and Psychological Measurement. However, the students
also took Statistics III (Experimental Design), Psychometrics II (Correlational Analysis), and Psychometrics III (Scaling). Dr. Elmer (Skip) Lemke and Dr. Gary Ramseyer had been on the faculty since the year before the department gained its autonomy and they guided this sequence through the first three decades of its existence. At the time when concentrations were given separate listings, measurement-statistics provided an emphasis that would facilitate careers in computer programming, educational evaluation, advanced graduate study, psychometrics, and teaching.

With the department’s reorganization the label for the sequence was changed to quantitative, which prepared its graduates to enter doctoral programs, provide statistical consultation, work in applied research settings, and teach. The major thrust of the sequence from its initial days, however, was to provide a solid background in measurement and statistics, which would enable its graduates to successfully pursue doctoral study in the field, which they did. Former faculty included Dr. Elizabeth Harris, who completed her doctorate at Illinois and served as director of ISU’s test service prior to her retirement. Former graduate students included Dr. James D. House who had earned his terminal degree at the University of Iowa before moving to his present position as director of Institutional Research at Northern Illinois University. Dr. Stuart Robertshaw who later earned a doctorate at the University of Kansas and a jurist doctorate from the University of Wisconsin Law School, was founder, president, and CEO of the National Association for the Humor Impaired, as well as having a distinguished academic career at the University of Wisconsin-LaCrosse. A comment that they had learned all the statistics they needed to know during their master’s degree study at ISU was commonly heard.

It became evident during the discussions of department’s reorganization that this area was different from the other programs and sequences, since expertise in this area was critical to serve the research efforts of all areas of study. The result was that several faculty are serving on the coordinating committee for this sequence as well as working in another specialty area. Current faculty members in this area are: Dr. Matthew Hesson-McInnis (coordinator), Dr. John Binning, Dr. Cooper Cutting, Dr. Jeffrey Kahn, Dr. Dawn McBride, Dr. Kimberly Schneider, and Dr. Corinne Zimmerman.

The Web site for the sequence is www.Psychology.ilstu/quant/index.shtml. It is constantly updated and contains current information about the sequence.

**Conclusion**

The first four decades of the Department of Psychology have, indeed, involved momentous changes. The department in 2008 bears little resemblance to the fledgling department of 1966 in terms or size, scope, or the make-up of the faculty. The department has had the good fortune to have had four very successful, and very different, chairpersons, each of whom could reflect on his tenure in the role with well-deserved satisfaction. Where the next decades will take the department involves more than a little speculation, but some suggestions would seem to be merited. Like the university, an increased emphasis on research and scholarly
productivity is likely to continue as graduate programs progress in diversity and sophistication. The involvement of undergraduate students in professionally relevant internships is likely to continue, as will continued growth in applied service activities utilizing the professional skills being honed in the graduate students. Interest in expanding the doctoral offerings is already present and may culminate in the evolution of additional programs. Although some animal research may continue, it would appear that the focus on applied human psychology will continue to be its strength.

More than one of the previous chairpersons have mentioned the successes of the department in attracting and retaining a cadre of excellent faculty. Their confidence in the constancy of outstanding accomplishments by a dedicated faculty has been well documented and should continue. On a personal note, as the only remaining faculty member who has been present throughout these years, I would concur with their appraisal of these past successes and also echo their belief that today’s faculty remain dedicated to the ideal of providing an outstanding education experience at all levels and in all phases of the department. The strength of the department is in its personnel, and today’s faculty impress me as those in whose hands the future of the department is well placed.
The major in psychology at Illinois State University (ISU) has been in existence for just over four decades. This chapter reviews how the major has evolved over its first 41 years from a minor teaching field to one of the largest majors on campus with a focus on how the psychology curriculum has changed over the years.

The Carnegie Foundation for the Advancement of Teaching report (1977) divides curricular history into three periods (McGovern, 1992). Within this framework, ISU's psychology department was developed in the third era (post-1960), a time when universities shifted from "elite to mass education and to universal access to higher education" (Carnegie, 1977, p. 5). As in most psychology departments, ISU's psychology curriculum was originally part of the social sciences major. A student could focus on psychology, but only as a second teaching field. The undergraduate degree in psychology at ISU had its roots in the Education and Psychology Department. Prior to 1966 psychology was considered a minor teaching field. The 1955-56 ISNU catalog included a statement that psychology alone wasn’t generally considered sufficient for students. Students were advised to take a second teaching field because “of the relatively small number of high schools offering psychology at present in Illinois.”

The required curriculum for education majors who minored in psychology consisted of five required courses (General Psychology, Educational Psychology, Experimental Psychology, Psychological Measurement, and Mental Hygiene) and nine additional elective hours. At this point in time, there were a total of 17 undergraduate psychology courses offered: Psychology of Adolescence, Business and Industrial Psychology, Independent Study in Education and/or Psychology, Social Psychology, Advanced Educational Psychology, Readings in Psychological Research, Research Projects in Psychology, Psychology of Exceptional Children, Case Work in Behavior Problems, Psychological Problems of Blindness, Mental Retardation, and Psychology of the Mental Deviate. Despite the focus on educational aspects of psychology,
the curriculum was fairly representative of psychology offerings at other universities of the time (McGovern, 1992).

In 1966 the Illinois Board of Higher Education approved a separate undergraduate degree in psychology (see Figure 1). The new undergraduate degree in psychology was directed toward providing the student with a solid liberal arts education. The campus newspaper reported the rationale for the new undergraduate degree.

“The four-fold purpose of this undergraduate program in psychology is first to provide a strong background for students in guidance, counseling, and school psychology on the graduate level, secondly to initiate courses in psychology in junior colleges, thirdly to prepare instructors for high school psychology, and lastly, to serve as preparation for a graduate (sic) study in psychology at ISU.” (Daily Vidette, 1965)

Not surprisingly the requirements for the new major were more rigorous than its predecessor (as a minor field of study). The new major required seven psychology courses (the original five mentioned above with the addition of Advanced Developmental Psychology and a choice among several electives) and 11 hours of additional electives. In its first fall semester, 11 students enrolled in the major, increasing to 60 by the spring of 1967. The following term (fall 1966) the Department of Psychology at ISU was formed. For the first year the new department continued to use the same requirements and curriculum for the major (with the addition of Statistics I the program now offered 18 undergraduate courses in psychology).

Over the next decade, from 1968 to 1978, the psychology major grew steadily in size, both with respect to enrollment and course offerings (see Figure 4-2). The new department made a number of curricular revisions generally designed to give more freedom of choice to the students. The department’s second year saw the approval and addition of several new upper level courses including Learning, Perception, Comparative Psychology, Physiological Psychology, Motivation, History and Systems of Psychology, Psychology Seminar, Developmental Psychology II, and Experimental Psychology II. The requirements for the major were also changed to increase flexibility. All majors were required to take General Psychology, Experimental Psychology, and Statistics. In addition they were required to take four courses from a list of six (the department’s first “pick four”), and six hours of additional electives in psychology. As enrollments climbed during these years, student advising shifted from the department chair to all department faculty without released time. Gradually, due to the complexity of the advising process including ensuring
that psychology majors also fulfilled general education requirements, the department and students were better served by consolidating the advising responsibilities and assigning them to one or two faculty members given released time. In response to the increased popularity and demand for psychology, the department implemented an innovative teaching technique. In 1969 a section of the general psychology course was offered by radio. Students enrolled in the course participated by listening to radio lectures and phoning in their questions. The growth in the psychology major at ISU mirrored national trends of similar programs across the nation. Surveys of psychology curricula showed a 519 percent increase in psychology course titles offered since 1947 (McGovern, 1992).

Over the decade, enrollment in the major continued to grow, starting at 237 in 1968 and peaking at 686 in 1972. In 1971 the curriculum was once again revised, dropping the “pick four from six” in favor of the less prescriptive requirement of “may select the balance of their program from all the other courses offered by the department (after consultation and agreement with their advisors).” At this time the number of undergraduate courses that the department offered was up to 26. Following these changes the required curriculum remained relatively stable for the next eight years. By 1978 the department’s curriculum had expanded to 32 undergraduate courses in psychology. Enrollment in the major declined through the ’70s (from a peak of 686 in 1972 to 318 in 1982).

As the major entered the ’80s (1979-1980) it saw its largest revision yet. The number of required hours was raised to 36 and the number of specific required courses was raised to five (General Psychology, Experimental Psychology, Statistics, Studies in Experimental Psychology, and Senior Seminar), and a new version of the “pick four” was developed (now from a set of 11 different courses). Senior Seminar served as a capstone experience for the major. In contrast to the previous decade, which saw a number of curricular revisions, the psychology major requirements remained relatively constant for the next 20 years. A comparison with other institutions offering undergraduate degrees in psychology (Messer, Griggs, & Jackson, 1999) suggest that ISU’s psychology curriculum was typical of those nationwide.

Renewed interest in the major reached an all-time high in 1990 with 709 students. Enrollment numbers actually began overwhelming course offerings, so the department began toughening requirements for acceptance into the minor. Also during this decade the university shifted to a new computer mainframe system to handle student registration. Ironically, the move to university-wide computer system may have resulted in a campus-wide shift in student advising. With the new system, students were required to file a plan of study on the mainframe. Departments across campus, psychology included, began to move away from faculty advisers to hiring full-time advisors with bachelor’s degrees or higher but not necessarily in psychology.
In 1998-1999 the psychology department began offering new courses in ISU’s General Education program. In particular, the department created a second version of its Introductory Psychology course. PSY 111: General Psychology became a majors-only introduction to the field of psychology. The course evolved into a small-section format with 30 or fewer students. The new PSY 110: Explaining Human Behavior course was designed as an introduction to psychology for non-majors as part of the new General Education program. No existing course was acceptable, and new ones needed to include a “significant writing component.” As a result Psychology 110: Explaining Human Behavior was designed, approved, and implemented. Designed for 50-75 non-major students per section, it soon became clear that resources would not permit Psychology or any other departments offering “new” introductory courses to limit enrollment in these courses. As a result they evolved to large lecture sections, often with as many as 300 students enrolled per section and as many as six sections a semester.

The Social Psychology course was revised to be included in the General Education Program. Additional courses were created as part of the General Education initiative including a new developmental psychology course, Development through the Lifespan, and a new statistics course, Social Science Reasoning Using Statistics, first offered in 1998. In addition to psychology courses, several of the department faculty members also taught the university’s Foundations of Inquiry course, required for all incoming freshman beginning fall semester 1998.

As an example of the significant contributions of the Psychology Department to teaching at ISU, during fall 2006 and spring 2007, the Psychology Department, like the Mathematics Department, generated more than 31,000 student credit hours, the most in the College of Arts and Sciences.

As the major moved into a new millennium, it continued to evolve. Enrollment had stabilized at around 500 students. In 2000–01 and 2001–02 the department revised the statistics sequence, integrating the statistics and computer application courses into two statistical lab courses taught in a computer classroom. By 2006 the first statistics course became a requirement for the psychology minor to add to its rigor and better prepare minors for advanced courses. In 2003–04 the department began offering a new Careers in Psychology course designed to acquaint students with the career options available to them after completion of the major in psychology both in and out of the field of psychology, as Senior Seminar had previously done. By doing so earlier in the curriculum, it enables students to design their plans of study within the major in ways to enhance their individual career objectives. That same year the department greatly increased the number of courses that satisfied the capstone experiences requirement (Advanced Research Apprenticeship, Scholarship of Teaching and Learning Apprenticeship, Senior Seminar, Professional Practice Seminar paired with Professional Practice in Psychology, and Honors Thesis: Psychology). The purpose of broadening the capstone offerings was to allow students a greater ability to tailor their undergraduate experience to their career goals. By 2007, reflecting current student career goals, the capstone experience was satisfied by nearly as many enrollments in research and professional practice experiences as Senior Seminar.
Throughout the history of the major the department’s faculty have shown consistent dedication to excellence in undergraduate teaching, exemplified by the numerous teaching awards earned by faculty members. These include ISU’s first recipient of the Outstanding University Teacher Award in 1986 (Dr. William Gnagey), an award also earned by Dr. Valerie Farmer-Dougan in 2002 and Dr. Margarretaet Nauta in 2008, both of whom previously won the College of Arts and Sciences Teaching Award. Other teaching honors include winners of the College of Arts and Sciences Teaching Initiative Award (Dr. Patricia Jarvis in 1992), the University’s Teaching Initiative Award (Dr. Nauta in 2003, Dr. Dawn McBride in 2004, Dr. Renee Tobin in 2007, and Dr. Alycia Hund in 2008) and Outstanding University Teacher (Dr. Valerie Farmer-Dougan in 2000 and Dr. Margaret Nauta in 2008). Dr. Leonard Schmaltz was awarded a teaching fellowship, spending a year at Stanford University. Of note is that nearly all of these award-winning faculty have taught one of our introductory level psychology courses.

*Figure 4-3 Psychology Teaching Award Recipients. All photos courtesy of Department of Psychology, Illinois State University.*

**Future of the major at ISU**

In 2007, after reviewing the curriculum, the department once again made a large change to the required curriculum. It was decided that the “pick four” arrangement did not ensure breadth across the core areas of psychology. Although the 18 courses in the list were exhaustive, covering most of the important areas of psychology, students were able to avoid courses
in certain core areas because they had complete freedom to choose which four courses to take. For example, students could graduate with an undergraduate degree in psychology without having had any class in physiological bases of psychology or any class in social bases of psychology. Secondly, the department faculty felt that curriculum was structured in such a way that students took very few courses at the 200 level in content areas of psychology. It was typical for students to take the introductory course (PSY 110/111) and then enroll in advanced 300-level courses. Enrolling in a 300-level course with only one course in introductory psychology as background translates to a lack of adequate preparation for the student and a pulling downward of the 300-level coverage.

The newly designed curriculum, which began in fall 2008, ensures that psychology majors gain a greater exposure to the breadth of the discipline and also receive sufficient preparation for 300-level courses. Specifically, students are required to take each of five courses in foundation/core areas of psychology, replacing the “pick four” arrangement. Although students will have less of a choice in what courses they take, they will be ensured of gaining exposure to five foundational areas of psychology reflected in the courses Physiological Bases of Behavior (PSY 263), Cognition and Learning (PSY 253), Developmental Bases of Behavior (PSY 213), Personality (PSY 233), and Social Bases of Behavior (PSY 223). In addition to addressing foundational content in psychology, these courses will cover historical issues, cultural considerations, and applications of psychology relevant to the areas. Students will also be required to take six credits of electives at the 300 level instead of nine credits of additional electives, so they will still have the freedom to choose their 300-level courses.

One or more of these 200-level courses will be added as prerequisites to relevant 300-level courses in the future. In essence, the curriculum will become more hierarchical: the introductory course at the 100 level will prepare students for the 200-level foundation courses, and the 200-level foundation courses will prepare students for the more focused 300-level courses in content areas of psychology. This hierarchical structure of the content courses mirrors what the major in psychology already accomplishes with respect to its courses in research methods and statistics (e.g., 110/111 prepares students for PSY 231, and PSY 231 prepares students for PSY 331). In summary, this new advanced distributional requirement will help to provide a more comprehensive and rigorous undergraduate education for the psychology major.

As the field of psychology has grown over the years so has our major. Recall that prior to 1966 students were advised to take an additional field because “of the relatively small number of high schools offering psychology at present in Illinois.” In 2006, the APA estimated that there were approximately 6,150 high school psychology teachers in the United States, with roughly 360,000 students enrolled in high school psychology courses. In 2006 nearly 102,000 students took the Advanced Placement (AP) exam in psychology, up from just under 4,000 in 1992, the first year of the psychology AP exam. (Brewer, 1997) Currently the psychology AP exam is the eighth-largest subject exam out of 35 subject exams offered. APA further estimates that roughly 4.6 percent of freshmen at four-year institutions select psychology as a probable major. Clearly, psychology as a standalone major has come a long way.
Over the years our vision for the undergraduate major has also grown. The initial purpose was geared toward preparation for teaching of psychology in high schools and junior colleges and preparation for graduate study in school psychology. Our current vision has expanded to provide excellent undergraduate education within a much broader field of psychology and general education. Our stated vision is that our graduating majors will:

- Know how to think critically, to inquire productively, to communicate effectively, and to make good-enough decisions
- Know how to use existing information technologies (from letters and numbers to the Web) and how to learn about new ones as they become available
- Know about and appreciate human diversity (age, gender, ethnicity, and culture)
- Know what theories and research methods have developed across multiple areas within psychology
- Know the current understanding of psychological phenomena
- Know how to use this understanding to answer questions and solve problems in various contexts and with diverse kinds of people
- Express satisfaction with their educational experience while at ISU
- Secure graduate positions or jobs appropriate to the training goals of their program
- Advance in their careers
- Express satisfaction with their educational experience at ISU and in the Psychology Department years after graduation

As we look ahead we believe that our new curricular structure will be instrumental in our ability to continue to meet these goals and to continue to grow with the ever-changing and diverse field of psychology.

References


Daily Vidette November 23, 1965, Illinois State University


About J. Cooper Cutting

Dr. Cutting received his B.A. from the University of California at Santa Cruz, and his M.A. and Ph.D. from the University of Illinois at Champaign-Urbana. He has been a faculty member of the Department of Psychology at Illinois State University since 1998 and assumed the role of undergraduate coordinator in 2008.
This chapter traces the history of school psychology training at Illinois State University (ISU). We learned in Chapter 2 about the earliest beginnings of the education of school psychologists and this chapter focuses on the years 1960 to the present. The organization of this chapter is chronological with time periods including The Early Years (1960–1967) prior to hiring of the first coordinator of the standalone school psychology program, Dr. Audrey Grupe; The Middle Years (1967–1987) encompassing the years up to Dr. Grupe’s retirement; and The Current Years (1987–present) when Dr. Mark Swerdlik began his tenure as coordinator of school psychology training and the conversion from awarding a master’s to a specialist degree and the development of the Ph.D. program in school psychology occurred.

ISU has a long and rich tradition of educating school psychologists for practice in the schools that grew out of the university’s history as a normal school and teachers’ college. Since the offering of doctoral-level training in school psychology in the early 1990s, ISU has established a reputation for educating school psychologists to work in a variety of settings, including higher education.

The pattern of development at ISU from a normal school with a teacher training mission to a university with numerous programs including school psychology is characteristic of many state institutions. The fact that about two-thirds of contemporary school psychology programs, irrespective of degree levels or accreditations, are offered within education-related units attests to the school-related history of the field. Others, like ISU, retain connections to education, although managed from within a psychology department in a college of arts and sciences. The latter pattern is characteristic of several programs in the state of Illinois (e.g., Eastern Illinois University, Northern Illinois University, and Western Illinois University) though not in surrounding states. Each state and institution has evolved programs from its unique influential factors. The story of the ISU program reflects this evolution.
The early years: 1960–1967

Degrees
No less diverse than the administrative location of school psychology programs has been the evolution of degrees and their connection to related education fields including school guidance and counseling. The last year school psychology training was provided as part of the guidance and personnel-counselor degree program was 1959–1960. Beginning with the academic year 1960–1961 the school psychology aspect of the training became more prominent with the renaming of the degree program as School Psychologist-Counselor and granting a master’s of science degree in education. The title of the program reflected the notions of Marzolf (1956) in his earlier book, *Psychological Diagnosis and Counseling in the Schools*. The ISU program was among 87 listed in a survey by French, Smith, & Cardon (1968). The entry identified the program as being in the Department of Psychology under the direction of Stanley Marzolf, Professor of Psychology, offering the M.A. and M.S. in school psychology, with financial assistance for students available in the form of two fellowships available from the Department of Public Instruction and seven teaching assistantships. Other Illinois programs listed were Bradley University, DePaul University, University of Chicago, Illinois Institute of Technology, and the University of Illinois. Only Ohio, New York and California had more programs than Illinois. By the early 1970s, Illinois listed 11 programs in a National Association of School Psychologists (NASP) program survey (Patros, Gross, & Bjorn, 1972), and ISU was listed among nine Illinois programs identified by Bardon & Wenger (1974). In that listing, ISU reported offering M.A. and M.S. degrees, three graduate assistantships, one research assistantship, three fellowships and program emphases in child development, exceptional children, and psychoeducational assessment.

Faculty
Core faculty members joining Dr. Stan Marzolf in teaching in this school psychologist-counselor degree program included Elizabeth Brown, Sam Hutter, and Claude Dillinger, all trained in clinical psychology. Other department members who taught required courses included Walt Friedhoff (Statistics), Val Cashen (Vocational Counseling), and Frank Holmes (Theories of Personality). Ralph Meyering taught Theories and Techniques of Counseling and Bill Lueck taught Research Methods. When psychology separated from the College of Education, Lueck remained with education and Meyering held a joint appointment with psychology and education, while the other faculty members joined the newly formed Department of Psychology. Such separations often occurred as traditional teachers’ colleges matured into universities and established independent departments within their colleges of arts and sciences.
Curriculum

In the 1960s a small percentage of school psychologists held degrees beyond the master's level. Most training and credentialing occurred at the master’s degree level and in the absence of national standards that could be enforced through program accreditation, school psychology curricula were put together from available and new courses in education and psychology. This period of “diversity of necessity” reflected training that “emerged from programs designed for a variety of educational and psychological personnel” (Fagan, 2008, p. 2074). As part of the 32 hours needed to earn a master’s degree at ISU during the academic years 1960–1967, required psychology courses Psychological Measurement, Statistics I, Theories and Techniques of Counseling, Individual Mental Testing, Practicum for School Psychologists, and ED 475 Introduction to Research. Students also had to complete either a thesis or two research papers, approved by their advisor. Research papers could be related to a course but this was not required. In order to earn the degree, students also had to meet Illinois certification requirements for any teaching area.
Graduates

School psychology was a fast-growing field of practice in many states during this period. Beyond serving as practicing school psychologists, program graduates had opportunities for leadership roles in the state department of education, state school psychology associations, and in the founding in 1969 of NASP and its subsequent development.

The first graduates of Illinois State University’s new school psychologist-counselor curriculum in August 1960 included Dennis Hill and Donald Wisthuff. The following year, school psychologist-counselor graduates included Sharon W. Eggers, Morton Filerman, and William T. Harding. Graduates in 1963 included Ken Cottet and John Canfield. Fred Dornback, Bob Stoner, and Jim Johnson also received degrees in 1963–64. Other early program graduates included Penny Shepherd, Jim Forneiris, Spencer Gibbons, Bob Stoneburner, Lorenz Peterson, Wayne Webb, Edie Berniger, Jim Agner, Margie Sullivan, and Harold “Bud” Swanson. Many of these early graduates were male. Several of these graduates, particularly Fred Dornback, Jim Johnson, Jim Agner, and Harold “Bud” Swanson went on to contribute to psychology and school psychology organizations at both the state and national levels.

For example, Fred Dornback, having earned his master’s degree in 1964, went on to become one of the original founders of NASP and served on the organizational committee for the first St. Louis meeting in 1969. In the first leadership directory (1969–1970) Dornback is listed as chair of the Activities Committee. He was the first North Central Regional Director (1971–1972) and was later elected as NASP’s fifth president (1973–1974). Prior to serving as president, Dornback served as the first chair of the Planning and Development Committee and designed the NASP logo, which is still in evidence today. He also was selected to participate in the first National Defense Education Act (NDEA) Institute that included school psychologists. This group was among the first to learn how to use group techniques with so-called “normal people.” Two years later he was also selected to attend the first school psychologist-only NDEA Institute. This group pioneered in bringing behavior modification out of the lab and applying it in the schools. According to Dornback (personal communication, Fred Dornback, June 23, 2005), his school psychology degree from ISU put him “head and shoulders above any other training in the country.” Unlike the vast majority of school psychologists at that time, Dornback’s school-based practice was directed mainly at interventions and inservice education of staff and teachers, with much less traditional assessment for special education eligibility.

Jim Johnson enrolled in the School Psychologist-Counselor Program in the fall semester of 1962 after completing his bachelor’s degree at Washington University in St. Louis. He earned his master’s degree in 1963–1964, and went on to complete his Ph.D. in counselor education, educational psychology, and higher education from Northwestern University in 1966. Dr. Johnson returned to ISU in 1966 as an assistant professor teaching for 36 years and serving on 125
student thesis committees until his retirement in 2002. In addition, he made major contributions at the state level to the Illinois Psychological Association (IPA) serving as its newsletter editor for over 20 years, was chair of both the Academic and School Sections, and was a charter member of the Illinois School Psychologists Association (ISPA).

After earning his master’s degree in 1961, Jim Agner obtained initial employment as the administrator of psychological services with the Office of the Superintendent of Public Instruction (OSPI) later renamed the Illinois Office of Education (IOE) and currently the Illinois State Board of Education (ISBE). He was a founding member and early leader of NASP, helping to write the NASP constitution and serving as its parliamentarian during NASP’s first 10 years. Agner also assumed leadership positions in the two state school psychology organizations, the School Section of the IPA and the ISPA. He served as chair of the IPA-School Section in 1977–1978 and chairman of its legislative committee for many years. After ISPA was founded in 1979, he served as its president in 1985–1986. Agner served as ISPA’s chairman of the Legislative Committee for many years forming the Illinois School Psychologists Political Action Committee in 1982 and he served as treasurer until 1995.

Reflecting on his long career in school psychology, Agner noted, “It looks like I had the good fortune to graduate from the greatest program in the United States but also to be cofounder and become a charter member of both NASP and ISPA” (personal communication, Jim Agner, June 4, 2008).

Harold “Bud” Swanson was a 1966 graduate of the program and served as NASP’s Regional Director (in 1972–1973 and again in 1981–1983) for what was then called the North Central Region (IL, IN, MI, OH, WI). He served as local arrangements chair for the 1972 NASP Convention in Chicago. He served NASP in various capacities including co-chair of the Convention Committee (1974–1975), co-chair of the Professional Development Committee (1981–1983), and co-chair of the Planning & Development Committee from 1983–1986, facilitating the development of NASP’s Strategic Plan and organizational manual. He also inaugurated the concept of NASP regional meetings by holding one in the North Central region in Harvey, Illinois. At the state level, Swanson organized the first separate school psychology conference in 1979 that led to the formation of the ISPA. Later, in 1988–1989, Swanson served as ISPA President. Throughout his career, Swanson was an avid runner and coached a girls’ track team at the high school where he was employed as a school psychologist.
He was named coach of the year by the Illinois Track and Cross Country Coaches Association and by the Illinois Girl’s Coaches Association in 1995. Swanson was a leader among school psychologists and a voice for school psychology generally and at the high school level (a practice less known outside the suburban Chicago area) (Fagan, 2003).

The middle years (1968–1987)

Degrees

Although earlier diplomas indentified graduates as a “school psychologist-counselor,” a separate degree program in school psychology was established in 1966–1967 with the options of earning a M.S., M.A., or M.S.Ed. degree in school psychology. As noted in Chapter 3, along with what differentiated the three degrees, the most common degree awarded was the M.S. in school psychology.

Thirty-two hours of graduate credit were required for each of these degree options in school psychology. For each of these degrees, either a thesis or two research papers that had to be approved by the student’s advisor were required. Although 32 hours were required for a master’s degree in school psychology, 56 hours of combined graduate and undergraduate coursework in psychology or educational psychology and a full-time nine-month internship in the schools were required for certification as a school psychologist through the Office of the Superintendent of Public Instruction (OSPI). Up until the late 1960s teaching certification was required to be certified as a school psychologist in Illinois.

Credentialing

The first school psychologists working in Illinois in the 1950s were known as Qualified Psychological Examiners (QPE). In his role with the state board of education, school psychology program alumnus Jim Agner was responsible for a name change from QPE to School Psychologist and for requiring a nine-month full-time public school-based internship for certification as a school psychologist. Agner said many non-school psychology-trained people (e.g., those with guidance or clinical and counseling psychology degrees) were unhappy with Jim because he demanded they provide him with evidence that they had the necessary background in order to obtain the school psychologist credential (personal communication, Jim Agner, June 5, 2008). Later in the 1960s, Agner fought the battle within OSPI to change the credential to a certificate. The Teacher Certification Board was opposed to this change because they wanted all school psychologists to be teachers. Agner prevailed and the credential remains to the present a certificate that does not require teaching experience. Some later successes, advocated by ISPA’s Legislative Committee under Agner’s leadership, included being permitted to substitute school psychology experience for classroom teaching experience to obtain administrator certification. This facilitated school psychologists obtaining administrator certification and becoming directors of special education, principals, and superintendents. The ISPA committee, under Agner’s leadership, also had success in allowing school psychologists to be exempted from the state clinical psychology licensing.
act. The exemption enables them to perform functions in independent practice that they are authorized to provide in school settings as long as their clients (birth to age 21) are not residents of the district that employs the school psychologist.

**Faculty**

With the hiring of Dr. Audrey J. Grupe in the fall of 1968, the School Psychology Program further expanded as part of the newly formed Department of Psychology. Dr. Grupe assumed the role of coordinator of the program in 1968 when she was hired by then Department Chair Dr. Walter Friedhoff. Drs. Elizabeth Brown, Marjorie Lewis, and Robert Hogan joined Dr. Grupe as core faculty members in this expanded program. As school psychology programs emerged in this period, it was common for their faculty and field experience supervisors to have training in clinical or educational psychology, or in special education with primary interests in serving school children.

Although Dr. Grupe was formerly a teacher of children with mild mental retardation (then referred to as educably mentally handicapped), she received her doctoral training in school psychology at the University of Illinois in Dr. T. Ernest Newland’s school psychology program. Drs. Brown and Hogan were trained as counseling (Brown) clinical (Hogan) psychologists and Dr. Lewis was formerly a teacher of children with physical disabilities (then referred to as physically handicapped children) and received her doctoral training in counseling psychology at the University of Illinois. Affiliated faculty teaching the measurement and statistics courses were Drs. Elmer “Skip” Lemke and Gary Ramseyer. Elizabeth Brown retired in 1978, Audrey Grupe in 1987, Marjorie Lewis the following year in 1988, and Dr. Hogan shortly thereafter.

Although the majority of department faculty at the time were male, the school psychology program faculty was and remains largely female. The gender shift in the program’s faculty reflected national patterns during the period 1950 to the present. Although female representation among practitioners has been strong throughout the history of the field, among program faculty, significant female representation is characteristic of just the past few decades (Fagan, 2008). Indeed, Dr. Audrey Grupe’s role as program coordinator was quite
unusual at the time. For example, in a 1971 listing of programs, only 19 of the 112 programs had a female as director or coordinator (Bardon, Costanza, & Walker, 1971).

By the late 1950s the Illinois Department of Education had established comprehensive services for children who had special educational needs because of sensory, motor, or mental disabilities. Under the leadership of Dr. Ray Graham, a core of consultants traveled from Springfield around the state to provide technical assistance to schools that had programs for children who had special educational needs. There was a consultant for each of the areas of visual, auditory, orthopedic, mental retardation, speech, social work, and psychology. To encourage schools to serve special children the state provided reimbursements to schools having these programs. Much of Illinois’ program for serving special children included reimbursements that were incorporated into Title VI legislation passed by Congress in the early 1960s (personal communication, George and Sally McCoy, June 13, 2008).

Although never program faculty members, Dr. George McCoy and his wife, Sally, came to ISNU in 1961. A recent graduate of the school psychology training program coordinated at the University of Illinois by Dr. T. Ernest Newland, Dr. McCoy was selected as psychologist for the University Laboratory Schools. ISNU enjoyed an international reputation as a training center for persons involved in education of children with special education needs. Although Dr. McCoy’s assignment at ISNU was serving such children, he continued to be in contact with persons in the Illinois Department of Education and was selected to serve on the board that approved psychology graduates of university programs that included specified courses required for certification as Qualified Psychological Examiners (QPEs). This certification allowed the psychologist to work in public schools. The fact that most of the psychologists approved as QPEs came from other states concerned Dr. McCoy. He pursued this concern and learned that ISNU did have a program training persons to provide some measure of psychological services in the schools. Although graduates of the ISNU program met requirements for guidance counselors, an important service for the students, the ISNU psychology curriculum did not include some courses/training required for certification as a QPE (personal communication, George and Sally McCoy, June 13, 2008). Consultation with then Education and Psychology Department Chair, Dr. Harold Phelps, resulted in these required courses and practicum experiences being made available. An experience of one school year in the schools under the supervision of a QPE was among the requirements for certification. Graduates of the academic program for QPE (now increasingly referred to as “school psychologist”) were left to make their own arrangements for this training which was not always easy to find.

Sally McCoy was a QPE and after working in local schools for several years was selected as chief psychologist, overseeing school psychologists in the large unified organization of schools in Unit District 5 in the Normal, Illinois area. Made aware of the internship problem, Mrs. McCoy obtained approval and support from the school administrators to provide the required internship in the Unit District 5 schools. The internship program she established included orientation to the schools, working with teachers, parents, and other specialists, interpreting diagnostic and assessment information for use in individual psychoeducational
program planning, and instituting procedures for assessing students’ progress. It was often copied by supervising psychologists in other internship settings. Mrs. McCoy conducted regular conferences with university staff and frequently was a guest lecturer in university classes.

As the School Psychology Training Program evolved, Dr. McCoy’s contacts with persons in the Illinois Department of Education continued. The advent of Title VI made available significant funds to support special educational services in the schools. Educational consultants in the Illinois Department of Education made grants available for scholarships to school psychology students at ISNU (a total of $40,000 awarded to a number of school psychology students annually for five years) and $20,000 (also distributed among several returning practitioners) per year for summer courses focusing on a team approach in providing educational services to children with special needs. In alternate years, a team of a psychologist, social worker, and special teacher, all from the same school, worked with a hearing- or visually impaired student and attended lectures and practicum sessions for two weeks. Attendees received three graduate credit hours and returned to their schools where they shared the information gained in the course, which was organized and planned by the McCoys.

Dr. McCoy usually taught one of the courses in the school psychology curriculum, Mental Disorders in Children. Dr. Harvey Clarizio, who had recently come to ISU after graduating from the University of Illinois, also taught the course. In discussions of the course content, disappointment surfaced regarding applying material for mental disorders occurring in adults to developing children. Drs. McCoy and Clarizio undertook the authoring of a new textbook, *Behavior Disorders in Children* (Clarizio & McCoy, 1970), which was widely read and went to a fourth edition.

Dr. and Mrs. McCoy were actively involved with the formation of ISPA and were participants in the small group that founded the NASP. They were given lifetime honorary membership in ISPA in recognition of their contributions.

**Curriculum**

Upon arriving at Illinois State University, Dr. Grupe began advising all students and along with program faculty developed guidelines for admission. Applicants with an undergraduate major in psychology usually had no deficiencies and completed the 32 graduate hours required for their M.S. or M.A. degree in school psychology. The 32 semester hours were spread across the fall and spring semesters and a summer session. In addition to school psychology specialty requirements, core psychology requirements included Perception (361) later dropped in 1968–69, Theories of Learning (418), Theories of Personality (420), Psychological Measurement (334) or Test Theory (442), and Statistics II (340). Due to undergraduate deficiencies, some students spread their studies over two summers and two semesters. Incoming students also had the choice of completing a thesis or the two research papers, the option described earlier, which was later changed to a comprehensive examination. This exam was developed by a committee chaired by a school psychology faculty member.
and consisting of one faculty member representing each of the psychology core areas of personality, learning, and statistics/measurement. The most common degree granted was the M.S. in school psychology, so once the comprehensive exam became an option, students typically chose that as their exit requirement.

Students with graduate assistantships were generally advised to limit their load to four courses or 12 hours per semester and they had tuition waivers for the academic year and the summer. In the early years, practicum (Psychology 436) was one semester long and earned three semester hours although the class met for four hours. The faculty had to advocate strongly to obtain department approval for obtaining another credit hour and finally succeeded in the early 1970s. Diagnostic Procedures (Psychology 435) was added as a program requirement in the late 1970s because of the need for training in psychoeducational assessment and intervention. Dr. Lewis first taught the course and when she moved to Psychodiagnostics I (PSY 432, an intelligence testing course) replacing the retired Dr. Elizabeth Brown, Dr. Grupe began teaching this course. Dr. Robert Hogan developed and taught the professional seminar in school psychology, Theory and Practice of School Psychology (Psychology 472), and provided the university supervision for the nine-month full-time internship (Psychology 498). Responsibility for internship supervision fell to the university in the latter part of the 1970s when the Illinois Office of Education withdrew, primarily for financial reasons, its involvement in providing oversight for internships. Prior to this date, as noted above, all students had to complete a full-time nine-month internship in the schools to receive certification as a school psychologist. However, the internship was not required to be monitored by the university program, it was not awarded academic credit, nor did it fulfill a requirement of the master’s degree in school psychology. These and other required courses, including psychology course numbers, instructor, and semester/year the course was typically completed are included in Table 1 at the end of this chapter.

The curriculum was characteristic of many programs in the late 1960s that spread instruction across more than one department (Cardon & French, 1968–69). The range of offerings reflected the shift in training from the period of “diversity of necessity” to one of “restriction for identity,” in which specific standards were developed to give school psychology training a separate identity from historically related fields, such as guidance. These standards were developed first by state departments of education in order to better judge applicants for credentialing, and then by national associations that would have their standards promulgated and enforced through accrediting agencies like the National Council for the Accreditation of Teacher Education (NCATE) and the American Psychological Association (APA). These training standards helped solidify school psychology’s identity by restricting training to areas highly specific to practice and from fewer academic departments. The changing training and credentialing expectations reflected the evolution of school psychology from its Hybrid Years to its Thoroughbred Years (Fagan & Wise, 2007).
Field experiences
As far back as 1963, students enrolled in a course titled Practicum or “Supervised Experience” in School Psychology. Students enrolled in this course routinely worked with referrals to the Psychological Counseling Service under the supervision of faculty members who were part of the Counseling Service. Tim Hardin was Dr. Grupe’s first and only practicum student in the fall of 1968. As students before him, Tim also worked with referrals to the Psychological Counseling Service. As Dr. Grupe wanted school psychology graduate students to have experience in the schools as well as in the Psychological Counseling Service, she established a partnership with Bloomington School District #87 for school psychology graduate students to conduct intellectual assessments with school age children in their schools. In 1976, the Psychological Counseling Service was renamed the Stanley T. Marzolf Center for Psychological Assessment and Treatment of Children and Adolescents. However, a formal ceremony was not held until October 2008 dedicating the Center in honor of its founder Dr. Marzolf. Between 1976 and 2008, the Center was known simply as the “clinic” to scores of school psychology graduate students.

Practicum was expanded to one year in the mid-1980s and included clinic work, intellectual assessments in the Bloomington Public Schools, and consultation experiences in the McLean County Unit District 5 schools. Later, in the early 2000s, the supervised practicum experience was separated into the psychoeducational and psychosocial (both full year) and increased to a total of 12 semester hours (three for each practicum for two semesters). As noted above, a full-time school-year-long internship in an approved (by the Illinois Office of Education) school district with an approved supervisor was required for certification as a school psychologist but did not earn academic credit until the late 1970s.

Enrollment
Under Dr. Grupe’s leadership, the school psychology program grew to accepting 20-25 students a year from 1967 until the early 1980s. At that time, the number of entering students was reduced to 12-15 due to the demands of practicum supervision. The 1977 NASP program directory reported ISU student production of 20-25 graduates in the preceding two years, with a current enrollment of 31 in the M.S. program. The program philosophy was reported as follows:

“The Master’s Degree Program in School Psychology provides a sequential set of experiences which have been planned with reference to the standards and criteria of APA and NASP as well as the guidelines for training which have been developed through the collaboration of the School Section of the Illinois Psychological Association, the Directors of University School Psychology Programs (DUSPP) in Illinois, and the Illinois Office of Education. Emphasis is on a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and in general a program in keeping with the scientist-practitioner model” (Brown & Lindstrom, 1977, p. 69).

The current projected enrollment figures include 12-14 entering students evenly split between the specialist and (after 1990) the doctoral programs. Initially students were accepted mid-year as well as summer and fall but now they are accepted only for fall semester admission.
Major developments/accomplishments

The move to a full two-year 60-graduate-hour program came as the Directors of University School Psychology Programs (DUSPP), initiated in 1973, chaired first by Dr. Tom Fagan of Western Illinois University and then by Dr. Grupe, worked to improve and implement expanded training standards advocated by the NASP and approved in 1978. Under the NASP standards, specific professional and skill courses were expected and supervised practicum and internship became key aspects of training (NASP, 1978a, 1978b). The Master’s Program in School Psychology, under Dr. Grupe’s leadership, achieved many “firsts.” ISU had the distinction in 1976 of being the first school psychology program in Illinois to be approved by the State Teacher Certification Board to grant certification as a school psychologist by entitlement (rather than the previous mechanism of transcript review) to all students completing the program. As part of this proposal, Dr. Hogan was responsible for, as noted earlier, developing the professional seminar in school psychology (Psychology 472, Theory and Practice of School Psychology recently renamed Seminar in Legal, Ethical, and Professional Issues in School Psychology). Dr. Hogan also articulated the policies and procedures for university supervision of the internship experience. This supervision involved providing oversight of the experience including approving sites and supervisors which had been previously done by the Illinois Office of Education, and under the new policies and procedures it was a part of Psychology 498, Professional Practice in School Psychology. Initially Dr. Hogan provided this supervision until his retirement, when Dr. Swerdlik assumed that responsibility until the doctoral program had its first interns in the mid-1990s. At that time, the program hired retired school psychologists and program alumni Fred Dornback in 1996–2000, and then Bud Swanson in 2000–2003, who resigned early due to health reasons, to provide the university supervision for specialist-level interns. Following Swanson’s untimely death in 2003, Patti Palagi, in 2003–2005, and Jeanette Quirk, from 2005 to the present, have provided the university supervision for those Illinois State University students completing specialist-level internships. Dr. Swerdlik has retained responsibility for providing the university supervision for doctoral-level internships.

Distinguished graduates

Several students who graduated in the 1970s and 1980s went on to distinguished careers in school psychology or related fields and settings. Nancy Metzler is a 1976 graduate who has worked as a school psychologist for more than 30 years and has held leadership positions in both NASP and ISPA. For NASP, she served as Illinois state delegate (1986–1989), North Central Regional Director (1989–1994), Membership (1984–1986), and Ethics (1992–1994) Committee chair and co-chair of the Professional Development Committee (1988–1989). In recognition of her many years of service and contributions to NASP, Metzler was awarded the Presidential Distinguished Service Award in 1989 and the Presidential Award for Service to NASP in 2007. For ISPA, Metzler served as regional director (1979–1980), membership chair (1980–1982) and president in 1983–1984.
In 1988 she was the recipient of a President’s Award for Distinguished Service to ISPA. From approximately 2000–2004 she was a member of the Board of the Illinois Fund for Careers in School Psychology (the minority scholarship fund).

Greg Robinson graduated from the school psychology program in 1980. Prior to his enrollment in the program, he had worked as a teacher for children with severe mental retardation. After interning and working as a school psychologist for several years in Iowa, Robinson went on to work at the Iowa Department of Education as a special education consultant and eventually became an elementary school principal. Currently he is superintendent of schools for the Urbandale Community School District (IA). State and national awards have acknowledged Robinson’s accomplishments. In 1994, the Council for Exceptional Children gave him the Presidential Recognition Award for contributions to the national Division of Mental Retardation and Developmental Disabilities. In 1998, Robinson was named Iowa Elementary Principal of the Year, and then he was selected as a Nationally Distinguished Principal and received his award in Washington, D.C. from U.S. Secretary of Education Richard Riley.

Diane Morrison received her school psychology degree in 1982. She worked as a school psychologist and director of Support Services for the Northern Suburban Special Education District (NSSED) for more than 25 years and was a major leader in implementing educational reform across the State of Illinois referred to as the Flexible Service Delivery System. This reform movement improved educational outcomes for at-risk students and led to a more expanded role for the school psychologist. Currently, she is an adjunct professor in the school psychology program at Loyola University in Chicago.

**Program governance**

In the 1970s, many programs in school psychology and related fields restructured program governance to incorporate core curriculum areas and student representation. Prior to the hiring of Dr. Grupe, program faculty were accustomed to meeting informally to consider program-related issues. Under Dr. Grupe’s leadership, the School Psychology Coordinating Committee (SPCC) was established as the policy-making body for the program that would make all admission and retention decisions. All program faculty were members of the SPCC as was a representative of the College of Education (COE). Early COE representatives included Drs. David Tucker and Paula Smith from the Department of Special Education. In the late 1980s, the SPCC expanded to include an elected student representative, and when the doctoral program was established it expanded to include two elected student representatives, one from the specialist and one from the doctoral program. The College of Education representative position was discontinued at that time.
The current years (1987–present)

Curriculum and field experiences

Dr. Mark Swerdlik joined the four-faculty program in 1977 after completing his doctoral degree at Michigan State University under the mentorship of Dr. Harvey Clarizio. As noted earlier, Dr. Clarizio had collaborated with Dr. George McCoy at ISU in the early 1960s. Dr. Swerdlik assumed the coordinator position in 1987 upon Dr. Grupe’s retirement. After assuming the coordinator’s position, Dr. Swerdlik took over for Dr. Grupe as chair of DUSPP. Dr. Swerdlik’s mentor when he completed his master’s degree in school psychology at Western Illinois University in the early 1970s was Dr. Tom Fagan. Early in his career at ISU, Dr. Swerdlik also became involved with the School Section of the IPA and later with the ISPA as the newsletter editor and coordinator of professional growth workshops at the annual conference, a position he has held in NASP since the mid-1980s. Former ISU alumnus Bud Swanson had invited Dr. Swerdlik to join the convention committee for the first separate (from IPA) school psychology-only conference in Illinois in 1978.

During the early years of Dr. Swerdlik’s tenure as a faculty member, a consultation component was added to the practicum, and consultation became a separate course in the late 1980s, Mental Health Consultation in the Schools. That course is currently taught by Dr. Adena Meyers, daughter of Professor Joel Meyers of Georgia State University, a leading researcher in the area of mental health consultation. An individual child-counseling component was also added to practicum (originally supervised by Dr. Grupe) and expanded to a separate year-long practicum (Psychosocial Practicum) in the early 2000s. The school psychology fieldwork program in McLean County Unit District 5 Schools was developed in the late 1970s and began as a second-year experience with students working four hours per week assigned to an elementary school to learn more about the culture of the school and to gain experience in engaging in individual and systems-level consultation in their assigned schools. This fieldwork experience now occurs during the first year of a student’s enrollment (four hours per week) and includes both a public elementary school and Head Start placement. This field placement serves as a lab to complete applied projects as part of the first-year school psychology students’ coursework. First-year students also meet weekly with advanced doctoral students who serve as supervisors of their first-year field experience. The curricular changes to embrace consultation and interventions, including counseling and academic interventions, were consistent with the revisions of NASP training standards throughout the 1980s to present.

Figure 5-26 School psychology practicum class 1982. Standing left to right: Jayne Bazos, Debbie Freburg, Debbie Izzo Trout, Paula Soukoup Provadika, Don Palm, Ray Rossi, Lisa Zimmerman Dutz, Cindy Dalpe Coble, Becky Francois, and Debbie Weid. Seated left to right: Kathy Cheverud, Clinic Secretary Peg Deutsch, Professor Mark Swerdlik, Professor Audrey Grupe, Diane Morrison, and Mark Manigold. Photo courtesy of the Department of Psychology, Illinois State University.
The school psychology curriculum has historically included a variety of courses in the College of Education (COE) in educational administration, reading, and teaching children with learning disabilities. Most recently, students in the specialist program have been required to enroll in COE courses related to diverse learners, assistive technology, and statistics. Doctoral students enroll in diversity and program evaluation as well as other elective courses. In addition to the content presented in these courses, school psychology students have an opportunity to interact with future or current teachers or administrators and learn firsthand of their needs and challenges. These teachers and administrators often represent future consultees for school psychologists. Required courses for both the specialist and doctoral students are provided in Tables 2 and 3.

Faculty
The faculty was stable in the program from 1977–1985 with Drs. Grupe, Hogan, Lewis, and Swerdlik. Dr. Steven Landau, hired from the University of South Dakota in 1985, where he had directed the doctoral program, assisted in the development of Illinois State University’s Ph.D. proposal in school psychology and brought a stronger research emphasis to the program. Dr. Landau is a former associate editor of the School Psychology Review and the 1989 recipient of the Outstanding Research Award for the College of Arts and Sciences.


More recent faculty additions to the school psychology program who contribute their unique areas of expertise, research, and applied interests to continuing the tradition of quality training in school psychology include Drs. Adena Meyers (1998), Karla Doepke (2000), Kathy Hoff (2000), Renee Tobin (2002), and Gary Cates (2004). Dr. Doepke is trained in child-clinical psychology and Dr. Meyers in clinical-community psychology but share close interests with school psychology. Dr. Meyers has completed a post-doctoral internship leading to certification as a school psychologist. Each of the faculty has established or expanded services at the PSC that provide Illinois State University specialist and doctoral students with a wide range of practica experiences (Dr. Meyers, For Children’s Sake, a treatment and prevention program for children who have witnessed domestic violence;
Dr. Doepke, autism; Dr. Hoff, an intervention program for children and adolescents exhibiting severe behavior problems; and Dr. Cates, academic intervention). Recipients of prestigious university awards for early career achievements are Karla Doepke (Service Initiative Award) and Renee Tobin (Teaching and Research Initiative Awards and an Early Career Scholar Participant in the School Psychology Research Collaborative Conference, SPRCC). By the year 2000, the program had grown to seven full-time faculty and currently represents one of the largest school psychology faculties in the country.

Major developments/accomplishments
In addition to Illinois State University’s being the first Illinois school psychology program to be approved by the state board of education in the late 1970s, ISU was also the first Illinois program to be approved by NASP in 1990 under the more rigorous NASP folio review process. The NASP approval process was initiated in 1989 under agreements with NCATE.

In 1991, the Specialist Degree in School Psychology (SSP) was approved by the Illinois Board of Higher Education. It was the first specialist degree program in school psychology in the state, and replaced the former master’s degree. The 60-plus semester hour SSP degree better represented the extensiveness of the training and translated into graduates more likely to be placed on their districts’ salary schedules at the master’s-plus-30 level. Prior to the specialist degree, despite graduating with more than 60 graduate hours, school psychology program graduates with the master’s degree were typically placed at the beginning master’s degree salary level with others who had lesser training (often only 30 graduate hours).

Initially, the SSP degree required a thesis but this was changed in 2003 to an Applied Research Experience in School Psychology. The rationale for the change was that applied projects conducted in collaboration with faculty members represented a better analogue to what a non-doctoral school psychologist would be doing in the future as compared to more independent thesis projects.

The Ph.D. Program in School Psychology
Although the percentage of school psychologists holding a doctoral degree has never been as large as those with lesser training, the growth had been significant during the period 1970–1990. With APA accreditation of school psychology doctoral programs achieved in 1971, the growth of doctoral programs, often
in the same academic units as those with nondoctoral programs, blossomed from a handful at the time of the Thayer Conference in 1954 to about 90 by the mid-1990s (Thomas, 1998). Developing a doctoral program at ISU, especially a program that would achieve APA accreditation, was considered important to the development of school psychology at the state and national levels.

Over the course of a decade (including the latter part of Dr. Grupe’s tenure as program coordinator), Drs. Grupe, Landau, and Swerdlik worked on developing an applied doctoral program in school psychology. The program had the support of department chairs Macon Williams and then Larry Alferink as well as department faculty, college deans, and university administrators including ISU Presidents Lloyd Watkins and Thomas Wallace.

Early on it was decided by program faculty and the department as a whole that this new program would be a Ph.D. and not an Ed.D. or Psy.D. terminal degree. This was to be the first new doctoral program at ISU in 14 years. Among the reasons for adding the program was the absence of such training in Illinois. The highly regarded school psychology doctoral program at the University of Illinois was terminated shortly after the retirement of its director, Dr. T. Ernest Newland, in 1971. The other earlier doctoral program was at Northern Illinois University, but it was changed to an M.A. degree program when its director, N. L. “Pete” Pielstuck, took a position at Western Washington University in the early 1970s (Bardon, Costanza, & Walker, 1971; Brown & Lindstrom, 1977).

In December 1983, two consultants retained by the dean of the Graduate School, Charles White, responding to specific questions about the proposal raised by the Curriculum Committee of the Graduate Council, reviewed the initial draft of the doctoral program proposal developed by Drs. Swerdlik and Grupe. The two consultants were Dr. Jack Bardon from the University of North Carolina at Greensboro, a leader in APA, and Dr. Harvey Clarizio, Director of the School Psychology Program at Michigan State University. Although generally supportive of the proposal in terms of the need for a doctoral program in Illinois and the strong history of the program in master’s- and specialist-level training, the two consultants expressed concerns about the faculty’s lack of dissertation-supervision experience and the program’s not following the scientist-practitioner model of Ph.D. training in curricular content. Drs. Grupe and Swerdlik then responded to these concerns in an addendum to the proposal.

The initial doctoral proposal was unique in that it combined advanced doctoral seminars with practica in each of five skill areas that represented important roles for a doctoral-level school psychologist. These included assessment, consultation, psychotherapeutic interventions, program evaluation, and supervision/administration. The initial proposal was presented to and approved by the Department of Psychology in 1982, the College of Arts and Sciences and Graduate Curriculum Committees in 1983, and the Graduate Council, Academic Senate, and Board of Regents in 1984. In fall 1984, the Illinois Board of Higher Education (IBHE) sent out the proposal to two unidentified external reviewers (the department and program faculty were never informed of the names of these two reviewers). In late 1984 University President Lloyd Watkins, Graduate School Dean Richard D. Koshel, College of Arts and Sciences Dean Virginia Owen, Department Chair Larry Alferink, and program faculty
member Mark Swerdlik appeared before the Commission of Scholars, a board appointed by the IBHE to review all requests for new doctoral programs. The Commission of Scholars rejected the proposal as too practitioner oriented, at least for a Ph.D. degree, and the faculty as not being prepared to offer the Ph.D. degree due to lack of experience in dissertation supervision. The program was originally conceived to be a part-time program attractive to school psychologists working in the field. At this point, the department reaffirmed its interest in a Ph.D. degree program and Dr. Grupe withdrew from active involvement in revising the proposal due to her announced retirement. Based on the strength of the needs assessment in the original proposal indicating that there was a significant need for doctoral training in Illinois, the Commission recommended the IBHE take steps to support the development of the Ph.D. program. The IBHE, after considering the options, recommended the department bring to campus consultants and provided the department with the names of six individuals that had been received from the APA Office of Accreditation as possible external reviewers of the proposal. The department contracted with two consultants on that list. The reviewers were Drs. Joe French, a former undergraduate and graduate student at ISNU and at the time Director of the Pennsylvania State University School Psychology Program and actively involved with the APA Committee of Accreditation, and Walt Pryzwansky of the University of North Carolina at Chapel Hill, also active in APA accreditation activities. These two consultants visited campus, spoke with program and department faculty and administrators, and toured facilities. In addition, in April 1986, Dr. Jack Bardon again reviewed the revised proposal comparing it to the initial proposal he had read in 1983 and noted, “The difference from your first proposal is striking. I believe you now have a solid doctoral program that can contribute greatly to the specialty of school psychology and to the State of Illinois, which presently does not have a doctoral program in this field. I have no doubt that, if you carry out the program as planned, your program will eventually be accredited by the American Psychological Association once you have graduated your first doctoral students.” The reports generated as part of Drs. French and Pryzwansky’s consultation and Dr. Bardon’s second review of the proposal were included in the revised proposal submitted by the department to the Commission of Scholars/IBHE.

The university’s IBHE contact for the school psychology proposal, through which all negotiations were conducted, was Deputy Director of Academic Affairs, Dr. Robert A. Wallhaus. The ISU team did not believe that Dr. Wallhaus was particularly supportive of the proposal from the beginning. However, the revised proposal developed by Drs. Swerdlik and Landau, incorporating suggestions of the two consultants and referencing the positive evaluation offered by Dr. Bardon, had a stronger research emphasis. This included a required research apprenticeship, master’s thesis, substitution of additional research skills for the language requirements for the Ph.D., and the use of a Research Interest Group as a course requirement. It also emphasized recent faculty additions and the cooperation of other department members in lending their expertise to the program, including supervising dissertations. This revised proposal was submitted to the IBHE, including the Commission of Scholars, and gained approval in 1988.
Although the department knew approval had been granted for the Ph.D. proposal, the department had not received any funding for implementation. President Wallace was in the first year of his tenure and asked to meet with department faculty at a regularly scheduled monthly department meeting. The department’s promotion, tenure and faculty status committee (DFSC) had planned some questions to pose to President Wallace. Faculty and DFSC member Dr. Ray Bergner was given the task of asking the president about funding for the program. The department had expected the president to say something about searching for funding sources, but he indicated that the university would fund the new doctoral program.

What followed was an effort to hire a senior faculty member with dissertation advising experience. Although Dr. Landau had dissertation advising experience at the University of South Dakota, funding was made available to hire a senior level person. A number of well-known individuals within the specialty of school psychology were interviewed but the decision was made not to hire. However, the department was able to convert the funding to hire two junior level individuals who had the potential to supervise dissertations. Program faculty then shifted attention to the work of developing new courses, admitting the first cohort of students, and preparing an application for APA accreditation after the first cohort graduated.

Two years later (1990) the first cohort of students was enrolled in the Ph.D. program. These students included Kimberly Ostrowski, who completed her undergraduate degree at Roosevelt University in Chicago, Conni Patterson, who completed her master’s degree in clinical psychology at ISU and was at the time of her application a staff member in the Student Counseling Center, and Shirley Springer, who completed her undergraduate degree at Eureka College.

Several new courses were developed for the doctoral proposal. These courses included a separate Mental Health Consultation in the Schools course, Seminar and Practicum in Supervision of School Psychological Services, Child Psychopathology, Seminar and Practicum in Advanced Psychotherapeutic Techniques, Seminar and Practicum in Advanced Psychoeducational Assessment, and a Seminar and Practicum in Neuropsychological Assessment. The mental health consultation, child psychopathology, neuropsychological assessment, and supervision courses remain part of the doctoral curriculum today, as does the apprenticeship.

Beginning in 2007, doctoral students who complete a thesis in place of the apprenticeship can earn a master’s degree in psychology on their way to their doctorate. Students who already had completed a master’s degree with an empirical thesis had the apprenticeship requirement waived. Further, those who entered with master’s level training in school psychology would not need to repeat any of their previous coursework but would have to take certification-level courses required as part of the ISU program that they did not complete as part of their previous master’s program.

Although the department was certainly excited about the opportunity to offer a Ph.D. degree, challenges lay ahead in terms of changing the culture of the department from master’s-only graduate training to include doctoral training. This included such issues as increased
funding for doctoral as compared to master’s-level graduate assistants, reduced faculty loads for those most heavily involved in doctoral training and research supervision, and office space for doctoral students. These needed to be accomplished without diminishing the importance of the specialist-level program which continues to be necessary for meeting the needs of school districts facing shortages of school psychologists.

During the two years between funding of the doctoral program and accepting the first students, a number of approaches were implemented to address these challenges and reach resolution on various implementation issues. A department representative (clinical psychology faculty member Dr. Doug Lamb and then social psychologist Dr. Glenn Reeder) joined school psychology faculty members on the School Psychology Doctoral Coordinating Committee. Initially there were two Coordinating Committees, one for the specialist and one for the doctoral program, although all program faculty were members of each. These two committees were merged into one in the late 1990s. In addition, for the year or two prior to full implementation of the program, a school psychology faculty member was added to all relevant department committees that might be affected by the doctoral program such as curriculum, space and facilities, and graduate assistantships. In the end, these issues were resolved and it was decided that doctoral students would be awarded larger stipends and offered separate office space, and that the load for school psychology faculty should be reduced from three to two courses due to the teaching, research, and clinical supervision demands of the doctoral program.

The year 1997 saw the first doctoral student, Lisa Schuck-Dreyer, graduate. Although not among the first cohort of students admitted, Schuck-Dreyer had entered a year later with a specialist degree from EIU and was able to complete her program more quickly. Dr. Schuck-Dreyer had distinguished herself by receiving the Clarence W. Sorensen Outstanding Dissertation Award for the entire university. She now works as an early childhood specialist at the Northern Suburban Special Education District (NSSED) in Highland Park, IL. As mentioned several times earlier, the NSSED has a long tradition of involvement with the ISU program at the doctoral and specialist levels.

Since graduating its first student in 1997, the Ph.D. program in school psychology has received all the available national accreditations/approvals that suggest high quality training, comprehensive curricula, and properly supervised field experiences. Accreditation by the APA and program approval from NASP for the doctoral program occurred in 1998 with the APA accreditation extended to 2001. In preparation for this first APA site visit in 1998, the department contracted with Dr. Jan Hughes of Texas A. & M. University, an experienced APA site visitor, to review a draft of the program’s self-study and to come to campus to conduct a “mock” site visit. APA reaccreditations occurred in 2001 and again in 2005 through 2012. The Ph.D. program was reapproved by NASP in 2003 and again in 2008. The NASP approvals were facilitated by first having accreditation from the APA, a sequence taken by the vast majority of NASP-approved doctoral programs.
Student governance and social activities

Student social events have long been an important part of the school psychology program’s effort to create strong bonds between faculty and students. Beginning in the 1970s an annual fall picnic for all entering and current students was held at a faculty member’s home. Second-year students have been responsible for the entertainment. Over the years this has included humorous videos with parodies of the faculty, quizzes on matching early history and/or photos with particular faculty members, and various picnic games. More recently an end-of-the-year party, also held at the home of a faculty member, celebrated the end of the spring semester and wished good luck to specialist and doctoral students leaving for internship. The Graduate Association of School Psychology (GASP) also has a Distinguished Service Award with the first presented to Dr. Swerdlik on the occasion of the completion of his 30th year as a faculty member in the School Psychology Program, at the 2008 end-of-the-year party. During the 1980s and 1990s, prior to the substitution of the SSP degree for the master’s, a graduation celebration in the afternoon or evening of graduation was sponsored by program faculty for graduating master’s students and their families. This was discontinued as students earned SSP degrees after they completed their theses and were approved for graduation at different times with many choosing not to participate in the graduation ceremony. With the change in requirements from the thesis to the applied research experience, SSP students are completing their degrees together as a cohort after they complete their internships. Starting in the early 2000s, graduation celebrations were again held for specialist and also doctoral graduates and their families on the evening of their graduation. These events are in addition to the variety of student-initiated gatherings throughout the year.

The Graduate Association of School Psychology (GASP) was formed in 1997. Under the leadership of faculty advisor Dr. Rénee Tobin and recent President Kate Gioia, the student group has become very active. All current specialist and doctoral students are members of GASP, and the membership annually elects a president and secretary, treasurer, social events coordinator, historian, plus a representative from each cohort year in the program. In addition, they elect NASP, ISPA, and APA Division 16 representatives. GASP also publishes a monthly newsletter, organizes social events, and sponsors fund-raising events to support charitable community organizations and student travel. In addition, GASP is involved in having lunch with interested applicants to the doctoral and specialist programs during visitation day in the fall of each year, holding a pre-interview reception for doctoral students attending interview day, and organizing the beginning-of-the-year dinner for entering and current students. Most importantly, the group contributes to creating and maintaining a positive and supportive climate for all current students. This can be seen in congratulatory messages posted as students reach particular milestones in their programs (e.g., completing comprehensive exams and presenting a paper at a professional meeting).
Number and accomplishments of graduates

Since the early 1960s the master’s and specialist programs have combined to graduate more than 600 students who work in many states across the country, primarily as school-based practitioners, with some working in community colleges, hospitals, mental health centers, and independent practice. Many master’s and specialist degree students have gone on to earn doctorates and many have had or continue to have distinguished careers meeting the mental health and educational needs of children and families. The doctoral program has more than 45 graduates working in varied settings including public and private schools, hospitals, independent practice, and higher education. In the latter setting, some have joined the faculty at Western Illinois University, Duquesne University, Ball State University, Eastern Carolina University, and Eastern Kentucky University.

A number of our master’s/specialist and doctoral degree graduates have been recognized for excellence by various organizations, have contributed to school psychology at the state and national levels, and have held leadership positions in school districts. Table 4 includes a listing of school psychology program master’s/specialist and doctoral graduates who have been so recognized.

Conclusions and future directions

With close to 700 graduates and over the span of 50 years, the school psychology program at ISU, previously ISNU, has had a long and successful history of educating school psychologists to address the academic and mental health needs of children, youth, and families in a variety of settings. (See Table 5 for a timeline of major events in the program’s history and access current information about the program at www.Psychology.ilstu.edu/school/index.shtml). One of the strengths of the school psychology program is its effort to adapt to the changing role of the school psychologist. Most recently this has included a heavier emphasis in existing coursework and field experiences on Response to Intervention (RtI), developing cultural competence; program evaluation, crisis intervention, and more direct assessment of academic and social-emotional assessments and progress monitoring; collaborative problem-solving including systems-level consultation; primary and secondary prevention programs; and the use of technology including assistive technology, data management, and charting/graphing; single-subject designs and functional behavioral analysis (FBA); and evidence-based interventions to address the academic and behavioral challenges of children, adolescents, and their families.

The Illinois State University School Psychology Program has demonstrated the ability to adapt to the changing needs in the field over the past half century including role and function changes for the practicing school psychologist and the greater availability of doctoral study in Illinois available from Loyola, Northern Illinois, and National-Louis universities. This adaptability can be attributed to the department’s ability to continue to recruit capable, dynamic, and productive faculty, the ability to recruit high quality students from Illinois and around the country, and the strong support the program has enjoyed throughout the years from colleagues and administrators at the department, college, and university levels.
These factors enabled the ISU program to become a leader in school psychology training in Illinois and to join the ranks of nationally recognized programs. Based on its rich history it is expected that the ISU school psychology graduate program will continue to be one of the premier programs in Illinois and the nation.

Footnotes

1 This chapter is based in part on an article, “Educating School Psychologists at Illinois State University Approaches Half a Century: Celebration Planned for Homecoming 2007,” written by Audrey J. Grupe, James J. Johnson, and Mark Swerdlik published in the Spring 2006 issue of the Psychogram.

Acknowledgements

The following individuals contributed recollections, past reports, or pictures related to the history of school psychology training at ISNU and ISU and their assistance is greatly appreciated: Jim Agner, Larry Alferink, David Barone, Debra Buck Alexander, Fred Dornback, Suzanne Ferrara, Patty Foltz, Joe French, Kate Gioia, Audrey Grupe, Jim Johnson, George and Sally McCoy, Nancy Metzler, Nancy Nickerson, Tricia Reimer, Kim Shennett, and Bruce Stoffel.

References


Table 5-1 Required courses circa 1977

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Semester / Year Typically Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>Psychodiagnosics I (cognitive assessment)</td>
<td>Elizabeth Brown, Marjorie Lewis</td>
<td>Fall semester, first year</td>
</tr>
<tr>
<td>433</td>
<td>Psychodiagnosics II (personality / projective assessment)</td>
<td>Elizabeth Brown, Marjorie Lewis</td>
<td>Spring semester, first year</td>
</tr>
<tr>
<td>435</td>
<td>Diagnostic Procedures (psychoeducational assessment, learning disabilities, and academic intervention)</td>
<td>Marjorie Lewis, Audrey Grupe</td>
<td>Spring semester, first year</td>
</tr>
<tr>
<td>436</td>
<td>School Psychology Practicum</td>
<td>Audrey Grupe, Marjorie Lewis</td>
<td>Fall and spring, second year</td>
</tr>
<tr>
<td>464</td>
<td>Theories and Techniques of Counseling</td>
<td>Valjean Cashen</td>
<td>Spring semester, first year</td>
</tr>
<tr>
<td>334 or 442</td>
<td>Psychological Measurement* or Test Theory*</td>
<td>Elmer “Skip” Lemke</td>
<td>Fall semester, first year</td>
</tr>
<tr>
<td>340</td>
<td>Statistics II</td>
<td>Gary Ramseyer</td>
<td>Summer of first year</td>
</tr>
<tr>
<td>346</td>
<td>Psychology of the Exceptional Child*</td>
<td>Marjorie Lewis</td>
<td>Fall semester, first year</td>
</tr>
<tr>
<td>347</td>
<td>Behavior Disorders in Children*</td>
<td>Audrey Grupe</td>
<td>Fall semester, first year</td>
</tr>
<tr>
<td>420</td>
<td>Theories of Personality</td>
<td>James J. Johnson</td>
<td>Fall semester, first year</td>
</tr>
<tr>
<td>418</td>
<td>Theories of Learning</td>
<td>Leon Manelis, Ken Liecht</td>
<td>Fall semester, first year</td>
</tr>
<tr>
<td>4809.19</td>
<td>Advanced Developmental Psychology</td>
<td>Laura Berk</td>
<td>Fall semester, second year</td>
</tr>
<tr>
<td>421</td>
<td>Advanced Behavior Modification</td>
<td>Ben Moore, Al House</td>
<td>Fall semester, second year</td>
</tr>
<tr>
<td>472</td>
<td>Theory and Practice of School Psychology</td>
<td>Bob Hogan</td>
<td>Spring semester, second year</td>
</tr>
<tr>
<td>498</td>
<td>Professional Practice in School Psychology (internship)</td>
<td>Bob Hogan</td>
<td>Fall and spring, second year during internship</td>
</tr>
</tbody>
</table>

* Required course waived if completed as an undergraduate
### Table 5-2 Specialist Degree in School Psychology (SSP)

*2009 Required Courses and Sequence of Courses (all courses listed are three hours unless otherwise noted)*

#### Fall, first year—16 hours

PSY 347  Behavior Disorders in Children  
PSY 402  Applied Research Experience in School Psychology – 2 hours (if this option is chosen)  
PSY 421  Advanced Behavior Modification  
PSY 432  Psychodiagnosics I (assessment and intervention for cognitive/developmental problems)  
PSY 472  Legal, Ethical, and Professional Issues in School Psychology  
PSY 498.05  First Year Fieldwork in School Psychology – 2 hours

#### Spring, first year—16 hours

PSY 402  Applied Research Experience in School Psychology – 2 hours (if this option is chosen)  
PSY 433  Psychodiagnosics II (assessment and intervention for psychosocial problems)  
PSY 435  Diagnostic Procedures (assessment and intervention for academic problems)  
PSY 473  Theories and Techniques of Counseling: Children and Adolescents  
PSY 474  Theory and Practice of Mental Health Consultation in the Schools  
PSY 498.05  First Year Fieldwork in School Psychology – 2 hours

#### Summer, first year—6-8 hours

EAF 410  Research Methodology and Statistics in Education  
C&I 407  Learning in Educational Settings  
SED 422  Teaching Diverse Learners (or during spring semester of second year)  
PSY 499  Thesis – 2 hours (if this option is chosen)

#### Fall, second year—9-10 hours

PSY 436.04  Practicum: Psychoeducational Assessment & Intervention  
PSY 436.05  Practicum: Psychosocial Assessment & Intervention  
PSY 452  Seminar in Developmental Psychology  
PSY 499  Thesis - 1 hour (if this option is chosen)

#### Spring, second year—13-14 hours

PSY 436.04  Practicum: Psychoeducational Assessment & Intervention  
PSY 436.05  Practicum: Psychosocial Assessment & Intervention  
PSY 463  Brain and Behavior Relationships  
SED 422  Teaching Diverse Learners (if not taken summer of first year)  
SED 593  Seminar in Computer Applications in Special Education/Assistive Technology – 1 hour  
PSY 499  Thesis - 1 hour (if this option is chosen)

#### Summer, second year

SY 499  Thesis - 2 hours (if this option is chosen)

#### Fall and spring, third year

PSY 498.90  Internship (paid experience; one hour each semester)
Table 5-3 2009 Ph.D. Required Courses

Core Courses Required of All Students

(A) Advanced doctoral-level course
(C) Core required course for all doctoral students

**Course that can be taken for graduate credit if not completed as an undergraduate

PSYCHOLOGICAL FOUNDATIONS

Biological Bases of Behavior
(3 hours) PSY 463 Brain and Behavior Relationships (C)

Cognitive Bases of Behavior
(3 hours) PSY 418 Learning and Cognition (C)

Social Bases of Behavior
(3 hours) PSY 431 Theory and Research in Social Psychology (C)
(3 hours) PSY 451 Psychology of Diversity (C), or
EAF 525 Foundations of Comparative Multicultural Education, or
COM 472 Seminar in Intercultural/Interethnic Communication or
C&I 409 Student Diversity and Educational Practices

History and Systems
(3 hours) PSY 320 History and Systems (C)

Individual Behavior
(3 hours) PSY 420 Theories of Personality (C)
(3 hours) PSY 547 Childhood Psychopathology (C)
(3 hours) PSY 452 Seminar in Developmental Psychology (C)

Scientific and Professional Ethics and Standards
(3 hours) PSY 472 Legal, Ethical, and Professional Issues in School Psychology (C)

(3 hours) PSY 440 Statistics: Data Analysis and Methodology (C)
(3 hours) PSY 441 Experimental Design (C)

And one of the following courses is required (C):
(3 hours) PSY 443 Survey Methods and Analysis
(3 hours) PSY 480 Psychological Methods I: Single Subject Research
(3 hours) PSY 444 Multivariate Analysis
(1 hour) PSY 503 Doctoral Research Proseminar in School Psychology (C)
(3 hours) PSY 502 Research Apprenticeship (C) OR
(4-6 hours) PSY 499 Master’s Thesis
(3 hours) SED 513 Seminar in Evaluation of Special Education Programs (C)

Entry Level Practica
(6 hours) PSY 436.04 Practicum: Psychoeducational Assessment and Intervention (C)
(6 hours) PSY 436.05 Practicum: Psychosocial Assessment and Intervention (C)
Advanced Practica
(1 hour) PSY 590.03 Advanced Practicum in Supervision (C)
(6 hours) PSY 590 Advanced Practicum in Assessment, or Intervention, or Consultation/Program Evaluation, and/or Supervision/Organization – choice of two (C)

Skill/Knowledge Areas
Assessment
(3 hours) PSY 421 Advanced Behavior Modification (C)
(3 hours) PSY 432 Psychodiagnosics I (C)
(3 hours) PSY 433 Psychodiagnosics II (C)
(3 hours) PSY 435 Diagnostic Procedures (C)
Elective may be chosen from among the following courses:
(3 hours) PSY 590.02 Advanced Practicum Assessment
(3 hours) PSY 539 Seminar and Practicum in Neuropsychological Assessment of Children
(3 hours) PSY 438 Techniques of Objective Psychological Assessment
(3 hours) MAT 406 Advanced Topics in Assessment in Elementary and Junior High Mathematics

Intervention
(3 hours) PSY 421 Advanced Behavior Modification (C)
(3 hours) PSY 473 Theories and Techniques of Counseling: Children and Adolescents (C)
Electives may be chosen from among the following courses:
(3 hours) SED 422 Teaching Diverse Learners
(3 hours) C&I 467 Advanced Literacy Assessment and Instructional Strategies
(3 hours) PSY 590.01 Advanced Practicum Interventions
(3 hours) PSY 437 Group Psychotherapy and Counseling
(3 hours) PSY 467 Family Therapy
(3 hours) PSY 465 Vocational Counseling
(3 hours) PSY 466 Substance Abuse Counseling
(3 hours) SED 448 Applied Behavior Analysis: Changing Behavior & Learning Environments
(3 hours) C&I 479 Organization and Management of Classroom Learning

Consultation/Program Evaluation
(3 hours) PSY 474 Theory and Practice of Mental Health Consultation in the Schools (C)
(3 hours) SED 513 Seminar in Evaluation of Special Education Programs (C)
Elective may be chosen from among the following courses:
(3 hours) PSY 590.04 Advanced Practicum Consultation/Program Evaluation
(3 hours) EAF 487 Organizational Development (EAF 487)
(3 hours) PSY 498 Professional Practice: School Psychology (mental health consultation)

Supervision/Administration
(3 hours) PSY 536 Seminar and Practicum in Supervision of School Psychological Services (C)
(1 hour) PSY 590.03 Advanced Practicum Supervision
Elective may be chosen from among the following courses:
(3 hours) PSY 590.03 Advanced Practicum in Supervision
Elective may be chosen from among the following courses (continued):

- **(3 hours) EAF 481**  Administration and Organization of Schools
- **(3 hours) SED 447**  Administering Educational Programs for Students with Disabilities
- **(3 hours) C&I 477**  Supervision of Instruction
- **(3 hours) C&I 577**  Advanced Supervision of Instruction
- **(3 hours) SED 514**  Personnel Preparation in Special Education

**Technology**

Elective:

- **(1 hour) SED 593.03**  Resident Seminar: Computer Applications in Special Education

**Required Electives**

Six hours of required electives offered in the Psychology Department (see list under areas above) must be completed.
Table 5-4 ISNU/ISU School Psychology Program Alumni Award Recipients; Alumni Holding Leadership Positions in National or State Professional Organizations and in School Districts

<table>
<thead>
<tr>
<th>Name of Graduate</th>
<th>Award/Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe French (1950)</td>
<td>ISU Distinguished Alumnus and CAS Hall of Fame Member</td>
</tr>
<tr>
<td>Jim Agner (1961)</td>
<td>Administrator of psychological services with Illinois Office of Public Instruction, NASP Parliamentarian, IPA School Section Chair, Chair of IPA Legislative Committee, ISPA President, ISPA Chair of Legislative Committee, Founder and Treasurer of Illinois School Psychologists Political Action Committee.</td>
</tr>
<tr>
<td>Fred Dornback (1964)</td>
<td>Psychology Distinguished Alumnus of the Year 2005</td>
</tr>
<tr>
<td>Jim Johnson (1964)</td>
<td>Psychology Distinguished Alumnus of the Year 2006 IPA Distinguished Service Awards 1983 and 1990 IPA Newsletter Editor</td>
</tr>
<tr>
<td>Harold “Bud” Swanson (1966)</td>
<td>NASP Regional Director, NASP Co-Chair Convention Committee, NASP Co-Chair Professional Development Committee, NASP Co-chair Planning and Development Committee, IPA School Section Chair, IPA School Section Convention Chair, ISPA President, ISPA Lifetime Achievement Award (2002)</td>
</tr>
<tr>
<td>Lewis Sarff (1970)</td>
<td>Secretary, Illinois School Psychologists Association</td>
</tr>
<tr>
<td>Sharon Swanson (1970)</td>
<td>Convention Chair, Illinois School Psychologists Association</td>
</tr>
<tr>
<td>Jerry Crabtree (1971)</td>
<td>Principal, Normal Community West High School and Dean, Lincoln College</td>
</tr>
<tr>
<td>Carl Hall (1972)</td>
<td>Director, Macon Piatt County Special Education Association</td>
</tr>
<tr>
<td>Nancy Howlett (1972)</td>
<td>Secretary, Illinois School Psychologists Association</td>
</tr>
<tr>
<td>Name of Graduate</td>
<td>Award/Recognition</td>
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<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Bill Winslow (1972)</td>
<td>Regional Director, Illinois School Psychologists Association</td>
</tr>
<tr>
<td>Corry Tello (1973)</td>
<td>ISPA Practitioner of the Year 1989</td>
</tr>
<tr>
<td>Joe Crank (1975)</td>
<td>Director, School Psychology Program, University of Nevada at Las Vegas</td>
</tr>
<tr>
<td>Chris Israelson (1975)</td>
<td>Convention Chair, Illinois School Psychologists Association and Assistant Superintendent for Personnel, and former Director of Special Education Valley View School District, Bollingbrook.</td>
</tr>
<tr>
<td>Randy Rivka Olley (1975)</td>
<td>President Maryland Association of School Psychologists, NASP Delegate, Member of the Children’s Fund Board of Trustees, and of the Publications Board</td>
</tr>
<tr>
<td>Peter Wright (1975)</td>
<td>ISPA Practitioner of the Year 1997</td>
</tr>
<tr>
<td>Ruth Todt (1976)</td>
<td>Regional Director, Illinois School Psychologists Association</td>
</tr>
<tr>
<td>Nancy Metzler Peterson (1976)</td>
<td>NASP Illinois State Delegate, NASP North Central Regional Director, NASP Membership Chair, NASP Ethics Committee Chair, NASP Committee Chair and Co-chair of the Professional Development Committee, NASP Presidential Award for Service (2007), ISPA Regional Director, ISPA Membership Chair, ISPA President, ISPA President’s Award for Distinguished Service (1988), and Member of the Board of the Illinois Fund for Careers in School Psychology</td>
</tr>
<tr>
<td>David Lewandowski (1977)</td>
<td>Supervisor of School Psychological Services, Crete-Monee School District 201, Director, School Psychology Program at Governors State University</td>
</tr>
<tr>
<td>Name of Graduate</td>
<td>Award/Recognition</td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Marlene Merrell (1977)</td>
<td>Kansas School Psychologist of the Year 1997</td>
</tr>
<tr>
<td>Mary Kay Berjohn (1977)</td>
<td>ISPA Practitioner of the Year 1998</td>
</tr>
<tr>
<td>Barry Deal (1978)</td>
<td>President, Oregon Association of School Psychologists</td>
</tr>
<tr>
<td>Greg Robinson (1980)</td>
<td>In 1994, presented the Presidential Recognition Award for contributions to the national Division of Mental Retardation and Developmental Disabilities by the Council of Exceptional Children. Iowa and National Principal of the Year 1998 Psychology Distinguished Alumnus of the Year 2000</td>
</tr>
<tr>
<td>Rebecca Francois (1982)</td>
<td>Director of Special Education, Bloomington (IL) School District #87</td>
</tr>
<tr>
<td>Bruce Kelsay (1985)</td>
<td>Regional Director, Illinois School Psychologists Association</td>
</tr>
<tr>
<td>Fran Padavic Williamson (1985)</td>
<td>ISPA Practitioner of the Year 1992</td>
</tr>
<tr>
<td>Tom Forman (1993)</td>
<td>ISPA Practitioner of the Year 2008</td>
</tr>
<tr>
<td>Dr. Tracy Cruise (1998)</td>
<td>ISU Department of Psychology Early Career Alumni Award 2006</td>
</tr>
<tr>
<td>Dr. Conni Patterson (1999)</td>
<td>Louisiana School Psychologist of the Year 2001 Director, Louisiana School Psychology Internship Consortium</td>
</tr>
<tr>
<td>Name of Graduate</td>
<td>Award/Recognition</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr. Ara Schmitt (2001)</td>
<td>ISU Department of Psychology Early Career Alumni Award 2008</td>
</tr>
<tr>
<td>Dr. Brenda Huber (2002)</td>
<td>Director, Illinois School Psychology Internship Consortium (ISPIC) and Director, Illinois State University Psychological Services Center</td>
</tr>
<tr>
<td>Debra Dietrich (1974)</td>
<td>ISPA Practitioner of the Year Regional Nominees</td>
</tr>
<tr>
<td>Dave Brown (1975)</td>
<td></td>
</tr>
<tr>
<td>Gail Brown (1978)</td>
<td></td>
</tr>
<tr>
<td>Jim Bahr (1979)</td>
<td></td>
</tr>
<tr>
<td>Linda Johnson (1980)</td>
<td></td>
</tr>
<tr>
<td>Gwen Badgerow (1993)</td>
<td></td>
</tr>
</tbody>
</table>
Table 5-5 Major Events in the History of the ISNU/ISU School Psychology Program

1935  ISNU Psychological Counseling Service with Dr. Stan Marzolf as director opened; would serve as a practicum site for school psychology students

1959-1960  Last year degree program titled Guidance and Personnel with program director Dr. Stanley Marzolf

1960-1961  Degree program is re-titled School Psychologist-Counselor with first graduates Sharon W. Eggers, Morton Filerman, and William T. Harding

1966-1967  First year separate program in school psychology offered with degree options M.S., M.A., or M.S.Ed.

1968  Dr. Audrey Grupe hired as school psychology program coordinator.

1968  Dr. Grupe teaches first exclusively school psychology practicum

1971  Dr. Grupe assumes position as Director of the Psychological Services Center (Psychology Clinic)

1972  Dr. Stan Marzolf retires from ISU after being appointed Distinguished University Professor in 1968

1976  ISU becomes first Illinois school psychology training program to be approved by the Illinois Office of Education to offer school psychology training by entitlement

1976  The Psychology Clinic is renamed the Stanley T. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents in honor of its first director

1977  Dr. Mark Swerdlik joins school psychology program faculty

1980  Practicum expanded from one semester to one year and includes experiences in the Psychological Services Center, Bloomington Public Schools, and Unit 5 Schools

1982  Initial proposal for school psychology Ph.D. program developed by Drs. Swerdlik and Grupe and approved by Psychology Department

1983  Ph.D. program proposal approved by the College of Arts and Sciences and Graduate Curriculum committees

1984  Ph.D. program proposal approved by the Graduate Council, Academic Senate, and Board of Regents.

1984  IBHE fails to approve Ph.D. program proposal but encourages revision

1985  Dr. Steven Landau joins school psychology program faculty

1987  Dr. Audrey Grupe retires from ISU

1988  Dr. Adena Meyers joins school psychology program faculty

1988  IBHE approves revised ISU Ph.D. program in School Psychology proposal developed by Drs. Swerdlik and Landau
1990  ISU is first Illinois school psychology program to receive NASP approval through more rigorous folio review process
1990  First cohort of three Ph.D. students admitted
1991  Specialist Degree in School Psychology (SSP) approved by the Illinois Board of Higher Education and first students enrolled.
1997  The Graduate Association of School Psychology (GASP) formed
1997  First Ph.D. graduate Dr. Lisa Schuck-Dreyer completes program
1998  Doctoral program receives initial APA accreditation
2000  Dr. Karla Doepke joins school psychology program faculty
2000  Dr. Kathy Hoff joins school psychology program faculty
2001  Doctoral program receives reaccreditation from APA
2002  Dr. Renee Tobin joins school psychology program faculty
2003  Doctoral program receives NASP re-approval
2004  Dr. Gary Cates joins school psychology program faculty
2005  Doctoral program receives reaccreditation from APA
2008  Doctoral program receives NASP re-approval
2008  School Psychology Program celebrates 50th anniversary with 45 Ph.D. graduates and more than 600 graduates of the master’s and specialist degree programs

About Thomas K. Fagan

Dr. Thomas K. Fagan is a Professor of Psychology and Director of the School Psychology Program at the University of Memphis. He was twice elected President of the National Association of School Psychologists (NASP). Dr. Fagan serves as historian to the NASP, the Trainers of School Psychologists (TSP), and to the APA Division of School Psychology. He also serves as co-chair of the Historical Preservation Committee of the International School Psychologists Association.
The Department of Psychology at Illinois State University (ISU) was formed in 1966. Prior to that, it had been a part of the Department of Education and Psychology. At the time of its formation, the department offered two master's degrees: one in school psychology, which is described elsewhere in this monograph, and one in psychology. The first chairperson of psychology, Professor Walter Friedhoff, was committed to the development of additional graduate sequences. Curricula were organized for a master's degree with sequences in clinical, counseling, general, and experimental psychology; a graduate sequence in industrial-organizational psychology was added within a few years.

Originally, the graduate sequences in clinical psychology and counseling psychology were very similar. Psychology graduate students in all of the sequences had to complete three core or common courses as departmental requirements: Theories of Personality, Theories of Learning, and Statistics II (test theory). They also had to either complete a thesis or pass a written comprehensive examination. The clinical students and counseling students also completed courses in theories and techniques of counseling, family therapy, group therapy, personality assessment, and practicum. Students from both sequences often took classes in behavior modification and community mental health as electives. The clinical students had to complete a class in intellectual assessment that was not required of the counseling students; the counseling students took a course in vocational counseling that the clinical students did not have to take. Over time, the two sequences became even more similar. Both moved to include behavior therapy as a required course. Their practicum placements tended to be in the same types of community agencies: predominantly community mental health agencies. Both groups also saw individual clients at the ISU Student Counseling Center, supervised by their faculty members. Perhaps most critical, graduates from both sequences tended to obtain employment and enjoy success in the same types of community agencies: mental health
centers, substance abuse programs, and, to a lesser extent, childcare agencies, institutions, and hospitals. Finally, small numbers of graduates from both sequences entered doctoral programs in human service areas, such as clinical or counseling psychology.

This state of affairs continued for many years. At the national and state levels, the debate within psychology on terminal master’s degree programs waxed and waned. The managed care revolution set powerful economic factors into play within human service fields. Funding for mental health, substance abuse, and child welfare programs was never adequate and was constantly threatened by rescission and politics. Despite these many influences, the clinical and counseling master’s degree sequences at ISU and in many comparable programs throughout the country continued graduating students who found jobs and contributed to the lives of those struggling with emotional and adjustment issues.

Mental health services in Illinois and most other states are predicated on master’s-level practitioners but not necessarily master’s-level psychologists. There are not sufficient doctoral level practitioners to meet the mental health needs of Illinois, nor would there be sufficient funding to pay for these services even if the supply were available. In most mental health centers, counselors with master’s-level and comparable training provide the majority of direct care. Sometimes direct services are provided by individuals with bachelor’s-level training and paraprofessionals. Doctoral level personnel are typically providing supervision and performing administrative duties. Doctoral level personnel are simply too expensive for the typical agency to allow much of their time to be devoted to direct client services. The situation in much of Illinois reflects the reality that clinicians with master’s degrees from a range of academic disciplines including social workers, psychiatric nurses and technicians, corrections and juvenile justice professionals, substance abuse counselors, pastoral counselors, and guidance counseling graduates provide the vast majority of mental health services. This was the world in which ISU and the graduate students from the clinical and counseling sequences existed and thrived for many years.

But forces were at work that drove change. Among the many consequences of the managed care movement were: 1) the increased legitimization of master’s-level practitioners and 2) the increased importance of obtaining state licenses as well as graduate degrees. Managed care arrangements focused on services provided and cost. If you could provide the services, you were potentially within their pool. If you could provide the service for the lowest cost, you were potentially a preferred provider. Neither the empirical literature nor the everyday experiences of most human service professionals would support an unqualified argument for the generalized superiority of care provided by doctoral level personnel over master’s-level professionals. Master’s-level professionals, in general, would be perfectly acceptable to managed care arrangements and, because they were usually entitled to lower reimbursement schedules, they would be favored by the economics of the marketplace. Some degree of quality control, of course, was needed, and the mechanism for this was to a large extent addressed by insisting upon some type of state-regulated licensure. This was the critical change in setting conditions that prompted movements within counselor-training programs. For several decades, psychology students had earned master’s degrees and obtained counseling
positions in human service agencies. There was no state license their training qualified them for, but this was of little importance in most mental health agencies because their lack of a license did not preclude them from any available funding. While social workers and nurses obtained licenses to practice their respective careers, counselors from a variety of academic disciplines simply practiced within their agencies and few entered private practice. Those working within a human service clinic were usually under the supervisory umbrella of the agency’s “psychologist” or clinic director.

This began to change as the funding for human service agencies underwent continuing revision during the last quarter of the 20th century. Agency accreditation and access to potential funding and reimbursement sources became increasingly tied to ratios of licensed staff. Professional practice and identity and guild issues among professional counselors themselves increasingly became focused on questions of licensure. In Illinois, as in many states, the focus of professional psychology had been on the regulation of doctoral level psychologists. Any movement toward providing a master’s-level license for psychologists had been defeated. This led to school psychologists forming their own state association and successfully seeking “certification” as school personnel. Within the mental health community, the forces pressing for licensing of master’s-level practitioners culminated in the 1992 passage of the Clinical Professional Counselor Licensing Act. For the first time in Illinois a state practice license was potentially available for counseling professionals with master’s degrees, and the initial reaction of virtually all counseling preparation programs was overwhelmingly positive. Our students, who had enjoyed great success and achievement in a variety of mental health areas, would now be on equal footing with professionals from other allied health disciplines such as social work. The only significant limitation to their having a degree in psychology versus some other field of human services had been removed by providing this access to licensing. All was good, for a while.

The initial impact of the licensing law on the psychology sequences at Illinois State University was zero. Our students continued to take our classes, graduate, and obtain jobs; now they could seek and obtain a practice license. This was an extra reward for the good job the faculty had been doing all these years. And so it went, for a while.

When a law is passed by a state legislature, saying that such and such a thing will be done, the law may actually be silent on how it will be done. In Illinois, the practicalities of achieving the end directed by the law are often addressed by the formulation of a rule, a set of formal procedures for implementation. The law creating the Licensed Clinical Professional Counselor (LCPC) license had been passed, but many decisions needed to be made regarding how such a license would be regulated. The final form of this rule would have profound implications for educational institutions preparing students to provide the services falling under the purview of the law.

The shape taken by the implementation of the Licensing Act in Illinois was to establish eligibility to sit for a state licensing exam by requiring at least a master’s degree from an accredited institution of higher learning and two years of appropriately supervised experience. An entry-level license, Licensed Professional Counselor (LPC), which requires supervision
but can be obtained with only a master’s degree, is also available. The LCPC rule further specified that the graduate program had to include formal coursework in 13 specified areas.

**LCPC Requirements**
- Human Growth and Development
- Professional, Legal, and Ethical Issues
- Maladaptive Behavior and Psychopathology
- Substance Abuse
- Appraisal of Individuals
- Counseling Theories
- Family Dynamics
- Research and Evaluation
- Counseling Techniques
- Practicum
- Group Dynamics, Process, and Counseling
- Social and Cultural Foundations
- Lifestyle and Career Development

As the final form of the LCPC rule emerged and an implementation timetable was established, the clinical and counseling psychology sequences at ISU were faced with a critical decision. Neither sequence in 1999 appeared to fully meet the curricular requirements of the LCPC license. The clinical psychology sequence had not required a course in vocational counseling. The counseling psychology sequence actually addressed all the required areas, but two areas, theories of counseling and techniques of counseling, were combined in a single course, *Theories and Techniques of Counseling*. Discussions with state administrators in the Illinois Department of Financial and Professional Regulation, the state department charged with carrying out the Licensing Act, raised grave concerns regarding any possible flexibility to graduates seeking candidacy for the LCPC licensing examination following expiration of a grandfather period. Both sequence faculties debated the question of whether to change the curricula to comply with the LCPC requirements or allow a return to the previous state of affairs, where our graduates would not be eligible for any state licensure.

There was some sentiment for this latter course because both sequences had long histories of educating bright, talented, and effective therapists; these therapists had had no difficulty in the past in obtaining jobs in Illinois and other states, and we had consistently been reinforced by feedback as to the skills and performance of our graduates. We had a good product in the marketing language of human service activity. What did these bureaucracies know about training for psychotherapeutic skills anyway? A pox on their legislative house.

We could keep training the effective counselors we had up to now, confident that their talents would be recognized and they would find a deserved place in social service agencies. The ivy was getting a little thick on the ivory tower.

After some rhetoric and rumination, another perspective came to dominate our deliberations, which was that such a course would probably be disastrous for our students.
and, hence, for our sequence. It seemed unacceptable and indefensible to fail to provide our fine students with an education program that would keep licensure available to them. To do so would have placed them at a considerable competitive disadvantage. The independent decisions of the coordinating committees for both sequences was identical: we had to find a way to accommodate the LCPC curricular requirements within our educational models and try and preserve those elements that we believed had contributed to our prior success in training top-notch counselors.

The problem, of course, was time. Both sequences were carried out within a 48-hour master’s degree program. Between the departmental, sequence, and LCPC requirements, there was no way to build all the necessary classes into a two-year plan of study that would not exceed any reasonable expectations for human endurance and functioning. As it was, the final compromise solution required five semesters, with courses scheduled over two academic years and the summer between the first and second year. The possibility of moving to a 60-hour master’s degree program was considered by the coordinating committees at one point but finally rejected. While we are aware that some schools have successfully attracted students to a 60-hour master’s degree program, this would have essentially turned us into a three-year academic program. To the majority of the coordinating committees, this did not seem like an alternative we would recommend to our undergraduate students because this level of time and expense was too close to the investment to earn a doctor of psychology (Psy.D.) degree from a professional school. The faculty believes it is possible to provide sound professional preparation for counseling within the format of a 48-hour master’s degree program.

A related issue had to do with sequence identity and what real difference existed between the two sequences. The clinical and counseling sequences had always been very similar, to the point that a recurrent challenge at presentations for undergraduate students was attempting to explain the difference between them. The counseling coordinator might speak about some work with vocational issues; the clinical coordinator might mention the option for some students emphasizing work with children and one practicum placement in an inpatient facility. The small differences were reduced by strong faculty and highly selected graduate students within both sequences. The reality was that separate sequences were in place and had their own traditions; both sequences were successful in recruiting, matriculating, and placing students. There had been little motivation to change the status quo, until the Licensing Act. One direct consequence of the curricular requirements of the implementation rule would be to eliminate the few course differences that had existed between the clinical and counseling sequences.

Another event occurred, unrelated to legislative and economic forces, but which was probably fortuitous in terms of dealing with these challenges: a department-wide review of how the business of higher education was being conducted by the psychology faculty at ISU, and support from the new department chairperson for changes that would enhance our educational mission. One specific form this review took was a coming together of the clinical and counseling faculties to consider a consolidation of the two sequences, and this was the direction eventually chosen.
What to leave in, what to take out?

The consolidation of the two sequences created challenges but was in some ways made easier by the overarching need to forge a curriculum that would meet the requirements of the LCPC license. This provided a backdrop to frame many of the issues we debated: the science vs. practice question. Faculty members differed as to the relative emphasis they would have liked to see on basic psychology content area courses such as personality and learning versus applied courses focusing on professional practice such as family therapy and behavior modification. Were we to train scientists or technicians? How much opportunity could be preserved for those students who wished to continue their education in doctoral programs and use our institution as a springboard to further professional training? For many of us, the value of psychology as the basis for a human service career was its foundation as an empirical science of human action and functioning. For all of us, there was the desire to provide enough diversity of experience that the continuing scholarly aspirations of talented students could be served. However, we always came back to one common point of reference: our students needed to remain eligible for the LCPC license in Illinois. This was the final trump card that helped shape compromise and agreement on decision after decision as the new sequence evolved on paper.

There were significant differences in substantive issues. The clinical sequence had required two assessment courses, one in intellectual assessment (Wechsler scales) and one in personality assessment. The latter course initially had an emphasis on projective assessment techniques but had become more broadly defined by newer faculty covering both projective and objective approaches to personality and adjustment evaluation. The counseling sequence had required a single course in objective assessment of behavior, which covered brief intellectual measures, objective personality evaluation (MMPI), and vocational interest inventories. The faculty was cognizant that preparation in the methodology of psychological assessment and experience with psychological tests was one of the basic competency areas that distinguished psychologists from other mental health practitioners. For several of us, the pedagogical and practical importance of two assessment courses was a major strength of the clinical sequence. The LCPC requirements, however, could be met with a single assessment course and the objective assessment course fashioned for the counseling sequence provided at least some exposure to both cognitive and adjustment measures. While skill with comprehensive intelligence testing was very important to two of our practicum placements, both of which had significant outpatient child programs, for the majority of our practicum sites there was little call for comprehensive evaluations. A decision was made to retain the objective assessment class and drop the other two classes as requirements. The courses continued to be offered for other sequences and could be taken as electives.

Another major debate arose in the discussion to propose a change in our status from a sequence in the department’s master’s degree program to an independent program within the Department of Psychology, which was a move that allowed us to completely set all our own course requirements. For the Department of Psychology’s graduate program, three
graduate-level classes had been designated as “core classes” (i.e., common classes required of all graduate students): Theories of Personality, Theories of Learning, and Statistics II (test theory). This programming itself had represented a pedagogical and political compromise dating back to the formation of the department. While there was much dissatisfaction with this selection of common classes, no efforts to meaningfully revise it had ever been able to secure a wide enough coalition of support from among the various sequences and individual faculty members. The difficulty was that with this set of common classes and our course requirements to meet the LCPC requirements, most students would have no necessity and little time or opportunity to take any elective classes. To several of us, it seemed without merit that students could be handed a complete schedule of their plan of study for a master’s degree the day they arrived on campus. Some degree of individual programming based on the student’s interests and career plans seemed vital to the robust student body both sequences had attracted in the past. After much debate, a decision was reached that the courses in Theories of Personality and Statistics II fulfilled requirements with the LCPC curricular model and the course in Theories of Learning did not. Further, the focus of the Theories of Learning course had changed over time away from human learning and toward a greater emphasis on animal research. In contrast, the social learning models of Bandura, Mischel, and Rotter were usually addressed in the Theories of Personality course. Of the three core departmental requirements for a master’s degree, Theories of Learning clearly had the least curricular or substantive support. By removing the requirement to take the graduate-level class Theories of Learning, we bought all our students at least one elective slot to be filled by selecting among a number of good course offerings that existed within our department and related departments in the university.

Again, several of us had serious reservations about this change. Understanding the theoretical and experimental basis of learning effects, including the animal research on learning and conditioning, seemed critically important to us in encouraging the critical thinking and background of knowledge that we believed gave our students important strengths and advantages relative to their working peers from other human service disciplines. Knowing about the literature and models of learning and cognitive processing seemed part of what made one a psychologist and prepared one to do psychological counseling. We tried to address these salient needs in other ways within our sequence, but none of us believed it would be the same as the impact of a required course. But it was a compromise that we could all accept in service of our shared goals.

Other changes were less of substance and more of form but important nevertheless. These decisions spoke to issues of identity and public presentation and potentially strained the working alliance between members of two previously autonomous and successful sequences with their own local and discipline-wide histories, traditions, and conventional practices. What was the new sequence, later program, to be called? Would our students earn a master’s degree in counseling psychology, clinical psychology, counseling and clinical psychology, clinical counseling psychology, community mental health services, or yet some other title? What were we attempting to accomplish; what did we wish to offer as an educational program;
how should we present ourselves and have our students present themselves to the world? What were the practical implications of a choice of title in terms of status, attractiveness to employers, and meaningfulness within the employment market? What was the meaning of the choice to us as individual faculty members, each of whom had been recruited to serve within a particular sequence and each of whom had something to potentially lose by virtue of some of the possible selections?

Our final selection of title reflected the spirit of the basic activity we were engaged in, which was attempting to secure the future of our previously separate efforts to provide a high quality educational and training experience in human counseling services by retaining the strongest elements of both sequences. We believed this was best exemplified and communicated by the title we finally selected; we would offer a sequence in clinical-counseling psychology. This choice also had some potential practical advantages for our graduates. Since licensing would be as a counselor with an emphasis on clinical skills, we hoped this title would facilitate the license application process for our students. Finally, retaining two familiar terms, rather than a novel grouping of descriptors, seemed to have an advantage in reaching out to undergraduate students interested in human service careers.

While none of us were completely pleased or satisfied with the final result of many hours of discussion and proposal, we could all accept it as an initial working design for our new sequence and later program. In 1999, a series of proposals was submitted to the department curriculum committee, then the college curriculum committee, and eventually the university curriculum committee to be finally submitted to the Illinois Board of Higher Education. These proposals ended the former clinical and counseling psychology sequences in the Department of Psychology and began the new graduate sequence in clinical-counseling psychology. Two years later, a further proposal wound its way through review and approval establishing a new graduate program within the Department of Psychology—the Clinical-Counseling Psychology Program. Tables 6-1 to 6-3 present information on the current Clinical-Counseling Psychology Program including mission/vision, required courses, the last Clinical and Counseling Sequence Coordinating Committees during the academic year 1999-2000 and first Coordinating Committee for the new Clinical-Counseling Psychology Program.
Table 6-1  Mission and Goals of the Clinical-Counseling Psychology Program (adopted 1999–2000)

The Clinical-Counseling Psychology Program provides rigorous training in basic areas of psychology and their application in assessment, counseling, and psychotherapeutic treatment.

The goal of the program is to produce graduates who are:

• informed by a scientific approach in their provision of mental health services;

• holistic in their approach to mental health, incorporating strengths from both traditional clinical psychology and traditional counseling psychology philosophies in their work;

• highly competitive for professional positions in mental health agencies (as broadly defined, including community mental health, substance abuse treatment, and child welfare);

• prepared to successfully pursue a career path that includes doctoral study in psychology and related fields, if desired; and

• likely to grow into leadership roles in mental health agencies and eligible for licensure as a Licensed Clinical Professional Counselor in Illinois.

The program seeks to accomplish these goals by emphasizing:

• critical thinking skills;

• methodological training that prepares individuals to be sophisticated consumers of psychological and psychiatric research;

• integration of research with practice;

• the personal and professional development of students; and

• multiple philosophies of human development etiologies of psychological distress, and treatment.

The program is committed to providing high quality didactic and experiential coursework in scientific and professional psychology and to maintaining low student-faculty ratios.

(Reference: http://www.psychology.ilstu.edu/cc/index.shtml)
Table 6-2 Clinical-Counseling Psychology Program Model Curriculum (implemented 2009–2010)

**Fall of Year 1**
- PSY 420 Theory of Personality
- PSY 440 Statistics: Data Analysis and Methodology
- PSY 468 Advanced Psychopathology and Mental Health Diagnosis
- PSY 470 Legal, Ethical, and Practice Issues in Clinical-Counseling Psychology

**Spring of Year 1**
- PSY 438 Techniques of Objective Assessment
- PSY 464 Theories and Techniques of Counseling: Adults
- PSY 467 Family Therapy
- PSY 499 Master’s Thesis or Elective (clinical competency project option)

**Summer of Year 1**
- PSY 421 Advanced Behavior Modification
- PSY 436.02 Practicum in Clinical-Counseling Psychology (1 credit)
- PSY 466 Substance Abuse Counseling
- PSY 499 Master’s Thesis (1 credit)

**Fall of Year 2**
- PSY 436.02 Practicum in Clinical-Counseling Psychology
- PSY 437 Group Psychotherapy and Counseling
- PSY 499 Master’s Thesis or PSY 490, Clinical Competency Project

**Spring of Year 2**
- PSY 436.02 Practicum in Clinical-Counseling Psychology
- PSY 451 Psychology of Diversity
- PSY 465 Vocational Counseling
- PSY 499 Master’s Thesis or Elective (if still needed for the clinical competency project option)
Table 6-3 The last Clinical and Counseling Sequence Coordinating Committees (1999–2000) and the first Clinical-Counseling Psychology Program Coordinating Committee (2000–2001), Department of Psychology, Illinois State University.

**Clinical Psychology Sequence Coordinating Committee 1999–2000**
- Salvatore Catanzaro, Coordinator
- Raymond Bergner
- Daniel Graybill
- Alvin House
- Douglas Lamb
- Karen Mark

**Counseling Psychology Sequence Coordinating Committee 1999–2000**
- Michael Stevens, Coordinator
- James Johnson
- Jeffrey Kahn
- Margaret Nauta
- Karen Pfost

**Clinical Counseling Psychology Program Coordinating Committee 2000–2001**
- Alvin House, Coordinator
- Raymond Bergner
- Salvatore Catanzaro
- Daniel Graybill
- James Johnson
- Jeffrey Kahn
- Douglas Lamb
- Karen Mark
- Margaret Nauta
- Karen Pfost
- Michael Stevens
Where we are now—program and field

As we almost complete the second half of the first decade of the 21st century, many of the same issues and debates resound within the discipline and profession of psychology. The issue of role and place for a master’s degree in psychology within academic and professional development remains contentious and unresolved. The best balance between training as scientist and as practitioner may be agreed upon in principle but remains challenging in application. The service delivery models, which can and will be sustained by the broader society, continue to be molded by economic, political, guild, and sometimes empirical considerations. In the midst of this, many academic programs in state and private universities continue to matriculate students with master’s degrees in psychology who enter the human service fields as professional counselors. The Clinical-Counseling Psychology Program in the Department of Psychology at ISU continues within this tradition.

We have always been pleased with the quality of the educational experience the graduate programs at ISU have provided for those interested in counseling services and with the contributions our students have gone on to make in human service careers. At the same time, the years and experiences at ISU have provided us with an ongoing education into the issues of professional training and preparation for those counselors who will go on to provide the mainstay of support, guidance, and intervention for clients with mental health challenges and needs. The critical question is—as it always has been and should be—what constitutes good professional training for counselors?

Our answer to this question is an educational experience centered in the discipline of psychology, with its values of empirical investigation and its perspective on the accumulating knowledge base regarding human development, functioning, adjustment, maladjustment, and potential for change. We are not so arrogant as to suggest this is the only road to effective clinical service, or even necessarily the best; other academic traditions bring their own strengths and unique contributions to the role of helper. We would suggest that this is one path, and a path that has served as an effective training mechanism for many cohorts of matriculating students. Our former students have gone on to touch the lives of countless citizens in Illinois, other states, and other countries. Our psychology program at ISU has evolved to meet the challenges of changing circumstances in society while at the same time providing what we aspire to be a coherent and directed perspective on helping people in need achieve beneficial change. We hope there will always be a place for a program such as ours in efforts to provide the next generation of counselors.

The current faculty affiliated with the Clinical-Counseling Psychology Program includes the coordinator Dr. Karen Mark, and Drs. Ray Bergner, Sam Catanzaro, Alvin House, Jeffrey Kahn, Margaret Nauta, Karen Pfost, W. Joel Schneider, and Michael Stevens. Current information about the program can be found at www.Psychology.ilstu.edu/cc/index.shtml.
Authors’ Role in the Clinical and Counseling Graduate Programs

Alvin E. House, Ph.D.
Dr. House was a member of the Clinical Psychology Coordinating Committee and a faculty member in the clinical psychology sequence until its consolidation into the Clinical-Counseling Psychology Program. He served as coordinator of the Clinical Psychology area from 1977 until 1982, and coordinator of the Clinical-Counseling Psychology sequence and now Program from its inception in 2000 until 2005.

Karen I. Mark, Ph.D.
Dr. Mark was a member of the Clinical Psychology Coordinating Committee and a faculty member in the Clinical Psychology sequence until its consolidation into the Clinical-Counseling Psychology sequence and now Program. She is the current coordinator of the Clinical-Counseling Psychology Program.

James J. Johnson, Ph.D.
Dr. Johnson was an original member of the Counseling Psychology Coordinating Committee and was a faculty member in the Counseling Psychology sequence until its consolidation into the Clinical-Counseling Psychology sequence and now Program. Dr. Johnson is now a professor emeritus, but continues to teach at least one course for the department each semester.

Footnotes

1 This chapter is based on a paper presented at the Great Lakes Conference, April 29, 2006, Purdue University, West Lafayette, Indiana.
Postscript

What does the future hold for the Psychology Department at Illinois State University? *Educating Illinois* continues to define Illinois State’s mission as one that emphasizes excellence in undergraduate education. The department can be expected to do its share to fulfill this mission. Its model of faculty-student research teams will continue to provide a special senior experience for students at a large public university. Its new curriculum is expected to enhance preparation for advanced courses. Review of most departmental programs is scheduled for 2012-2013; by then, there should be some assessment outcomes on the new curriculum. Graduate programs are expected to continue, although changes are possible given the changes in faculty composition (e.g., increase in social psychologists). The Clinical-Counseling program will receive its first review soon. It and the School Psychology programs will continue to be affected by external factors related to professional accreditation and state licensing. The Psychological Services Center and the Illinois School Psychology Internship Consortium also will be affected by the amount and methods of funding psychological services for children and schools. The department can be expected to continue being an early adopter of technological innovations, from computer equipment to statistical software and online text access. It will have the opportunity to expand its facilities as the College of Education moves to a new planned North Campus.

The Department is going through a period of interim leadership since Dr. Barone left the chair position in 2007. For the first time it has an Associate Chair, J. Cooper Cutting. As of early 2009, there are seven faculty members over 60 years of age and three more over 55. As they retire in upcoming years, another cohort of new faculty members will be hired. It will be their job to continue the department’s strong tradition of expanding opportunities to provide effective teaching, high quality scholarship, and public service to the students and academic community of Illinois State University, the discipline of psychology, and the citizens of Illinois and the nation. The next chapter is just beginning to be written.
This monograph on the teaching of psychology at Illinois State is a valuable contribution to the history of the University. I know of no other comparable, recent history of an academic department; and I hope that other departments will follow psychology’s example. The generation of faculty and students who contributed to the post-World War II transformation of the institution from a single-purpose teacher training school to a multi-purpose university is rapidly disappearing from the scene; While some of that history can be reconstructed from official records, much of the information is lodged in the memories of the participants. During the final half century covered in this monograph, ISU changed from a regional teachers’ college to one of the two public universities in Illinois with a state-wide mission. Psychology with its large number of undergraduate majors and graduate programs at the masters and doctoral levels has been a major and emblematic player in that story.

John B. Freed
Distinguished Professor of History Emeritus