

Overview of the Learning and Instruction Doctoral Program

The Department of Learning and Instruction (L&I), formerly known as the Department of Curriculum and Instruction (C&I), offers two programs at the credential/masters and doctoral levels:

- The special education credential program offers the mild/moderate education specialist credential with the option of a masters degree. This program prepares candidates to teach diverse K-12 learners with mild/moderate disabilities in urban schools. Some masters degree students in special education continue into the doctoral program in Learning and Instruction.
- The doctoral program emphasizes theories of instruction and learning that inform educational practices in a variety of settings, including K-12 and higher education, administration, consulting, and the allied health professions.

Both programs share the conviction that instructional decisions must be grounded in the best social science evidence. The overriding goal is to prepare graduates who will contribute to, and make use of, the ever-changing knowledge base in education.

The Ed.D. program in Learning and Instruction prepares doctoral candidates to understand the practical application of research on theories of teaching and learning and to contribute to future research in these areas. The doctoral program targets early- and mid-career working professionals who wish to pursue a doctoral degree but are unable to attend graduate school full time. Specifically, the program was designed to develop the next generation of leaders as they prepare for:

- Positions in teaching, research, and administration in colleges and universities
- Educational leadership roles in public and private schools, regional and state education agencies, and as health care administrators
- Careers as consultants, trainers, and researchers in education, business, allied health professions, and corporate environments

The faculty in L&I are excellent instructors with a wide range of scholarly interests and strong research skills. Faculty work closely with students and provide a supportive and encouraging environment for doctoral-level students. Although the program uses a non-traditional model of doctoral preparation, standards are high, courses are rigorous, and faculty expectations for student success are high. In a 2001 survey conducted by the National Association of Graduate School Professionals (NAGSP) to examine educational practices in doctoral programs across the U.S., the L&I doctoral faculty was rated by students as outstanding with respect to teaching excellence, supportive program climate, student mentoring, strong research practices, and effective advisement (Appendix A). One student commented on the survey, “Teaching assistants don’t teach doctoral courses in the L&I Department. Professors with impeccable credentials and reputations teach our courses.”

Six full-time, tenure-track faculty teach in the doctoral program:

Lanna Andrews, Ed.D., University of San Francisco (1994), Associate Professor

Yvonne Bui, Ph.D., University of Kansas (2002), Assistant Professor

Robert Burns, Ph.D., University of California, Santa Barbara (1979), Professor

Patricia Busk, Ph.D., University of Wisconsin, Madison (1976), Professor

Susan Evans, Ed.D., University of Arizona (1977), Professor

Mathew Mitchell, Ph.D., University of California, Santa Barbara (1992), Assoc. Prof.

The L&I faculty have worked in collaboration to design a comprehensive program of study which working professionals can complete in four or five years. The doctoral program consists of 60 credit hours of study beyond the masters degree and culminates in the completion of a scholarly dissertation.

In order to accommodate the working professional, courses are scheduled on alternate weekends across the academic year. Each course meets nine times per semester for four and a half hours per class session. Some courses are offered on alternate Thursday or Friday evenings. Students typically enroll in 6 units per semester. Faculty teach two or three doctoral courses per semester, most often on Saturdays, in the morning and the afternoon sessions. There is at least one course offered each summer within the Department for students who wish to accelerate their progress.

Coursework focuses on three substantive areas:

- *The Learner*, including courses such as Cognitive Psychology, Human Abilities, Motivation, and Creativity
- *Instructional Environments* that support the learner, including courses such as Models of Teaching, Essentials of Teaching in Higher Education, Architecture of Learning, and Performance-Based Assessment
- *Methodological Expertise* in research design, measurement, and data analysis, including courses such as Educational Measurement, Correlational Designs, ANOVA Designs, Applied and Advanced Statistics, Meta-Analysis, and Introduction to SPSS

Students are admitted into the program in cohort groups and are required to take a set of four foundation courses during their first year of study: Applied Statistics, Psychological Foundations of Education, Research Methods, and Cognitive Psychology. There are specific requirements for each course which are included in the student's qualifying portfolio. All students are conditionally admitted until they pass the portfolio review process. Once they pass the portfolio review, students are fully admitted into the L&I doctoral program.

Two additional courses are also required for the degree: Advanced Statistics and Educational Measurement. Most students complete these courses during their second year. Additional courses taken in the second year are arranged in consultation with the student's advisor. In years three and four of the program, students continue to take additional coursework which fulfills their individual needs and interests. Most students

enroll in a Dissertation Proposal Development Seminar in their third or fourth year. They complete the program by writing and successfully defending a doctoral dissertation.

In total, students complete 20 three-unit courses. This includes a minimum of five methodological courses including Applied and Advanced Statistics, Introduction to Research Methods, Educational Measurement and at least one additional research methods course such as Correlational Research, ANOVA Designs, or Descriptive Research. Of these 20 courses, candidates must complete a minimum of eight courses in the L&I major area. Students have the option to select three elective courses from any department in the School of Education. Finally, students must complete three dissertation-related courses: Proposal Development Seminar, Proposal Writing, and Dissertation Writing.

Students have the option to organize their coursework in an emphasis area within the L&I major in urban multicultural special education, higher education, allied health care, or research methodology. The allied health care emphasis will be delivered in partnership with the University of San Francisco's School of Nursing (beginning Summer 2005). Considerable flexibility is provided for the student and advisor to design a program of study consistent with the student's intellectual and professional goals and interests.

The L&I doctoral program has several unique features:

- An educational psychology curriculum with an emphasis on evidence-based research and empirical research methodologies
- An expert faculty including two faculty members who received the university-wide Outstanding Teaching Award; one professor received the Outstanding Faculty Award from the SOE Alumni Association
- Significant federal funding for leadership training (over \$1.4 million dollars) to support doctoral candidates preparing for careers as special education teacher educators
- Partnership with the University of San Francisco's School of Nursing to prepare leaders in allied health care
- A focus on preparing candidates for careers in higher education
- An emphasis in urban, multicultural special education which prepares candidates for careers in teacher education
- Utilization of state-of-the-art technologies to support interactive learning
- Optional emphases of study within the doctoral program
- A well-organized, structured, and rigorous curriculum collaboratively developed and implemented by the faculty to support student learning
- Students and faculty who represent a wide range of ethnic, cultural, and professional backgrounds

Graduates of the program are employed as college faculty, school and health-care administrators, researchers, trainers, program evaluators, and consultants. Graduates are prepared to:

- Conduct and publish research
- Design instruction
- Provide expert consultation
- Write grants
- Evaluate programs
- Solve school-based problems
- Write articles for professional publications
- Assume leadership positions within a variety of professions

Since its inception in 1976 to the present, the combined C&I/L&I doctoral programs have graduated 338 students; since 1998, 64 of these graduates received their Ed.D. in Learning and Instruction. Currently, there are 67 students enrolled in the L&I doctoral program. The current student body includes K-12 teachers and administrators, college and university faculty and administrators, health care professionals including nurses, dental educators, physical, occupational, and speech therapists, as well as consultants and trainers from business and industry. Approximately one third of the current students are members of underrepresented groups and/or persons with disabilities. The L&I doctoral program has also received federal grants totaling \$1.4 million dollars to support the preparation of doctoral candidates who are preparing specifically for careers in special education teacher education. Ten to twelve students per year are supported by grants from the U.S. Department of Education, Office of Special Education Programs.

Many recent graduates have assumed faculty positions at the University of Michigan, St. Mary's College, CSU San Jose, CSU Monterey Bay, Dominican University, CSU East Bay (formerly Hayward), USF, Holy Names College, California Baptist University, UCSF, and other universities and colleges. Other recent graduates are employed as school- and district-level administrators, hospital and university administrators, technical writers, instructional designers, staff nurses, and managers.

Mission Statement for Learning and Instruction Doctoral Program

The mission of the Learning and Instruction (L&I) doctoral program is to prepare knowledgeable and compassionate leaders in professions where the principles of learning and instruction can make a difference. The program is committed to the Jesuit tradition of excellence in scholarship that looks to fully develop the intellectual and professional potential of our students, and does so with an emphasis on social science methodology and the application of scientific knowledge to our students' professions.

The program attempts to ensure that all students master the principles of learning and instruction and apply them to their professional fields. Students acquire the following outcomes through careful structuring of coursework, rigorous and scholarly instruction, and supportive mentoring as students complete their doctoral dissertations.

Consistent with the School of Education mission statement and the profile of the doctoral program graduate, students completing the L&I doctoral program will:

- Be intelligent consumers of the research literature and apply research and inquiry skills in learning and instruction
- Be responsive to the needs of diverse learners
- Consider ethical standards in academic and professional work
- Understand the theoretical bases of learning and instruction
- Use appropriate technologies in their field
- Display continuous professional growth
- Enhance the quality of people's lives through more effective and humane instruction

History of the Learning and Instruction Department

The School of Education (SOE) at the University of San Francisco admitted the first cadre of doctoral students in 1976. At the time, there were four departments within the SOE offering the Ed.D. degree: Curriculum and Instruction (changed in 1998 to Learning and Instruction), Counseling Psychology (no longer offers a doctoral degree), Organization and Leadership, and Multicultural Education (later changed to International Multicultural Education). Several years later, a doctoral program was initiated for Catholic Education Leadership under the direction of Sr. Mary Peter Traviss.

In 1976, there were five faculty members in the Curriculum and Instruction (C&I) Department chaired by Dr. Rhody McCoy (at that time each Department had a Chairperson who was a full-time administrator). Among these five faculty, three left USF before 1979; the two remaining faculty Dr. Emily Girault and Dr. Bill Schwartz, moved, respectively, to the Counseling Psychology and Organization and Leadership Departments. In 1977, then Dean Allan Calvin, hired five new faculty members for the Curriculum and Instruction doctoral program including Alan Cohen and Joan Hyman (now retired), Patricia Mitchell (now a member of the Organization and Leadership faculty), Anita DeFrantz (retired from the International Multicultural Department), and Susan Evans who continues to teach in the C&I/L&I Department. Thus, of the 10 original department members, there is only one faculty member (Evans) who remains in the Department.

The initial direction of the Curriculum and Instruction doctoral program was guided by Dr. Alan Cohen and Dr. Joan Hyman who had a national reputation in the areas of reading and mastery learning. The program had a behaviorist orientation with an emphasis on experimental and quasi-experimental designs testing instructional effectiveness using mastery learning models and criterion referenced testing. The program had strong instructors and a rigorous but unstructured set of courses. Faculty taught a loosely-related set of courses the bulk of which were connected either to curriculum design and mastery learning or methodological topics. All faculty members taught doctoral classes on alternate weekends, including Friday evenings and all day on Saturdays. All faculty chaired doctoral dissertations and some professors, including Drs. Evans, Mitchell, and DeFrantz, also taught in the teacher credential and masters programs during the week. In the 1970s, the C&I Department offered the Learning Handicapped

credential and a masters degree in Speech Pathology. Drs. Evans, Mitchell, and DeFrantz also served on masters thesis committees.

At the time doctoral programs were initiated, there were no school-wide guidelines for doctoral study, so each program had its own curriculum and its own requirements. The C&I doctoral program was the only program to require doctoral students to take courses in Applied Statistics and Research Methods. The C&I doctoral program was also the only program to offer a structured course in proposal development and to require courses in Advanced Statistics, Educational Measurement, and at least one additional research methods course e.g., ANOVA Designs, Single Subject Research, Descriptive Research, etc.

By 1980, all SOE doctoral programs had adopted the C&I requirements for Applied Statistics and Research Methods. In the mid-1980s, then-Dean Bill Garner (who followed the brief tenures of Deans Alan Calvin, Michael O'Neill, and Wayne Doyle), asked the C&I Department if these methodological courses could be moved to a new "department" to be named General Education. All first year doctoral students would enroll in these now required courses which would still be taught by C&I faculty. Eventually, all methodology and foundation courses were listed as General Education (704) courses. To this day, the Learning and Instruction faculty continue to teach the majority of the General Education methods courses as well as several foundation courses within General Education.

In 1989, the university hired the sixth Dean for the SOE in 12 years, Paul Warren (who followed Deans Bill Garner and Dody Messerschmidt). By then, the C&I department no longer offered credentials or degrees in special education or speech pathology. The entire focus of the C&I department was doctoral training. Drs. Mitchell and DeFrantz were no longer members of the department and Dr. Bill Schwartz shared his responsibilities between the Organization and Leadership and C&I doctoral programs. Between the late 1970s and 1993, the curriculum of the C&I doctoral program remained relatively unchanged. With only a handful of faculty and an annual enrollment of 15-20 new doctoral students, Drs. Evans, Cohen, and Hyman taught doctoral courses each semester and served on numerous dissertation committees. Drs. Cohen and Hyman retired in 1994. Dr. Schwartz taught in the Department part-time for several years and officially retired in 1998.

In 1992, given the impending retirements of Drs. Cohen and Hyman, a faculty line was created for the C&I doctoral program and, after a national search, Dr. Mathew Mitchell was hired. In 1995, Dr. Patricia Busk and Dr. Robert Burns joined the Department. Dr. Busk transferred from the SOE Counseling Psychology Department; after a national search, Dr. Burns came to USF from UC Riverside. In the 1990s, Dr. Lanna Andrews and Dr. Nikki Miller were hired to teach in the new special education credential program which was re-established in 1991. Dr. Andrews was hired after a national search. Dr. Miller taught in the special education program for 10 years on a term contract; she also taught one of the four foundation courses in the doctoral program. In 2001, Dr. Sue Paik (no longer at USF) joined the Department, followed in 2002 by Dr. Yvonne Bui. Both were following national searches.

With a new faculty, the majority of whom (Busk, Mitchell, Burns, and Evans) had received their doctorates in the area of Educational Psychology, the decision was made to not only rename the Department but also to revamp the curriculum content and restructure of the program. Under the department chairmanship of Dr. Mathew Mitchell, the entire faculty worked as a team for two years to accomplish this goal.

In 1998, the name of the C&I Department was officially changed to Learning and Instruction. The current doctoral curriculum reflects the expertise of the faculty, new technological and methodological realities, and a shared vision of how coursework should be logically and sequentially structured. As a result, all first-year doctoral students take four required foundation courses for doctoral study leading to a portfolio review by the full faculty in order to move from conditional to full admission status. The program also requires coursework in Advanced Statistics and Educational Measurement which are typically taken during the second year of study. It should be pointed out that five of these six courses continue to be offered under General Education (704), although these courses are taught by L&I faculty. This issue continues to affect the department, given the competing demand for new faculty within the SOE. This has had a negative impact on faculty load and hiring lines.

All current L&I faculty teach in the doctoral program. Drs. Bui and Andrews, however, are primarily responsible for the credential/ masters degree program in mild-moderate special education. This nationally recognized teacher preparation program has received \$3.2 million dollars from the U.S. Department of Education, Office of Special Education Programs since 1997. Drs. Busk, Mitchell, and Burns are primarily responsible for the doctoral courses. Dr. Evans teaches in both the doctoral and the credential program. The doctoral program also received federal funding (\$1.4 million dollars since 1997) to prepare special education teacher educators.

Although some may wonder why the special education credential program is housed within L&I rather than the Teacher Education Department, the logic is clear to the L&I faculty. There are several reasons. First, the special education program has a long history within the C&I/L&I Department. Since 1977, the Department has offered doctoral preparation in C&I/L&I while offering the mild-moderate credential and masters degrees in special education. Second, four of the seven L&I faculty members (Drs. Evans, Bui, Andrews, and, until recently, Miller) taught in both the special education credential program and the L&I doctoral program and served as members on numerous L&I dissertation committees. Dr. Andrews has chaired several L&I dissertations. Third, for many students, the special education masters program serves as a pipeline into the L&I doctoral program. Currently, USF is the largest producer in California of doctorates with a special education emphasis and the only doctoral program in the state to specifically prepare doctoral candidates for careers in special education. Finally, federal grant support (six funded grants totaling over \$4.5 million since 1997) is tied to a model in which L&I doctoral students participate in the preparation, training, and mentoring of special education credential candidates. This highly successful model has been used not only to prepare hundreds of special education teachers but also to prepare over a dozen new college professors in the field of special education. Dr. Evans has served as the project

director for five grants; Dr. Bui is the project director for one grant. Three of the six grants, including two credential and one doctoral grant, remain active.

In 2004-05, after several years of declining enrollment, the L&I doctoral program admitted 26 new doctoral students. Before 2004, annual enrollments ranged between 6 and 10 new students, many of whom were funded by the special education doctoral grants. The sizable growth in new students entering the Department has been attributed to several factors. First, the faculty created an informative, easy to navigate, and visually appealing website (www.soe.usfca.edu/lidoctoral). In the year that the website has been up, there have been numerous inquiries about the program, including many requests for information from outside the Bay Area as well as from other parts of the country and abroad. Second, there have been targeted efforts to increase doctoral enrollment across the entire School of Education including open houses for prospective doctoral candidates, site visits by L&I faculty to community colleges and other IHEs in the region, and an active use of the database established to collect contact information from prospective students. Third, the L&I faculty designed a color brochure specifically for the doctoral program. The cost of the brochure was partially covered by the doctoral grant. In addition to the brochure, the Department developed five inserts to target different professional groups including K-12 teachers, college faculty, consultants and trainers, and so on. Finally, the new L&I emphasis developed in collaboration with the USF School of Nursing (SON), Learning Leaders in Health Care, has generated considerable interest. The L&I doctoral program has always attracted students from the allied health care professions including nurse and dental educators, speech pathologists, and occupational and physical therapists. A sizeable number of faculty in the USF School of Nursing are graduates of the L&I doctoral program including the entire planning team of nurse educators working with Dean John Lantz to finalize the courses and curriculum in this emphasis area (to begin Summer 2005).

There are several challenges ahead for the L&I doctoral program. First, one full-time faculty member hired by the L&I Department in 2001 is no longer at the university. Although she did not teach L&I courses per se, she taught courses for L&I doctoral candidates within General Education such as Research Methods and Psychological Foundations of Education. With growing L&I doctoral enrollments, dual responsibilities in two programs (L&I and General Education), and a desire to continue having full-time faculty deliver core courses, without additional faculty, caps may be needed to limit admission to the L&I doctoral program. Second, because of the success in obtaining funding for the special education credential program and the substantial enrollment in that program, Drs. Andrews and Bui have a limited amount of time to expend on the doctoral program, although both have taught or co-taught L&I doctoral courses and continue to serve on L&I doctoral dissertation committees. In addition, both Drs. Andrews and Bui (with Dr. Evans) supervise the grant-funded doctoral students who co-teach in the credential program which affects their ability to teach more doctoral courses. Third, there will be at least one retirement in the near future which will affect the capacity of the program unless more hiring lines become available. This is significant given the recent increase in doctoral enrollment, and an anticipated enrollment of equal size next year. Currently, the L&I doctoral program is one of two universities in Northern

California preparing special education teacher educators. USF has an established reputation in this field and continues to draw five or six new applicants each year who wish to pursue a doctorate in L&I with the special education emphasis.

In conclusion, the L&I doctoral program offers skillful instruction delivered by expert faculty within a diverse and supportive learning environment. Our current goals are to implement the new emphasis in health care by Summer 2005, recruit a cadre of 20 new doctoral candidates for the 2005-06 academic year, submit one more doctoral grant application in 2005 to ensure continued federal funding, and prepare a comprehensive and reflective doctoral program review for the upcoming WASC site visit.

The Major in Learning and Instruction

Doctoral students majoring in Learning and Instruction are required to complete 60 units of coursework. The 60 units are comprised of 20 three-unit courses. Courses in the L&I Department are listed as 701 courses; General Education courses are listed as 704 courses. Students are required to take 12 units of coursework in General Education. All courses listed below are taught by L&I faculty.

Foundation Courses (required for all first year doctoral candidates)

Cognitive Psychology (701-700)

Addresses the major theories of cognitive psychology and the research on thinking. Topics include inductive and deductive thinking, analogical thinking, hypothesis testing, mental models, dual-coding, declarative and procedural knowledge, expertise, schemas and scripts, domain-specific knowledge, and social cognition.

Psychological Foundations of Education (704-704)

Introduces the theoretical foundations and the practical problems and issues encountered in the application of psychology to education.

Applied Educational Statistics (704-706)

Presents a conceptual and procedural understanding of descriptive and basic inferential statistical procedures in educational research with the objective that students will become critical consumers of the research literature in their own field.

Research Methods in Education (704-708)

Introduces educational research traditions and the specific research designs including experimental, ex post facto, correlational, and descriptive research methods.

Additional Required Courses (typically taken in the second year of the program)

Advanced Statistics (704-707)

Offers a continuation of the applied statistics course with a focus on more advanced inferential statistical tests as well as regression and multivariate analyses.

Educational and Psychological Measurement (704-714)

Examines principles of test theory applied to educational and psychological measurement and their application to doctoral research. Applications to both norm-referenced and criterion-referenced testing orientations will be presented. The focus is on test development and test evaluation.

Courses in the Learning and Instruction Major (students must complete a minimum of 8 3-unit courses including Cognitive Psychology, one of the foundation courses taken by all first year doctoral students)

Problem Solving (701-701)

Examines the research on problem solving with a special emphasis on the role games and computers play in developing problem-solving skills. Topics include decision making, judgments, heuristics and biases, social influences, hypothesis testing heuristics, computer programming, and problem-solving instruction.

Human Abilities (701-702)

Presents an historical examination of the empirical theories of cognitive abilities. Theories of intelligence, aptitude, achievement, cognitive style, and learning style are presented. Special emphasis is placed on the use of factor analysis as a statistical technique.

Thinking about Thinking (701-703)

Investigates the ways in which the thinking skills of learners can be enhanced. The course explores the different kinds of essential thinking skills that are useful for students to become more powerful learners. One particular approach to encouraging inductive thinking skills called problem-based learning will be explored in depth.

Program Evaluation (701-711)

Introduces students to current issues of evaluation design, data collection, interpretation, and the communication of results. Emphasis is placed on designing evaluations based on an understanding of how programs are implemented.

Performance-based Assessment (701-712)

Addresses the methodological issues and practical applications of performance-based and cognitive-based assessments. The rationale underlying performance-based assessment, the procedures essential to its design and execution, and the interpretation and use of its results for decision making will be addressed. Recent research in cognition will be explored for its application to educational testing.

Essentials for Teaching in Higher Education (701-713)

This course prepares current and future college or university to present intellectually exciting lectures, lead engaging discussions, and relate to students in ways that promote motivation and independent learning. This course emphasizes active learning and collaborative activities to engage students in intellectual discovery.

Architecture of Learning (701-715)

Explores the area of effective instruction. Students work with an applied model for creating and evaluating learning experiences and develop a digital learning portfolio as the culminating project demonstrating achievement of the course goals. To create this digital learning portfolio, students establish realistic student learning goals, formulate assessment strategies to correspond to those goals, analyze relevant people factors influencing goals and course content, create activities to develop desired thinking and meta-learning skills, design learning activities for individuals and groups of learners, and devise remedial and enrichment activities for learners.

Advanced Topics in Special Education (701-717)

Presents cutting edge research issues related to the social, psychological, and physical characteristics of exceptional children.

Models of Teaching and Instruction (701-721)

Presents an historical survey of empirically-based models of teaching and instruction. Models include individualized instruction, Carroll's model of school learning, Bloom's theory of school learning, process-product models and Rosenshine's explicit instruction, Cronbach and Snow's aptitude-treatment interaction model, and Brown and Campione's cognitive apprenticeship models, as well as current constructivist and cognitive apprenticeship models.

Curriculum Development in Special Education (701-723)

Examines curriculum development, systematic approaches to effective teaching and learning, and evaluation in special education.

Descriptive Research in Learning and Instruction (701-730)

This course presents the uses and methods of descriptive research, how descriptive research is evaluated, and the design and implementation of descriptive research. Topics include sample selection, data collection techniques including questionnaires, interviews, and observations, scales and indices, coding, analyzing and presenting descriptive data.

Motivation (701-732)

Examines motivational theories with an emphasis on models of intrinsic motivation and how they affect instructional practice. Theories include situational and personal interest, flow, achievement, attribution, goal, control, feedback, and self-determination theories. Special emphasis is placed on the use of focus groups as a research technique.

Multimedia Learning (701-733)

Examines current research and practical techniques for creating educationally effective multimedia learning products. The practical techniques for the course focus on the development of educationally relevant images, audio, and interactive elements. Students learn key principles such as creating bitmap images, vector images, audio recording, audio editing, audio mixing, integration of audio and image content, and the inclusion of interactive elements within a multimedia product.

Creativity (701-735)

Examines the role of creativity in social environments. Students look at creativity as an environmental variable where the question is, "What can we do to make our educational or business environments more conducive to creative and original thinking?" This environmental-psychological approach incorporates thinkers from the fields of psychology, education, and the arts.

Constructivism and Technology (701-743)

Addresses the history of constructivism as a learning theory, constructivist teaching strategies, curriculum designs, assessment, and the appropriate uses of technology to support student-centered learning.

Grant Writing (701-798)

Covers all aspects of grant writing from identifying funding sources to submitting federal grant proposals. By the end of the course students will complete a grant proposal for submission to a funding agency.

Additional General Education Courses Taught by Learning and Instruction Faculty

Analysis of Variance Designs (704-710)

The course presents the use of analysis of variance techniques in research designs. The course aligns specific research designs (experimental, quasi-experimental, and ex post facto) with specific analysis of variance techniques. The complete range of univariate analysis of variance designs are covered (including factorial ANOVA, repeated-measures ANOVA, split-plot ANOVA, and the analysis of covariance). The issues of power, practical significance, and multiple comparison tests are also addressed.

Correlational Designs (704-721)

The course presents correlational approaches to analyzing educational data, including simple and multiple regression, path analysis, LISREL, and hierarchical linear models.

Meta-Analysis (704-722)

The course presents the methods and process of meta-analysis. Students will have the opportunity to plan a meta-analysis and to evaluate published meta-analysis in an area of education.

Introduction to SPSS (704-724)

This intermediate course uses the Statistical Program for the Social Sciences (SPSS) to conduct procedures learned in Applied Statistics (0704-706). Topics include data entry and cleaning, variable creation and recoding, visual inspection of data, reliability, cross-tabulation, t-test, ANOVA, correlation and regression, and nonparametric statistics.

Dissertation Sequence (minimum of 9 units required for all doctoral candidates)

Dissertation Proposal Seminar (701-709/729)

In this seminar, students work with a team of faculty to develop a research proposal leading to the doctoral dissertation. This course can be repeated for credit.

Dissertation Proposal Development (701-790)

Directed proposal development in consultation with dissertation advisor and committee.

Dissertation Research and Writing (701-791)

The design, preparation, and writing of the dissertation research study in consultation with the dissertation advisor and committee. Advancement to candidacy required.

Curriculum

Degree Offered

The Learning and Instruction (L&I) doctoral program offers an Ed.D. degree in Learning and Instruction. Doctoral candidates have the option of pursuing an emphasis in one of four areas: Learning Leaders in Allied Health Care, Research Methods, Urban Multicultural Special Education, or Higher Education. It is anticipated that nurse educators, as well as physical and occupational therapists, dental educators, and speech pathologists will pursue the new emphasis in Learning Leaders in Allied Health Care (to begin Summer 2005). The courses for this emphasis area have been approved by the School of Nursing Curriculum Committee and are currently being reviewed for approval by the School of Education Curriculum Committee. Students who wish to pursue tenure track academic positions upon graduation are encouraged to enroll in three or four advanced methods courses in addition to courses such as The Essentials of Teaching in Higher Education and Grant Writing.

Degrees Awarded Since 1998

Since 1998, the L&I doctoral program has graduated 64 students.

Trends in Enrollment, Retention, and Graduation

New doctoral enrollments were low between 1997 and 2002. There were several reasons for this. First, prior to 1997, the program was known as the Curriculum and Instruction (C&I) Department. The Department reorganized in the period between 1995 and 1998 after several faculty members retired and new faculty were hired in their place. The reconfiguration of the faculty stimulated a self-evaluation of course offerings. Based on the self-study, the faculty redesigned the curriculum and renamed the department. During this transition period, enrollments were lower than usual. A second reason for low enrollments was that, between 1997 and 2001, at least one doctoral faculty member per year was on sabbatical which affected the number of course offerings and new student recruitment. Finally, between 1997 and 2001, the special education credential program

received \$2.4 million dollars in federal grants from the U.S. Department of Education, Office of Special Education Programs (OSEP). Seventy percent of the budget for these personnel preparation grants was allocated to student support, primarily in the form of tuition. As a result of receiving this funding, the enrollment in the special education credential program quadrupled which required several L&I faculty members to refocus their attention on the credential/masters program.

Enrollments are now on the rise. In Fall 2004, the Department admitted 15 new doctoral candidates; 11 more entered the program in Spring 2005. The L&I doctoral program is now well-established. A new faculty member has been hired for the special education program and the cycle of doctoral faculty sabbaticals has ended for the short term. As a result, enrollments in the doctoral program have risen substantially. Currently, there are 67 L&I doctoral students, one third of whom entered the program in 2003-04. Based on current projections, 20 new doctoral students will enter the program in 2005-06 and approximately 9 students will graduate. Retention to graduation remains high; approximately 85% of admitted students graduate from the doctoral program within five years.

Department Process for Curricular Content

The L&I doctoral curriculum was collaboratively developed by the entire faculty over a two year period. New courses, or revisions of existing courses, are proposed by faculty, discussed at the department level, and submitted to the School of Education (SOE) Curriculum Committee for final approval.

Comparison of Curriculum with Other Programs

The L&I curriculum includes doctoral level educational psychology coursework with an emphasis on research methodologies and theories of learning and instruction. The curriculum includes the academic content found in typical educational psychology departments: assessment, research, theories of motivation, theories of learning and instruction, development, exceptionality and diversity, and perspectives on teaching. Students are able to apply these principles of learning and instruction to their professional practice.

Balance Between Core Courses and Major Area Coursework

All L&I doctoral candidates are required to take four foundation courses in the first year of the program, plus two additional core courses which most students take in the second year of the program. Toward the end of the program, all doctoral students must enroll in a 9 unit dissertation course sequence beginning with Dissertation Proposal Seminar and ending with the successful completion of a doctoral dissertation. Students must also complete a minimum of eight courses (24 units) in their major area: Learning and Instruction.

Graduate Program Features

Objectives of the L&I Doctoral Program

Consistent with the School of Education Mission Statement (Appendix B) and the Profile of the Doctoral Program Graduate (Appendix C), students completing the L&I doctoral program will demonstrate the following student-learning outcomes:

- Apply research and inquiry skills in learning and instruction
- Foster respect and appreciation for diverse learners
- Apply ethical standards in academic and professional work
- Apply the theoretical bases of learning and instruction in professional practice
- Utilize innovative technologies which support multimedia instruction
- Display continuous professional growth and a pursuit of lifelong learning
- Utilize effective and humane instruction to enhance the quality of people's lives

Evidence Department's Objectives Have Been Met

The objectives of the L&I doctoral program have been aligned with how each objective is implemented and the corresponding evidence the faculty uses to measure success in achieving these objectives. An objective by implementation and evidence rubric can be found in Appendix D.

Objectives in Foundation and Required Courses

The outcomes for the foundation and core courses are also aligned with the L&I doctoral objectives and can be found in Appendix E.

How Department Expectations Are Communicated to Students

New doctoral students attend a one day orientation prior to beginning the doctoral program. In addition, at the start of each semester, the L&I faculty hold a meeting for all doctoral students to communicate relevant information such as course offerings for the subsequent year, departmental procedures, staff support for various student requests and inquiries, class schedules and so on. Faculty communicate individual course expectations through the course syllabi. Faculty office hours are posted in the department and in the syllabi. Faculty hold regular office hours for individual and dissertation advisement.

Changes in Last Five Years

Two new L&I faculty were hired in the last five years. One faculty member, hired in 2001, is no longer teaching at the university. The other faculty member, Yvonne Bui, joined the Department in 2002. Dr. Bui serves as coordinator of the Special Education Credential Program. Dr. Bui has taught two special topic doctoral courses thus far and will be teaching a foundation course in Applied Statistics in Fall 2005. A new Dean for the School of Education, Dr. Walter Gmelch, was hired in Fall 2004.

Four new courses were added to the doctoral curriculum in Learning and Instruction including Multimedia Learning, Performance-Based Assessment, Program Evaluation, and Essentials of Teaching in Higher Education. Three new courses added to the General Education curriculum, which are taught by L&I faculty, include Introduction to SPSS, Correlational Design, and Meta-Analysis. In addition, Dr. Burns developed a new special topics course, Secondary Data Analysis and Dr. Bui developed two new special topics courses, Special Education Law and Policy and Designing On-Line Instruction. The three new courses which comprise the emphasis in Learning Leaders in Allied Health Care were developed by faculty in the SON and will be offered beginning in Summer 2005.

Recruitment and Mentoring in Doctoral Program

Doctoral students are recruited through a variety of methods and the most common are: 1) the reputation of the Department, 2) personal contact with a program graduate or current student, and 3) the website or through School of Education information meetings for prospective students. The L&I doctoral program has a full color brochure designed for recruitment purposes. The brochure includes inserts targeting different constituencies e.g., K-12 teachers, higher educators, allied health care professionals, etc. In addition, the Department created an audio CD which features the perspectives of six current and former students describing their experiences in the doctoral program with commentary by two L&I faculty. The CD has been very effective in addressing issues which prospective students might have about the program that can only be answered by those enrolled in the program. The Department also created a descriptive website which presents information about program features, curriculum, the dissertation process, current student demographics, benefits of the program, etc. Applicants can also visit the faculty webpage and hear each faculty member describe his/her professional philosophy and research interests. Finally, faculty members actively participate in SOE information meetings for prospective students; several faculty members have made recruitment site visits to other IHEs in the region.

Mentoring is an important component of the doctoral process. Students typically spend five years in the doctoral program. Because the number of faculty is small, students take multiple courses with each doctoral faculty member and have the opportunity to work closely with their professors. Faculty direct student research, present papers at conferences with students, conduct research and publish articles with students, and write grants with students. Here are several examples: Dr. Mitchell frequently co-presents at conferences with students, most recently with a recent graduate at AERA (San Diego, 2004), and with one current and one recent graduate at the Ed-Media conference in Lugano, Switzerland (2004). Dr. Evans facilitated a panel discussion on diversifying the professoriate at the Teacher Education Division, Council for Exceptional Children Conference (Albuquerque, 2004) which featured eight L&I doctoral students and recent graduates, all from underrepresented groups. She also co-presented the results of a large-scale study of the special education faculty shortage at the Council for Exceptional Children Conference (New Orleans, 2004) with three doctoral candidates. An article by Dr. Evans and five doctoral students reporting the results of this study has been accepted for publication in the *Teacher Education Quarterly*.

Faculty can also select students to receive Graduate Merit Stipends which provide tuition remission in exchange for serving as teaching or research assistants. Faculty provide supportive and intensive one-to-one mentoring as students complete their doctoral dissertations.

Breadth of Course Offerings

The curriculum includes coursework in assessment, measurement, research methods, data analysis, motivation, theories of learning and instruction, technology, development, exceptionality and diversity, and perspectives on teaching. Courses taught by L&I faculty are offered in either the L&I Department or in General Education, e.g., statistics, measurement, and research. Core courses are offered annually; other courses are offered every other year or in a few cases every third year. A great deal of time and consideration has been put forward to assure that doctoral students, at every level of the program, have several courses to choose from each semester.

Course Modifications

New courses or modifications to existing courses are presented to the L&I faculty at Department meetings. Any changes (e.g., format of course, course name, etc.) must also be presented to the Curriculum Committee for final approval.

Active Learning

Doctoral students have multiple opportunities for active learning including practica (e.g., special education students co-teach in the special education credential program), teaching or research assistantships (e.g., Graduate Merit recipients), as well as the opportunity to conduct individual research for the dissertation. Many courses require active learning outcomes. For example, in the Designing On-Line Instruction course, students created their own on-line course, training module, or workshop as a final project. In Essentials of Teaching in Higher Education, students use a think, pair, and share technique, as well as jigsaw, focused listening, minute papers, and small group discussion to stimulate active learning. In Dr. Mitchell's Motivation course, students create a multimedia movie about one specific motivational theory and how that theory might be applied to improving classroom instruction. In Dr. Burns Introduction to SPSS course, students are required to complete data analyses of eight progressively more complicated projects, beginning with simple data cleaning and ending with a final examination requiring data analyses on the Tennessee Project Star data set, a four-year field-experiment on class size reduction with over 11,000 cases each year. These are active learning projects, take students with little or no data analysis skills to the point of being able to analyze complicated data sets. Finally, in many L&I courses, students make in-class presentations on their course projects and receive extensive feedback on their presentations.

Adequacy of Doctoral Student Resources

Students have numerous on-campus resources available to them to carry out their studies. The School of Education houses a Computer Instruction Center with both MAC and PC classrooms, and a Curriculum Resource Center where students can borrow instructional and assessment materials. All students have a university web account, email address, and on-line library access. Some doctoral students who are funded on the special education leadership grants receive funding for textbooks, travel to a national conference, and professional membership dues (e.g., AERA, CEC, etc.). Doctoral students, however, do not have lab or office space, nor do they have quiet work spaces within the School of Education building.

Doctoral Student Quality

The overall quality of the L&I doctoral student body is typically quite good for several reasons. Because the average age of doctoral students is 42, the majority of students who enter the doctoral program are accomplished mid-career professionals. Approximately 40% of students are employed by institutions of higher education, primarily as full-time faculty, while enrolled in the doctoral program. Second, the L&I program is rigorous. It is the only doctoral program at USF that requires students to take multiple methodological and statistics courses with a strong focus on empirical data-based research; thus, there is a self selection factor. Third, students are highly motivated to come to USF to further their education. They commute to campus from well beyond the greater Bay Area, e.g., Fresno, Sacramento, Chico, Gilroy, etc. The willingness to commute, attend classes on weekends, and pay high tuition fees are factors related to high student motivation. Finally, the faculty is selective about who is admitted to the program. A general admission requirement for doctoral applicants includes a choice of either the MAT or the GRE; however, L&I is the only doctoral program to have a policy requiring the GRE. Further, the portfolio review process enables faculty to identify students who need additional support to succeed in the program as well as those who should be counseled to leave the program. Student quality is particularly high among the new admits due to the more rigorous selection process.

Student Gender and Ethnicity

The majority (72%) of L&I doctoral students are female (n= 48). Approximately 30% of L&I doctoral students are members of underrepresented groups. There are also several students with disabilities.

Student Support

In addition to the \$3.2 million dollars in OSEP grants for the special education credential program (1997-2003), the Department also received funding from two personnel preparation leadership grants from the U.S. Department of Education, Office of Special Education Programs (\$1.4 million). Approximately 10-12 L&I doctoral students per year are funded by the special education grant and receive scholarships in the form of tuition

support, travel and book stipends, and professional dues. Three doctoral students are selected each year by the faculty to serve as Fellows in the special education credential program. Unlike those funded by the OSEP grants, the Fellows are paid by the university. They receive 14 units of tuition each year plus a small monthly stipend (\$500.00 per month). The Fellows teach in the summer intensive for credential candidates and are the lead instructors, among the doctoral student cadre, throughout the academic year. A leadership grant will be submitted to OSEP in Spring 2005.

Doctoral students can also apply for tuition support from the CSU Forgivable Loan program administered by the CSU's Chancellor's office or for USF Graduate Merit scholarships which cover tuition (typically 6 units per year) in exchange for assisting an L&I faculty member. Some K-12 teachers enrolled in the program have been hired as adjunct faculty by the Teacher Education Department and receive either salary or tuition remission. Students can also apply for low interest federal loans. There is an Office of Financial Aid which is available to all students.

Students' and Graduates' Views of Training

To assess student and alumni satisfaction with the program, the L&I faculty surveyed all current doctoral students and alumni from the past five years. Three surveys were developed: one for students (N=40), a slightly modified survey for advanced doctoral students at the dissertation stage (N=12), and one for alumni (N=60) (see Appendix F).

For the student survey, six program areas were identified as important to program quality: 1) teaching methods used by the faculty, 2) faculty-student relations, 3) the quality of feedback faculty provided students, 4) the flexibility of program requirements, 5) the quality of fellow students in the program, and 6) the amount of professional growth experienced by the students. For advanced students, a seventh five-item scale was added that asked questions about faculty support for the dissertation process. Six areas were also chosen for the alumni survey, but these areas were directly linked to the program goals: 1) being intelligent consumers and users of research, 2) being responsive to the needs of diverse students, 3) considering ethical standards in work decisions, 4) understanding the theoretical bases of learning and instruction, 5) using appropriate technology in their fields, and 6) displaying continuous professional growth.

Five Likert items were written for each scale and reviewed by the L&I faculty. The items were randomly ordered and compiled into the three surveys. The student surveys were administered to students during the second to last class meeting, Fall 2004. The advanced doctoral students and the alumni were mailed their surveys the first week of December 2004 with a cover letter explaining the survey and a stamped, self-addressed envelope to return the survey. Student surveys were anonymous; advanced student and alumni surveys were confidential but not anonymous. These surveys were coded such that a targeted second mailing could be made to those not returning their surveys—a second mailing was completed in January 2005. Once a survey was received, all name identification was removed.

Despite the small number of items per scale and the lack of a field test for the items (time did not allow for a field test), Cronbach alpha reliability estimates for all 12 scales were good: three in the .90s, five in the .80s, three in the .70s, and one in the .50s. Below are mean scores for each scale for students and alumni.

Table 1 reports scale means, standard deviations, and reliabilities for all six scales rated by the doctoral students (n=50 of 52). All six scales have high mean ratings between 5 and 6 (on a 6-point scale), indicating that students rate statements about the program somewhere between moderately agree and strongly agree. Students rate “faculty feedback to students” and “quality of students in the program” the highest; they rate “program requirements” the lowest. Of course, these ratings are relative and even this lowest rating is not a poor rating. The program does require a number of methodology, measurement, and statistics courses, and these required courses may be the cause of the “lower rating.”

Table 1 *Doctoral Student Ratings in Six Key Program Areas (N=50)*

Program Area	Mean	SD	Scale Reliability
Teaching Methods Used by Faculty	5.4	.7	.88
Faculty-Student Relations	5.4	.8	.92
Faculty Feedback to Students	5.5	.8	.73
Program Requirements	5.1	1.1	.93
Quality of Students in Program	5.4	.6	.53
Professional Growth	5.3	.9	.92

Note. Scale range from 1-6, where higher scores reflect more positive rating.

In addition to these six scales, we also asked advanced doctoral students (n=10 of 12) questions about faculty and program support for the dissertation process. The students’ average rating was 5.9 on a six-point scale, indicating strong faculty support for the dissertation process. We view this rating as important, given that the writing of most doctoral dissertations spans the better part of two years and this rating refers to this time period. We know we provide considerable support to students, and this mean rating reflects our efforts as a faculty.

Table 2 reports scale means, standard deviations, and reliabilities for all six scales rated by the alumni (n=43 of 60). All but one rating, the 5.3 for “Uses Appropriate Technologies in their Field,” are between 5.5 and 5.8, indicating that the L&I alumni have very positive views about how well the program accomplished its goals with them.

Table 2 *Alumni Ratings of Their Accomplishment of Six Program Goals (N=43)*

Program Area	Mean	SD	Scale Reliability
Are Intelligent Consumers and Users of Research	5.6	.5	.84
Are Responsive to the Needs of Diverse Learners	5.6	.5	.71
Consider Ethical Issues in Decision Making	5.8	.4	.81
Understand the Theoretical Bases of Learning and Instruction	5.7	.5	.84
Use Appropriate Technologies In their Field	5.3	.7	.86
Display Continuous Professional Growth	5.6	.5	.72

Note. Scale range from 1-6, where higher scores reflect a more positive rating.

We also asked alumni about their current job and several questions about their professional work. Based on the results from the alumni survey, more than half of recent graduates work in higher education. Recent graduates serve as professors (at the assistant or associate levels), lecturers, assistant deans, department chairpersons, and as directors of credential programs, including special education, physical education, and single subject education. Others are employed as school- and district-level administrators, assistant superintendents, K-12 math specialists, and evaluation consultants. Several recent graduates work in the allied health professions, primarily as nurse educators, staff nurses, or hospital administrators. Finally, some alumni are employed as senior technical writers, curriculum developers, managers, and instructional designers.

Ten of the 41 alumni responding have published their dissertations in a research journal or as a chapter in an edited book. Most alumni have remained active in their fields. Thirty-four of 41 reported attending conferences in their field (the median number of conferences attended since graduation was 4; the mean number was 6) and 22 of 43 reported publishing articles in their field (the median number of publications since graduation was 1.5; the mean number of publications was 3.9).

A final question asked both students and alumni to what extent the program had affected their professional lives, with a rating of 1 indicating that the program affected their professional life in a negative way and a rating of 5 indicating that the program strongly

affected their professional lives in a positive way. Both groups rated the program as affecting their professional lives in a positive way. We view these ratings as quite positive.

Table 3 *Program Students and Alumni Summary Rating of the Program*

Group	Mean	SD	N
Program Students	4.4	.9	47
Alumni	4.7	.7	43

Note. Scale range from 1-5, where higher scores reflect a more favorable rating.

As a final observation, we note that the alumni seem to consistently rate the program slightly higher than the students (although all ratings are quite high). A number of reasons could explain the difference in ratings, and we have no way of pinning down any explanation for the difference. We might speculate, however, that the alumni are in a better position to rate the quality of the program than our current students simply by virtue of their ability to see the whole program and to see how the program impacted their professional lives. Many of the student respondents are in their first year of the program and really do not have much experience with the program components.

Courses Taught by L&I Faculty Taken by Doctoral Students in Other Departments

The majority of students enrolled in L&I courses are L&I doctoral students. The L&I faculty, however, teach the two General Education courses required for all doctoral students (Research Methods and Applied Statistics) as well as other methodological and foundation courses. For example, an L&I professor may teach a Research Methods or Applied Statistics course with an enrollment of 20-25 non-L&I doctoral candidates. A small number of students from other departments do elect to enroll in L&I courses.

Courses Taken by L&I Doctoral Students Outside the Department

Doctoral students can choose 3 elective courses outside the Department. Students who do take coursework with non-L&I instructors frequently choose courses such as Qualitative Research, Women in Management, Content Analysis, as well as courses in Educational Technology; however, L&I doctoral students generally take the majority of their coursework within the Department.

Current and Required Space for Department Needs

Between 1982 and 1995, the School of Education was physically moved to three different buildings on three different campus locations. The School of Education was originally located on the main campus, then the Lone Mountain campus, and finally the Presentation campus. There is not one other School at USF which has been moved once,

let alone three times to three separate campuses. The L&I faculty moved to its current location in the former Presentation High School in 1995. This was the first time that L&I faculty had private offices with locking doors. In the previous location, faculty worked in small modular spaces which resulted in numerous problems including lack of privacy and security, and inadequate office space.

Although faculty are satisfied with the current location, we have been told that, in the next few years, the L&I faculty will be relocated and our current space will be taken over by the undergraduate major in the Performing Arts. Because we finally have comfortable, private, and secure offices; this proposed relocation is a huge concern for the L&I faculty. The prospect of moving, yet again, reinforces the perception that the School of Education is marginalized at this University. The offices we currently occupy are arranged around the perimeter of a large open-use room. The L&I faculty use this open space for department meetings, information meetings, special education program meetings, etc; the space is also used for faculty to work with doctoral students, either individually or in small groups, and for doctoral students to work with each other.

There is also ongoing concern about adequate teaching space. The School of Education classrooms are used by programs across the university. Dedicated space, which was reserved for SOE use only, was given away by the former Dean with resulting loss of preferred classrooms and even priority to classroom space in our own building. The SOE is housed in what was, until recently, a Catholic high school for girls and the classrooms remain unchanged from that era. There are now two smart classrooms in the building, but there are also old science labs and classrooms with auditorium-style seating which do not suit doctoral instruction. Some faculty teach in buildings on the main campus or the Lone Mountain campus. Adequate classroom space remains an ongoing concern for the Department and the SOE.

Admission and Transfer

Admission Requirements

Doctoral applicants must submit a completed application, transcripts, two letters of recommendation, a statement of interest in the program, a writing sample, and GRE scores. Applicants must also schedule an interview with the Department chairperson prior to consideration for admission. Admission takes place twice a year (deadlines are March 1 and November 1) and is competitive. Some students are allowed to enroll as special status students for one semester (e.g. if they missed the application deadline for legitimate reasons). These students generally take 3-6 units of foundation coursework and apply for full admission the following semester.

Transfer of Credit

With the approval of their advisor, students may petition to transfer a maximum of 9 units of recently completed graduate level coursework which was not applied toward another degree. In other words, students who have taken a course(s) beyond the masters degree at

USF or another institution may apply to transfer these credits into the program if the coursework is relevant to the course of study. The majority of students do not transfer units into the program.

Advising

Advisement Process

Doctoral students are assigned a full time faculty advisor upon admission to the program. Each L&I faculty member carries an advisee load of approximately 15 doctoral students. Advisors help students with short and long term planning with regard to course selection and credit transfer. When students are near the dissertation stage of the program, they choose a dissertation chairperson from among the L&I faculty as well as a second reader from L&I for the dissertation committee. The third reader must be a faculty member from another Department. Each faculty member receives the equivalent of one course credit per semester for student advisement. Faculty can also receive partial course credit for chairing doctoral dissertation committees and for serving on committees as second or third reader.

Organization, Quality, and Evaluation of the Advisement Process

It is the responsibility of students to schedule appointments with their advisor. Faculty members receive course credit for advisement and take this role seriously. If a student is dissatisfied with his/her advisor, the student can request a change of advisor by completing a form and asking another faculty member to serve in this capacity. This is a rare occurrence within the Department so the presumption is that students are for the most part satisfied with their advisor.

Overall Academic Quality

Opinion of Overall Program Quality

The L&I doctoral program rates highly for instructional expertise, curricular organization, faculty collaboration, and student quality. The 2001 survey conducted by the National Association of Graduate School Professionals (NAGSP) to examine educational practices in doctoral programs across the U.S. confirms the overall program quality (Appendix A). The Dean's office has a favorable impression of the L&I doctoral program and this impression is shared by Deans in other colleges across the university who serve on the University-wide Leadership Team. The Dean of the Library (Tyrone Cannon) is a fourth year doctoral student in the L&I doctoral program. The Dean of the College of Professional Studies (Dr. Larry Brewster) was Acting Dean of the School of Education for two years (2002-04) and knows the program well. The Dean of the School of Nursing (Dr. John Lantz) has hired many L&I program graduates as well as several current L&I doctoral students for the SON faculty. Further, Dean Lantz proposed the new emphasis in Allied Health care to the L&I Department. Finally, Fr. Bob Niehoff, the Associate Provost, is the former Associate Dean of the School of Education. Fr. Niehoff

is very familiar with the L&I programs. While Associate Dean, he developed the budgets for four of the OSEP grants received by the program. Student opinion of the program is described in detail on pages 19-21 of this report.

Departmental Strengths

The L&I doctoral program has the following strengths:

- Faculty collaborate and work together as a team with a shared focus on offering quality instruction in a student-centered learning community
- All doctoral courses are offered by full-time faculty, rather than adjuncts; the one exception, Constructivism and Technology, has been taught by Dr. Linda Shore for nine years
- The doctoral curriculum was developed by the entire faculty
- All coursework is offered in a planned sequence so students can anticipate which courses will be offered in the future
- The rigor of the program is high
- There is a high retention-to-graduation rate for the program (85%)
- Faculty are known for highly innovative teaching, instructional excellence, grant productivity, and national visibility
- Faculty have a high regard for other faculty in the Department and communicate respectfully with each other
- The L&I Department enjoys a strong favorable reputation within USF as well as within the larger Bay Area community and the State

Program Improvements or Deficiencies in Last Five Years

Program improvements: Several new courses have been added to the curriculum e.g., Multimedia Learning. Dr. Bui taught two special topic summer courses for doctoral students: Special Education Law and Policy and Designing On-Line Instruction. One or both of these courses may be added to the L&I doctoral curriculum. L&I faculty have played significant roles across the university within the last five years e.g., Dr. Burns served on the search committee for the new Dean of the School of Education, Dr. Evans was the only faculty member on the university-wide search committee for the Director of the Office of Sponsored Projects, and Dr. Bui serves as the faculty representative to the Academic Affairs Committee of the USF Board of Trustees.

Program deficiencies: There is a need for additional L&I doctoral faculty if the Department enrollment continues to rise and if the L&I faculty continues to carry the lion's share of General Education courses in addition to their own departmental responsibilities. Starting in Fall 2005, the sabbatical sequence will begin again and, each year, there will be at least one L&I faculty member on sabbatical through 2010. This will significantly affect course offerings and could require the Department to put a cap on doctoral admissions. There will be at least one retirement within the next five years which will further exacerbate the situation.

Faculty

Course Load

In addition to chairing several doctoral dissertations each semester, and serving on other committees as second or third readers, faculty members teach four or five courses per year. Faculty can receive course credit for advisement, research, and/or service (e.g., the Department chairperson receives a 3-unit course release each semester). Since the L&I faculty teach several of the required courses for all the doctoral programs (in the General Education Program), enrollments in the foundation and core courses can be as high as 30 students. Given the present number of full-time faculty, it is difficult to offer additional courses to meet the diverse needs of learners.

Faculty Expertise

Each faculty member has multiple areas of professional interests. Drs. Andrews and Bui primarily teach in the special education credential program however Dr. Andrews co-teaches the Essentials of Teaching in Higher Education course (with Dr. Busk) and the Research in Special Education seminar (with Dr. Evans). Dr. Bui taught two special topic courses related to special education law and on-line instruction and will be teaching Applied Statistics in Fall 2005. Dr. Busk teaches courses in statistics, research methods, measurement, assessment, and the Essentials of Teaching in Higher Education course. Dr. Burns teaches courses in statistics and research methods as well as Psychological Foundations of Education, Models of Teaching, Human Abilities and Program Evaluation. Dr. Mitchell teaches Applied Statistics as well as Problem Solving, Creativity, Motivation, Multimedia Learning, and the Architecture of Learning. Dr. Evans is the chairperson of the Department and serves as project director for several credential and doctoral grants. She also teaches Advanced Statistics, Descriptive Research, Research Seminar in Special Education, ANOVA Designs, and Grant Writing. Drs. Burns, Busk, Mitchell and Evans teach the Dissertation Proposal Seminar on a rotating schedule. The Department employs one adjunct instructor, Dr. Linda Shore, to teach Constructivism and Technology each Spring semester. She has taught this course for over 10 years. Dr. Shore received her Ed.D. from Boston University in Science Education. Prior to that, she was a Smithsonian Predoctoral Fellow at the Harvard Center for Astrophysics. She currently serves as Director of the Exploratorium Teacher Institute.

Teaching Assignments

In general, faculty members propose the courses they would like to teach. The faculty meets at least once a month as a Department. At one meeting each semester, courses for the following semester and subsequent academic year are discussed. Faculty are sometimes asked to teach a course for one semester or more when another instructor is on sabbatical or when a core course needs a faculty member from within the Department e.g., Dr. Burns agreed to teach Psychological Foundations of Education to replace the previous instructor who is no longer at the university. Course load is negotiated with the

Dean each year. Faculty are contractually required to meet individually with the Dean to discuss faculty workload, accomplishments, and goals for the coming year.

Balance Between L&I Courses and General Education Courses

L&I faculty not only teach in the L&I Department, they also teach many of the courses in the General Education. In the section on Department History, there is a full explanation as to why the L&I curriculum and the General Education curriculum are interconnected and why L&I faculty teach the bulk of the General Education courses. This issue continues to affect the Department, given the competing demand for new faculty within the SOE.

Technologies in Teaching

L&I faculty integrate numerous innovative multimedia technologies into their instruction. Several classes are taught in smart classrooms which support multimedia presentations.

Overall Teaching Effectiveness

Teaching quality is assessed by University-administered standardized surveys during the last few weeks of each semester. In the past six years, the university has used three different evaluation forms in hopes of finding a less confusing, more relevant, and more valid form. The L&I faculty have well-established reputations as excellent teachers. The L&I faculty consistently earn student evaluation ratings which are higher than average for the School of Education regardless of which evaluation form is employed. The current form uses a 5-point Likert scale with higher scores reflecting a more positive rating. Most ratings fall between 4.3 and 5.0. A summary of student evaluation ratings for courses taught by the L&I faculty can be found in Appendix G.

Faculty Demographics

There are currently six tenure track faculty members in the Department and one fieldwork coordinator for the Special Education Credential Program. There are five women and two men in the Department. Five faculty members are in their 50s or older. Four faculty are White, two are Asian/Pacific Islander, and the fieldwork coordinator is African-American. Five of the six tenure track faculty are tenured (four are full professors; one is an Associate Professor). The untenured faculty member is an Assistant Professor.

Research

Faculty Research

Faculty members regularly conduct research, publish articles in juried professional publications, and present papers at state, regional and national conferences. Faculty publications and presentations within the past five years will be available for review in

the document boxes during the site visit. Faculty have produced the following within the past five years: 6 federal grants, 27 articles in peer-reviewed journals and 6 additional articles which are currently under review; two books (one is co-authored), one book (co-edited); 4 chapters in edited books and 1 encyclopedia entry in press; 4 abstracts and book reviews; 4 multimedia guides; and 31 presentations at national or international conferences. The level of research output and funded grants are exceptional given the competing responsibilities for faculty time.

Research Support, Grants, and Projects

The Department has received 6 U.S. Department of Education, Office of Special Education Programs (OSEP) federal grants since 1997 (total \$4.6 million). The special education programs (both the credential/masters and doctoral) in L&I have earned State and national recognition. All grants are personnel preparation grants and are primarily used for student support in the form of tuition. Dr. Bui is the Project Director for the SET-UP grant (2003-07), Dr. Evans is the Project Director for the MUSE and NUTS grants (2001-2005) and served as project director for PULSE and ART (1997-2001) and HIGH (1998-2002). MUSE and PULSE were doctoral grants; the other grants funded credential candidates in special education.

Dr. Bui also received a LASER research mini-grant (2004-05) and over \$40,000 in State and local school district grants. Dr. Burns received a grant to attend a four-day training session in Washington, D.C. on the use of the Early Childhood Longitudinal Study, a large-scale longitudinal data base currently being collected by the National Center for Educational Statistics. In January 2005, he received a Center for Instructional Technology course improvement grant to develop a Blackboard-based Research Methods course.

Research Specializations Within the Department

The following describes the research focus of each member of the L&I faculty.

Dr. Evans' research, publications, and presentations are primarily in the field of special education. Her recent publications focus on the faculty shortage in special education teacher education, alternative training models in special education (both at the credential and the doctoral levels), and the dissemination of training outcomes (based on the five grants for which she is the project director). She also conducts research on mid-life women and is the co-author (with Joan Avis) of the book, *The women who broke all the rules: How the choices of a generation changed our lives* (Sourcebooks, 2001). She regularly speaks to women's organizations and corporations across the country on topics related to women at work, women in higher education, and life planning for women.

Dr. Burns' research is primarily related to the use of hierarchical linear models (HLM) for analyzing educational data. Until about 20 years ago, there were no statistical models that could properly handle the nested nature of educational data, where students are nested within classes and classes nested within schools. With the use of HLM, proper

estimates of teacher and school effects on student learning are now possible, as are multi-level longitudinal analyses of student growth. In a series of papers published in the *American Educational Research Journal* and elsewhere, Dr. Burns used HLM to analyze composition effects in elementary classrooms as a way to examine the effect of the multi-graded context on student learning. He is also using HLM to analyze student growth trajectories on the National Center for Educational Statistics Early Childhood Longitudinal Study, a longitudinal survey of 25,000 kindergarten students.

Dr. Mitchell's current research activity is in the area of multimedia learning. His previous research focused on student motivation to learn and problem solve. Through the 1990s, his research focused on both theoretical and practical aspects of the motivational construct called situational interest. He conducted research into the psychological structure of this construct and developed a mathematics curriculum. Subsequent evaluation data indicated this curriculum was high in situational interest for high school students. He later focused on problem solving and creativity which led to the publication of his book, *Mathematics Mastermind* (Key Curriculum Press, 1999). More recently, his research has been in the area of multimedia learning, specifically looking at the potential of student-generated multimedia for increasing both student motivation and the depth of meaningful learning within regular content-driven courses.

Dr. Andrews' research interests fall into three general categories: recruitment and retention of special educators, K-12 and higher education; current practices in special education such as collaboration and inclusion; and broader teaching and learning issues including transfer of learning, interactive education, case method teaching and web-enhanced instruction. Her publications include journal articles regarding research on these topics and a CD-ROM book, *Working Together: Multimedia Tools for Inclusion*, which describes a communication and collaboration plan for including special education students into general education, teaching cases, and Individual Education Plan guidelines. She presents the contents of the CD-ROM and her research at state, national and international conferences.

Dr. Busk's research, publications, and presentations primarily involve research methods, statistics, teaching statistics, technology applications in education, and assessment. Her recent publications focus on research methodologies: causal-comparative research, correlational designs, cross-sectional research studies, and field experiments.

Dr. Bui's research, publications, and presentations are primarily in the field of special education. Her recent work focuses on developing reading and writing curriculum for students with mild/moderate disabilities and students in low-performing urban schools. She also conducts research on teaching practices that are culturally balanced and relevant to students' lives. Dr. Bui regularly presents her research at national conferences and has conducted several workshops on how to implement an innovative and non-traditional credential/masters program in special education. She is currently the co-editor for an introductory special education textbook (Love Publishing).

Impediments of Faculty Productivity

At USF, there is a strong emphasis on teaching, a responsibility which faculty take quite seriously. Faculty can request course release time for research. This is negotiated with the Dean at the annual ACP meeting. Given the number of courses each faculty member teaches, the number of advisees, the number of dissertation committees, and the required service obligations (e.g., committee membership), there is limited time for conducting research and submitting articles for publication. Nonetheless, the faculty has been very productive with regard to publications and funded grants.

Expectations for Research

The University encourages the creation and publication of scholarly, literary and artistic works as part of its educational mission. According to the USF bargaining agreement, the three categories in which the applicant (for promotion or tenure) is judged are: (a) teaching experience and ability; (b) service to the University, profession, or community; and (c) research or other creative work. While it cannot normally be expected that the candidate will demonstrate outstanding merit in all three categories, he or she must possess outstanding or superior qualities in at least two categories, and adequacy of performance in the third category, and, in turn, give evidence of a scholarly mind. Adequate research is defined as a consistent, current, and active research program and results, as evidenced by scholarly books or refereed journal articles, artistic works in juried exhibitions. Superior research is defined as a consistent, current, and active research program and results of distinction, recognized nationally or internationally in the field, evidenced by a significant record of scholarly books or articles published by prestigious publishers or refereed journals.

Service

Major Service Contributions by Faculty to the University

Dr. Bui is Chairperson of the SOE Curriculum Committee. She also serves on the university-wide Distinguished Teaching Committee and was appointed as the faculty representative to the Academic Affairs Committee of the USF Board of Trustees. Dr. Evans was the only faculty member on the university-wide search committee for the Director of the Office of Sponsored Projects (this was a new position requiring a 2-year search process). Dr. Busk has served as Chair of the General Education Advisory Council, Chair of the task force for program review for General Education, Co-chair of the USF SOE Faculty Association, and as Interim Chair of the SOE human subjects committee (IRBPHS). Dr. Busk, Dr. Burns and Dr. Evans have served on the SOE Tenure and Promotion Committee; Dr. Evans, Dr. Mitchell, and Dr. Burns also served on the university-wide Tenure and Promotion Committee. Dr. Mitchell served for two years as one of two SOE representatives on the USF Faculty Association Policy Board. Dr. Burns serves on the Joint University Curriculum Committee (2002-present) and the WASC Planning Committee (2002-2005). Dr. Andrews serves on the university-wide

Institutional Review Board for the Protection of Human Subjects (IRBPHS), as well as the Disciplinary Committee and the Academic Honesty Committee.

Major Service Contributions by Faculty to the Community

Dr. Busk, along with Drs. Patricia Mitchell and Betty Taylor (faculty in the Organization and Leadership Department) are active in the USF chapter of Phi Delta Kappa (PDK) and work together to keep the chapter active on campus. Dr. Busk is an advisory board member for the *Journal for Educational Measurement*; Dr. Busk is a member of the Board of Visitors for the School of Education at the University of Wisconsin, Madison and serves as secretary-treasurer for the Educational Statistics SIG for AERA. Dr. Busk is also a eucharistic minister at her church.

Dr. Evans serves on the advisory board for *Teacher Education and Special Education*. She is a frequent speaker at Bay Area events such as the San Francisco Chamber of Commerce, Women in Business Roundtable, Women in Technology International (WITI), the San Francisco and the Peninsula Associations for Women Realtors, the UCSF Women's Health Fair, the Bay Area chapter of Women in Communication, etc. She frequently conducts workshops and speaks across the U.S., and in Canada, for organizations which support women in the professions including the Women at Work series offered on the five Compaq campuses in New England, Texas, and California. With Dr. Joan Avis, she co-developed a 10-part lecture series for Interactive Education, a Boston-based, on-line education website.

Dr. Mitchell offers a 2-day "teaching effectiveness workshop" at several IHEs, including USF School of Business and the College of Professional Studies, as well as Golden Gate University, Gavilan College, Pacific Union College, Cañada College, and others. To date, 14 workshops have been offered addressing such issues as instructional design for higher education, facilitating discussions and group work, grading written papers, integrating technology into coursework, using visual models, and more.

As part of her LASER grant, Dr. Bui has been instructing 5th grade students (N=75) in two low-income elementary schools in the SFUSD in reading comprehension strategies and collaborating with their teachers. She has also partnered with Support for Families, a non-profit organization for parents of children with disabilities. Every semester she brings her students to provide free childcare for parents to attend conferences and workshops. As part of her work with Monarch, she serves as a mentor to several IHEs including CSU Fresno, CSU Dominguez Hills, Loyola Marymount, etc. who are developing their special education credential programs. Br. Bui is on the national Board of the Division for Learning Disabilities.

From 2000-04, Dr. Burns worked with the Jurupa Unified School District, acting as a consultant, teacher trainer, and data analyst. This district, with over 20 schools and 750 teachers, was engaged in a long-term reform effort to provide focused and standards-based instruction to all students at all grade levels. His work as a consultant involved assisting in the development of a district-wide assessment program, training hundreds of

teachers in assessment, analyzing assessment data relating district data to state assessment data, and reporting district-wide achievement results on both the reform effort and the intensive summer school component for students not performing well on the district and state assessments.

Dr. Andrews plays an active role in the California State Department of Education. She serves on the Special Education Review Panel, the Partnership Committee on Special Education, and the California Institution of Higher Education Leadership Team. She is the recent past president of the California Association of Professors of Special Education (CAPSE), a statewide organization for special education faculty at California IHEs.

Relationships with Other Departments

Collaboration with Other Departments

Four of the six L&I doctoral faculty teach in two Departments, the L&I doctoral program and the General Education. L&I faculty teach many of the General Education courses in research, statistics, and measurement which include students from both L&I and other doctoral programs within the SOE. The L&I doctoral faculty collaborates with the School of Nursing faculty in developing and delivering the emphasis for Learning Leaders in Allied Health Care. Dr. Evans co-authored a book with Dr. Joan Avis (Counseling Psychology Department) and will be co-presenting a paper at the national Women's Studies Association conference (June, 2005) with Dr. Avis and Dr. Patricia Mitchell (Organization and Leadership Department). Dr. Patricia Busk and Dr. Pam Redmond (Teacher Education Department) collaborate frequently on technology and substitute for each other on various technology committees. Dr. Busk also works with Professor Neil Laughlin in the Exercise and Sports Science Department as a research consultant.

Dr. Burns was the Program Evaluator for a Preparing Teachers in Technology for Tomorrow's Schools (PT³) grant, a four-year project funded by the U.S. Department of Education and housed in the Educational Technology Program under the direction of Dr. William Garner. In collaboration with the San Francisco Unified School District (SFUSD), the Infusing Technology in Teacher Preparation Project focused on the Teacher Education Credential/Masters Program in the SOE. The goal of the project was to increase the ability of the USF Teacher Education Program to graduate beginning teachers who could effectively use technology to improve their classroom instruction with the diverse students found in SFUSD and other local school districts. The faculty's proficiency with technology and the structure of the Teacher Education Program were both improved as a result of the project.

Dr. Bui will collaborate with the Catholic Education Leadership (CEL) Department in Summer 2005. She will conduct a two-day workshop in special education for their Summer Bridge institute. She also teaches the Education for Exceptional Children for course for the Teacher Education Department (TED), as does Dr. Andrews. The TED Department employs many L&I doctoral students as adjunct instructors in the single and multiple subjects credential programs. Finally, Dr. Bui collaborates with Elena Flores

(Counseling Psychology Department) and Miguel Lopez (International Multicultural Education Department) as members of the university-wide Faculty Diversity Committee.

Impediments to Collaboration

One impediment to collaboration among Departments may be the perception that the L&I faculty is only interested in quantitative empirical research methods and are either not accepting or knowledgeable about qualitative research.

Future Faculty Recruitment

Need for Future Recruitment of Faculty

Given the substantial increase in doctoral enrollment, the loss of a doctoral faculty member in 2003, and the dual role played by L&I faculty (teaching in both the L&I and General Education programs), there is a need for another tenure-track faculty member to work with doctoral candidates. There is also a need for another full-time faculty member in the special education program. Tess Reid, the fieldwork coordinator, is a third year L&I doctoral candidate and will undoubtedly pursue a tenure track position when she graduates in May 2006. Finally, there are anticipated retirements within the next five years or sooner.

Anticipated Retirements

Given the skewed age distribution of the Department tenure-track faculty (five of six are 50 to 60 years of age) there will be retirements within the next several years. At USF, a retirement within a Department does not mean that the open faculty line remains within the Department (or within the SOE for that matter). Each Department must present the case for the need for a new faculty line to the Dean who then makes a request to the Provost's office.

Mentoring of Junior Faculty

The Department highly values quality teaching and is able to attain a high standard. The Department has always supported junior faculty. Untenured faculty are encouraged to serve on school and university-wide committees with increasing levels of responsibility. There is a SOE committee which advises faculty who are preparing for the tenure and promotion process. Several L&I faculty serve on this school-wide committee. There have only been two junior faculty hired by the Department in the last five years; one is no longer at the university. There are informal as well as formal opportunities to discuss teaching, research and service strategies. Junior faculty are encouraged to discuss teaching issues with other professors in the Department. At monthly Department meetings and weekly special education meetings, teaching concerns are discussed and information about School and University issues are shared. Dr. Evans worked with Dr. Bui, the project director, to prepare a grant proposal for the High Incidence Competition (OSEP) which was funded for \$800,000 (2003-2007). There is only one part-time

instructor in the doctoral program who has been teaching one course per year for 9 years. She has a proven record of teaching excellence as evidenced by student evaluations and the high demand for her course. Faculty are all invested in continuing to have the Department recognized as one that encourages and demonstrates teaching, research, and service excellence.

Departmental Governance

Department Organization

The L&I Department offers two programs: the special education credential/masters program (mild-moderate) and the L&I doctoral program. The relationship of these two programs is fully delineated in the program history. Three of the six L&I faculty members (Drs. Evans, Bui, Andrews) teach in both the special education credential program and the L&I doctoral program and serve on L&I dissertation committees. Federal grant support is tied to a model which uses L&I doctoral students to participate in the preparation, training, and mentoring of special education credential candidates. Professors Busk, Burns, and Mitchell teach only in the doctoral program. They offer courses listed under both L&I (701) and General Education (704). The entire faculty meets once or twice a month to discuss Department, program, and university issues. The special education faculty meet once a week to discuss issues relevant to the credential and masters program as well as the on-going training of funded doctoral students who work in the credential program. Department planning covers both short and long term issues including current and future course offerings, sabbatical leaves, and transitions in Department leadership.

Role of Chairperson

The USF Faculty Association is unionized and operates according to a collective bargaining agreement. Because of this structure, Department Chairpersons do not operate in the traditional manner. Chairpersons have considerable responsibility but little authority beyond offering input at bi-monthly Chairs' meetings with the Deans of the SOE. The bulk of the Chair's role is overseeing the day-to-day management of the Department, such as scheduling courses for upcoming semesters, interviewing applicants for the doctoral program, planning for portfolio review, reviewing applications for admission, and transmitting information among the administration, staff, and the faculty. Chairpersons serve a 2-year term and receive one course release each semester for performing these duties.

Allocation of Department Work

The faculty meets at least once a month, as a Department, to discuss program, Department, and School of Education issues. L&I faculty members participate in the following activities: admission decisions, curricular decisions, portfolio review for first year doctoral students, course scheduling for future semesters, web page and brochure development, program review, etc. The Chairperson handles the day-to-day management

of the Department as well as short- and long-term planning. The Chairperson serves as the Department representative to the bi-monthly Chairs meetings with the Deans and conveys information between the SOE leadership team and the Department. The Chairperson typically asks faculty in the Department for input on program documents; in some cases, individual faculty members are asked to lead Department projects.

Students

Kind of Students Program is Well Suited to Serve

The Department has always tried to recruit doctoral candidates who are interested in knowledge acquisition and personal and professional growth rather than in simply getting the Ed.D. degree. Although instruction is delivered in a nontraditional manner, with classes held on weekends, evenings, and in the summer to accommodate working professionals, the L&I doctoral program is rigorous and scholarly. Unique to L&I, students take multiple methodological courses as well statistics and measurement. A main goal for many L&I doctoral students is to pursue a career in higher education upon graduation; approximately 40% of current doctoral candidates are already employed in higher education positions. The program has always attracted a high number of nurse educators and others higher educators in the allied health professions. Because of the rigor of the program and the methodological requirements, there is a self-selection factor among students choosing to enter the program.

Monitoring Student Progress

Because all first year doctoral candidates are enrolled during the first two semesters in foundation courses which are taught by L&I faculty, it has been easy to monitor student progress. Faculty members meet as a Department once or twice a month and regularly discuss the progress of new students in the core courses. In the first year in the doctoral program, students take courses taught by three or four different L&I professors. By the time portfolio reviews are conducted at the end of the second semester, faculty are quite familiar with all first year students as well as their progress in the program. Typically, one or two new students elect to leave the program during the first year. These are often the students whom faculty have raised the greatest concern about with regard to their ability to succeed in the program. Most students pass portfolio review without difficulty. Others may either be counseled out of the program by their advisor or may be told to seek additional support from the USF Writing Center or, in some cases, to retake a foundation course. Faculty also monitor continuing students' progress at Department meetings. All students are assigned a faculty advisor at the beginning of their studies and work with that advisor until the dissertation stage. Faculty also regularly discuss and monitor student progress toward completion of the dissertation.

Staff

Support Staff

The L&I Department has a half time administrative assistant/secretary. She works four half days a week from noon until 5:30 p.m. and on doctoral weekends from 7:30 a.m. to 2 p.m. Although the secretary works “for the Department”, the union rules for non-exempt staff preclude anyone in the Department, including the Chairperson, from evaluating her performance or even reading the evaluation report written by her supervisor. Despite repeated attempts by the last three Department Chairpersons, efforts to replace this assistant due to inadequate job performance have failed. Recently she was officially disciplined by her supervisor and placed on probation due to frequent unexcused absences and other ongoing concerns about her ability to perform her duties adequately. This has been an extremely long process which has required the Chairperson to work with the staff supervisor who, in turn, works with the university liaison for staff and the union representative for the program assistant. The net effect has been that the Department has had inadequate secretarial support for over three years despite numerous complaints to the Dean’s office.

Fortunately, the six federal grants received by the Department’s special education programs enables the special education program to employ a full time grant administrator who is fully funded by the grants (as well as a part-time assistant who handles the fieldwork assignments and the special education database). The grants administrator is very competent and often assumes responsibilities which would normally be carried out by the secretary. As a result, faculty do their own clerical work or ask the grant administrator to do it rather than ask the secretary. Once the funding ends, the grant administrator will no longer be available to the Department and we will essentially be without any clerical help at all. This is a serious on-going problem which will hopefully be resolved soon.

Dean’s Office Administrative Staff

The SOE Dean’s office staff supports the activities of the entire SOE including the L&I doctoral program. The main functions they provide include admission, class scheduling, budget oversight, student recruitment (including on-campus information meetings as well as off-site recruitment activities), website administration, dissertation support services, supervision of program staff, teacher credentialing, and so on. Many staff members are students at the University enrolled in bachelors, masters, and doctoral programs (some staff members receive tuition remission as a benefit of employment). There is very little turnover in the Dean’s office staff; many have been at USF for a decade or more. The level of support varies in quality. There are on-going problems with processing applications for admission which are not due to any individual in the Dean’s office but rather to a complicated, multi-step process which can take three or more months to process applications. There has been a significant improvement in targeted student recruitment efforts within the SOE in the past year but the University office responsible for collecting requests for information about prospective students and then disseminating

that information back to the departments is in serious need of improvement. In general, the level of support from the Dean's office staff is above average with several individuals, including Carole Vineyard, Janet Synder, and Christiane Gauthier, deserving special recognition.

The Future

The Department will continue to offer existing programs at the desired high level of quality without reliance on adjuncts. The Department has changed in many ways over the past five years. These changes include the addition of one new faculty member, a number of new courses, an influx of significant federal funding, a new emphasis in Allied Health Care, a significant increase in doctoral enrollment, the growth of special education emphasis, and the involvement of L&I faculty on important School and University-wide committees. The problems facing the Department are clearly laid out in this report. However they can be restated as the need for new hiring lines, adequate and convenient teaching and office space, sustaining an adequate number of doctoral courses given upcoming sabbaticals and retirements, competent secretarial support, and the need for additional courses such as, Teaching the Adult Learner, Curriculum Design, Diversity Issues in Learning and Instruction, and Designing On-Line Instruction. Some of these courses could be taught by current faculty but given upcoming sabbaticals, the significant role faculty play in the delivery of General Education courses, and prospective retirements, it is unlikely that these in-demand courses will be offered in the near future without additional hiring lines. Further, the ability of the special education faculty to continuously write grants is also affected by the preceding issues.

The Dean's office has been supportive of the Department. The Department's relationship with the Dean's office is positive and one of mutual respect. Many of our major concerns are under the purview of the University rather than the Dean's office. We hope that the Dean's office will be able to support the Department's needs, including the need for additional faculty given competing demands for faculty from other Departments within the SOE.

