



**UNIVERSITY OF
SAN FRANCISCO**

School of Education

**Learning and Instruction
Doctorate Degree Program
Program Review Self-Study
2017 – 2018**



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A quick note about terminology. While our program is named Learning & Instruction, it could easily be named the Educational Psychology doctoral program. In fact, when we went through a name change over 12 years ago our first proposal was to change from Curriculum & Instruction to Educational Psychology. Another department in the school objected to this potential name and, as a compromise, we ended up being named Learning & Instruction. While similar programs are named using a variety of terms, it is probably easiest to understand our program focus if you are familiar with educational psychology terminology and expectations.

A. Mission and Values

University Mission

The University of San Francisco is a Jesuit Catholic university in the heart of San Francisco. The university, which embodies Jesuit values, is guided by the following vision:

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world.

Informed by this vision, the university approaches education using the following mission statement as its compass:

The core mission of the university is to promote learning in the Jesuit Catholic tradition. The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others. The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The university will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Mission of the School of Education

The School of Education (SOE) mission is to act collectively and leverage our resources in ways that are driven by our Jesuit mission and responsive to our constituents' needs in order to have measurable impact in schools and communities, particularly for those most affected by injustice. [A.1, SOE Strategic Plan and Mission]

The SOE offers certificate, master's and doctoral programs in six major areas: Counseling Psychology, International and Multicultural Education, Learning and Instruction, Organization and Leadership, Catholic Educational Leadership, and Teacher Education. Many of the SOE's master's and credential programs are also offered at our branch campuses. Currently the SOE has branch locations in Pleasanton, Sacramento, San Jose, and Santa Rosa.

The SOE is committed to supporting academic and professional programs, and applied

research and community activities which seek to improve the quality of education and psychological and support services provided to children, youth, and adults. All activities of the School seek to link instruction, research, and service in a manner which reflects the intellectual, ethical, and service traditions of a Jesuit institution: to honor education as an instrument for the full growth of individuals, and to commit to further standards of excellence in academic and service programs. The pervading philosophy implicit in the School's planning and developing efforts affirms hope in the human effort to achieve a better society and demonstrate a commitment to ameliorate social conditions that are obstacles to justice for all.

The School is particularly dedicated to providing programs responsive to the needs of the diverse populations of the greater San Francisco Bay Area. The School prides itself on its commitment to address social inequities at the local and state levels, as well as those impacting the nation and international communities. This commitment is reflected in programs that prepare students to assume leadership roles in a variety of settings, including public, private and independent schools, colleges and universities, mental health and counseling centers, human services and government agencies, and even corporations.

Overall, the School seeks to realize its mission through offering academic degree and credential programs at the graduate level, and through collaborative and dual degree programs with other colleges and schools of the University. Academic and professional programs are complemented by programs of research and service sponsored by centers and institutes of the School.

Mission of the L&I EdD Program

The Learning and Instruction Doctoral Program emphasizes theories of instruction and learning that inform educational practices in a variety of settings, including K–12 and higher education, administration, and consulting. The faculty in the program shares the conviction that instructional decisions must be grounded in the best social evidence. The overriding goal is to prepare graduates who will contribute to, and make use of, the ever-changing knowledge base in learning and instruction.

Our program emphasizes theories of learning, teaching, and instruction, which inform educational practices in a variety of settings. Graduates of the program apply their skills to deliver instruction, conduct research, evaluate programs, design curriculum, and solve learning-

based problems. The EdD in Learning and Instruction offers professionals an opportunity to acquire and develop methodological skills and substantive knowledge in the areas of learning, teaching, and instructional design. Using the latest technology to assist in instructional delivery and support, coursework is offered in areas ranging from creativity and human abilities to performance assessment and essentials for teaching in higher education.

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 achieve our Program Learning Outcomes (PLOs). Students 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

B. Department History

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 EdD 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 (now retired).

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 master's degree in Speech Pathology. Drs. Evans, Mitchell, and DeFrantz also served on master's 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.

Department Focus Change (1992 - 2000)

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.

Special Education (1977 - 2015)

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 master's degrees in special education. Second, four of the seven L&I faculty members (Drs. Evans, Bui, Andrews, and 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 and Bui have chaired several L&I dissertations. Third, for many students, the special education master's program served 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. Federal grant support (six funded grants totaling over \$4.5 million between 1997 and 2006) was 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 served as the project director for five grants; Dr. Bui was the project director for one grant.

Later in the 2000s we created an official “concentration” in Special Education. A few years, in 2012, Dr. Bui developed a doctoral program in Special Education that was approved by the Western Association of Schools and Colleges. This doctoral program was to share a few required courses with L&I, so the new program would still support courses in the regular L&I program. Approval was given to hire a new tenure-track faculty member for the new program. In 2014 the result was the hiring of Dr. Nicola McClung. Unfortunately, in Spring semester of 2014 Dr. Bui announced she was leaving USF to take a position at a nearby university. Her primary reason for leaving had to do with the previous Dean and his lack of support. In turn this meant we lost a valuable and much-loved colleague.

During the 2014/2015 academic year we hired a new faculty member to replace Dr. Bui. This faculty member was Dr. Emily Nusbaum. The two brand new faculty, sensing the winds of change created by the Dean, decided to revise the Special Education doctorate curriculum. In fact, they ended up changing the name of the program to Disability Studies. Several doctoral students at the time were quite upset, and several left the university. Disability Studies failed to attract enough new doctoral students. Currently that program has been shut down. We do not know the exact status of the two faculty members. They no longer come to department meetings (as of September 2017) and only meet with one of the Associate Deans. Apparently these two faculty are no longer part of the L&I Department. The Dean’s Office said they would handle the situation, but we are unsure about what exactly is happening, or what department these two faculty now belong to.

It’s very sad to have rapidly moved from an area of strength in the department to nothing. Removed is a strong and important collaborative and supportive link between Special Education and the L&I doctoral program. Dr. Bui is still missed. She provided great energy and support to all the L&I Department endeavors.

Current Program (2008 - 2018)

When Dr. Evans retired we conducted a national search for a new faculty member. The result was the hiring of Dr. Xornam Apedoe in 2008. She had a background in instructional design and science education. Her research emphasis was on inquiry-based instruction in science. Dr. Apedoe made an immediate positive impact on the L&I doctoral program. She created new courses for our students: valuable elective courses that many students wanted to take. In addition, she created a course named **Literature Reviews**. The course was a great success and we made it a required course in our curriculum. Currently the vast majority of students take Literature Reviews in Fall of their third year, followed by Proposal Seminal in Spring of the same academic year. These two courses serve as a “dynamic duo” helping students identify and pursue a relevant dissertation study.

Although Dr. Bui’s primary responsibilities were with the Special Education credential/master’s program, and later with the Special Education doctorate, she offered key courses for the L&I doctoral students including: Applied Educational Statistics, Grant Writing, and Data into Information.

In 2010 a new Provost (Dr. Turpin) decided to create a **Center for Teaching Excellence** for USF. She asked Dr. Mitchell to co-lead this venture along with Tracy Seeley from the English Department in the College of Arts and Sciences. This new position demanded 50% of Dr. Mitchell’s time. In 2010 we thought it would be easy to accommodate this change as we had 4 other faculty members contributing courses (Burns, Busk, Apedoe, and Bui).

Between 2010 and 2013 all went smoothly enough. Some years new student enrollment was decently high (12 to 18 students), a few years the enrollment was low (6 to 10 students). We consistently had 80-to-90 students in the program during this time. In the Fall 2013 semester a new dean arrived at the School of Education and several negative changes happened in relatively short order. First, Dr. Bui decided to leave USF. Just before this announcement, Dr. Mitchell agreed to revision the Educational Technology program (a new 50% demand on his time). Thus, we quickly went from 5.0 faculty to 3.5. (Note: if Dr. Mitchell had known of Dr. Bui’s impending departure, he would not have agreed to the new venture with educational technology.)

Dr. Apedoe received tenure and promotion to Associate Professor. While she was serving as Chair of the department she announced she would be leaving in Fall 2017. January 2018 was the month she left. The doctoral program shrank to 2.5 faculty. The result was an unbalanced set

of course offerings for students since our remaining faculty tended to focus on statistical and methodological courses. The consequence was a noticeable shortage of educational psychology content-focused courses that we could offer students. We made up for this somewhat through a careful use of adjuncts, but at the doctoral level the use of adjuncts needs to be done sparingly.

Currently we are hoping Dr. Apedoe chooses to return to USF in January 2019. If she does return then the hiring of one new faculty member will create the foundation for the ongoing development of the program. The other three faculty members are likely to retire sometime in the next five years.

C. Program Overview

The Department of Learning and Instruction (L&I) offers three programs at the credential/masters and doctoral levels:

1. The special education credential program offers the mild/moderate education specialist credential with a master's degree. This program prepares candidates to teach diverse K–12 learners with mild/moderate disabilities in urban schools.
2. The educational technology (ETK) master's program. This program is aimed primarily at current educators who want to become better equipped to integrate relevant technology to increase active learning in the classroom or online environments. The program has a relatively small number of students enrolled in the master's program, but the courses always have a healthy number of students from other programs taking ETK courses as electives.
3. 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, and consulting.

All these 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 EdD 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, and education agencies,
- Careers as consultants, trainers, and researchers in education, business, 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 is designed for working professionals, courses are rigorous, and faculty expectations for student success are high.

Currently there are three full-time, tenure-track faculty teach in the doctoral program:

1. Robert Burns, Ph.D., University of California, Santa Barbara (1979), Professor
2. Patricia Busk, Ph.D., University of Wisconsin, Madison (1976), Professor
3. Mathew Mitchell, Ph.D., University of California, Santa Barbara (1992), Professor.

We currently have one full-time, tenure-track faculty member who is on leave. We are hoping she will return in January 2018:

1. Xornam Apedoe, Ph.D., University of Georgia (2005), Associate Professor

We also have two part-time faculty members teaching in our program:

1. Colette Roche, EdD, University of San Francisco (2016)
2. Bianca Rowden Quince, EdD, University of San Francisco (2013)

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 master's 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 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.

Differences from a Traditional Doctorate

The program consists of 60 units. Since all courses are 3 units, this translates to a 20-course program. Since this is a program for working professionals, it is important to highlight the most outstanding differences between “traditional” doctoral programs and ours.

In a traditional program for full-time doctoral students much of the learning that goes on in the program happens outside the classroom. In most traditional programs doctoral students have several opportunities to be an active member in various research projects headed by faculty members. Many of these research projects are grant-funded. So, in total, working on research projects in a traditional doctoral program provides students with financial support plus a series of rich hands-on learning experiences highly relevant to novice researchers-in-the-making. In our working professionals program there is rarely an opportunity for students to be a part of research projects: certainly not to the degree possible in traditional program. This is because of the obvious: the vast majority of students have highly responsible and demanding jobs already, and most do not live in San Francisco. The result is one key source of learning in a traditional program is not possible in ours.

As a consequence, we have worked hard to make our curriculum as strong and supportive as possible. This means the structure of the curriculum is more tightly organized than what is found in many other programs: primarily to strengthen the student learning experience and partially to scaffold some of the missed opportunities for hands-on research students would have experienced in a traditional program.

D. Curriculum

The curriculum consists of 20 courses. Three of those courses are dedicated to the dissertation, four courses comprise the first-year experience, four courses in additional required content after year one, five L&I elective courses, and four “pure” electives which can be an L&I offering or from any other graduate program in the School of Education. More important than the number of courses and their names is the **sequencing** of the courses. (D.1 L&I Syllabi)

Foundation Courses (required for all first-year doctoral candidates)

Cognitive Psychology (L&I 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 (GEDU 704)

Systematic exploration and critical investigation of the theoretical foundations and the practical problems and issues encountered in the application of psychology to education.

Research Methods in Education (GEDU 708)

Introduction to quantitative and qualitative educational research traditions, procedures, theories, and methods. Includes practical applications to educational problems.

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

Advanced Statistics (GEDU 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.

Prerequisite: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

Educational and Psychological Measurement (GEDU 714).

Principles of classical, modern (item-response theory), and cognitive 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 stressed throughout the course. The focus will be on test development and test evaluation.

Prerequisite: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

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)

Multimedia Learning (L&I 701)

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.

Human Abilities (L&I 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.

Literature Review (L&I 707)

One of the most important skills to develop is conducting and writing a literature review. This involves gathering, reading and critically evaluating the body of scholarship pertaining to a selected research topic. The literature review is vital for all research, including a dissertation. It is also crucial for being able to make sound professional decisions relating to education. This course will provide you with the opportunity to immerse yourself in the research and theoretical literature in your field of specialization. You will read, critique, organize, summarize, write, receive feedback, write some more, and ultimately come to “know” the theory and research relevant to your question or problem.

Program Evaluation (L&I 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 (L&I 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 (L&I 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.

Problem-, Project, and Inquiry-based Learning (L&I 714)

This course explores the basic concepts and practices associated with problem-, project-, and inquiry-based learning. Students will critically examine the current literature and exemplar projects/curricula that utilize problem-, project-, and inquiry-based learning approaches. Students will gain a deeper understanding of these instructional approaches as well as apply this knowledge to the design of effective learning environments.

Models of Teaching & Instruction (L&I 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.

Grant Writing (L&I 724)

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.

Motivation (L&I 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.

Creativity (L&I 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.

Additional General Education Courses Taught by Learning and Instruction Faculty

Correlational Designs (L&I 721)

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

Meta-Analysis (L&I 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 (L&I 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 (L&I 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 (L&I 790)

Directed proposal development in consultation with dissertation advisor and committee.

Dissertation Research and Writing (L&I 791)

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

The First Year Experience

For a number of years, we have been offering a collection of four courses for first year students. Since we cannot anticipate the order in which students will take courses after the first year (with a small number of exceptions) we have a common set of expectations for the first year. In turn this allows faculty to design more advanced courses under the assumption that all students will have, at the least, the key skills/knowledge encapsulated by the courses in the first-year experience. At different times we have offered these 4 courses in slightly different

sequences, but this is the current schedule for them:

1. Applied Statistics: a basic foundational course in statistics. *Fall semester.*
2. Research Methods: a basic foundational course in quantitative and qualitative research methods. *Fall semester.*
3. Cognitive Psychology: focuses on research into learning strategies (thus a lot of cognitive psychology content is not covered) and an introduction to research writing. *Spring semester.*
4. Psychological Foundations of Education: The purpose of this course is to provide an introduction to the major theories and theorists of educational psychology. *Spring semester.*

L&I Required Courses

We have four courses required at some point after the first year. Each of these courses is intended to scaffold and further support students' ability to identify research problems to pursue in their dissertation and to use the best tools available for research design or data analysis. These four courses are:

1. Advanced Statistics: The follow-up to the Applied Statistics course taken in year one. Most years, students take this course in the Fall semester of their second year.
2. Educational Measurement: this is a course on psychometrics. Many take this course in the second year, but students can take any year they want.
3. Literature Reviews: this course supports students doing a “deep dive” into the research literature in the focus area for their future dissertation. It also provides them with writing support on how best to develop a research review in their dissertation. We recommend that students take this course in Fall of their third year assuming they will take Proposal Seminar (more below) in Spring of the same year. The idea is that students take Literature Reviews and Proposal Seminar in the same academic year as they are highly integrated courses.
4. Advanced Methods: students take a designated “advanced methods” course from a wide variety of qualitative and quantitative research methods courses offered in the School of Education. This course can be taken at any time in their career.

Electives

L&I Electives: Students need to complete 5 additional courses offered in the L&I doctoral program. Historically we've offered a wide variety of content-based courses such as Grant Writing, Motivation, Creativity, Inquiry-Based Learning, Instructional Design, and much more. Currently this is the weakest portion of our program due to the loss of two faculty members. More on this factor will be provided in the Faculty Overview section.

Pure Electives: Students need to complete 4 courses of their choosing in any program: master's or doctoral level. Several students choose to minor in a program such as **Educational Technology** with those 4 courses. But most students do not formally minor in another area, but simply complete a series of 4 courses that seem most useful or interesting to them.

The Dissertation

There are three formal courses devoted to the dissertation. The first is a regular course named **Proposal Seminar**. Most students take this course in Spring of their third year. The other two courses (Proposal Writing and Dissertation Writing) are one-on-one work with the student's dissertation Chair and the relevant committee members.

E. Assessment

As a unit, the School of Education has previously struggled to sustain processes for direct assessment of program learning outcomes. A number of factors have contributed to this, such as turnover and lack of staff positions dedicated to assessment support. To address this issue, a Director of Assessment was hired in January 2016 to lead assessment processes across the school. Currently, all programs are in the process of editing or developing three key components of the assessment process: program learning outcomes, a curriculum map, and an assessment plan for direct assessment of each PLO. To be clear, all programs have had learning outcomes and curriculum maps in the past. This work is focused on ensuring these components are up-to-date and compliant with accepted best-practices in assessment. The L&I EdD program has been focused on completing program review this year and will take up completing this assessment

work in the fall of 2018.

The L&I EdD program conducts indirect assessment in a variety of ways. When students matriculate, they are sent the student Entry Survey. This survey includes information about the quality of the admissions process and the background of matriculating students. When students graduate they are asked to complete the Exit Survey. This survey includes information about program effectiveness, student satisfaction, and learning outcomes. [E.1 L&I EdD Exit Surveys, E.2 L&I EdD Entry Surveys].

Students in the L&I EdD Program are assessed through coursework, portfolio review and formal processes such as dissertation. The dissertation project requires the students to demonstrate the successful application of the program learning outcomes. [E.3, Dissertation Samples]

F. Admissions

The School of Education has the following application requirements of all students including those specific to certain programs.

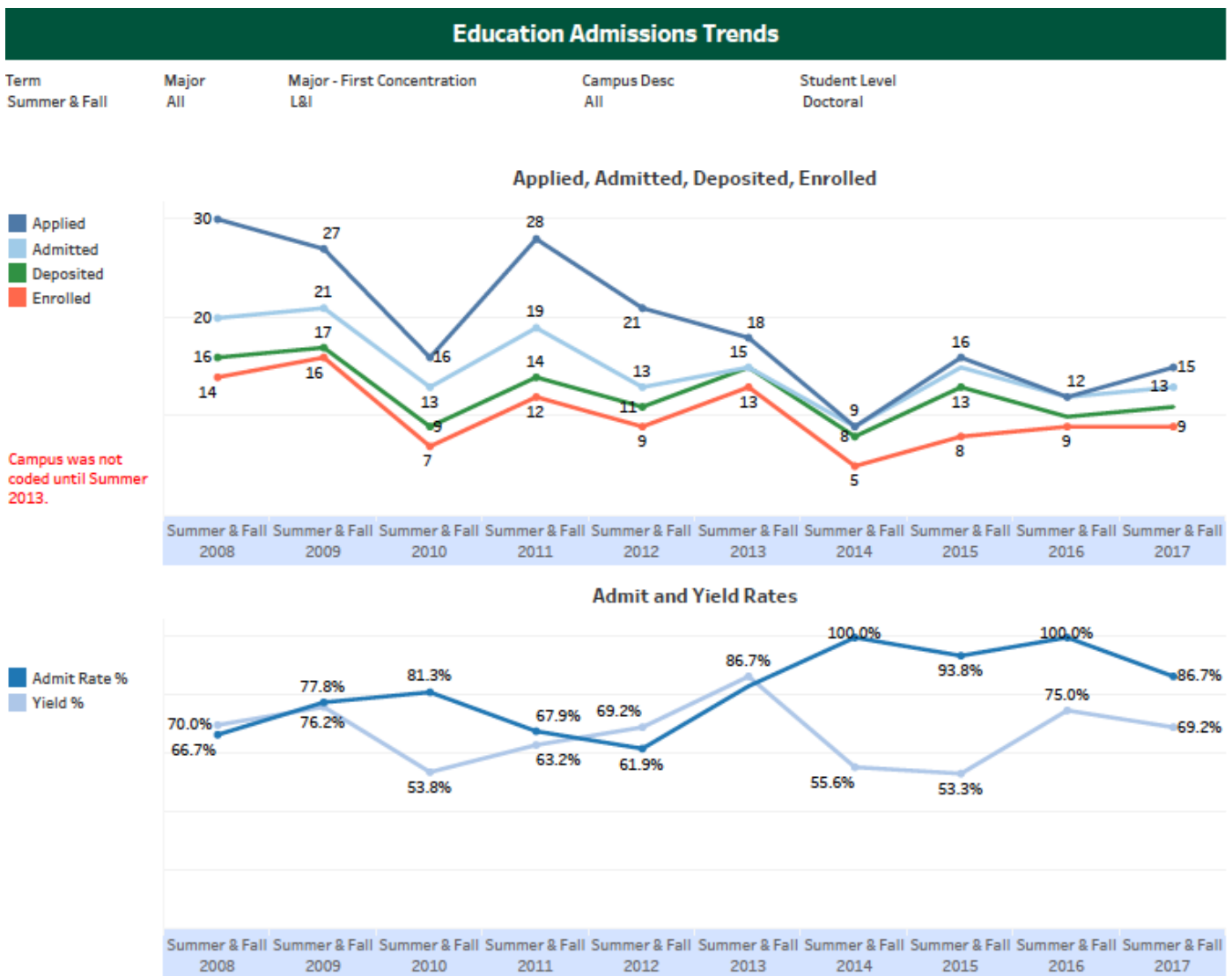
1. Completed online application with non-refundable \$55 application fee.
2. One set of unofficial transcripts from each university/college previously attended. For U.S. applicants, the degree must be from a regionally accredited university/college. An applicant with a pending degree must provide official verification of expected degree completion from institution's Registrar or school official. An undergraduate degree is required to apply to a master's program. Once the students are admitted, they will need to submit official transcripts prior to enrolling.
3. Applicants must have earned their degree from an accredited institution. They must provide a background of academic preparation and/or professional experience that demonstrates their ability to pursue graduate level programs.
4. MA and Credential applicants are expected to have a minimum GPA of 2.75.
5. Two current, signed letters of recommendation, noting suitability for graduate work.
6. Current résumé.
7. A Statement of Intent — Applicants should address the following prompt in their

application: Outline the purpose for seeking admission to the specific School of Education graduate program being chosen; include career and academic goals.

Recruitment

The Office of Admission and Outreach (OAO) offers significant support to all programs at the School through targeted outreach, participating in graduate fairs, and tabling at relevant conferences, and L&I EdD faculty members also participate in recruitment efforts primarily through Open Houses, local graduate fairs, emailing prospective students and hosting them in their classes, and through recent efforts to send email to alumni. [F.1, L&I EdD Brochure]

Figure F.1 L&I Admission Trends



G. Advising and Retention

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 two or three 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.

As you can see from figure G.1 L&I Graduation and Retention, our graduation rates are similar to national doctorate completion rates:

G.1 L&I Graduation and Retention

Education Retention/Graduation

Major:L&I-Learning and Instruction
First Concentration:All
Campus: All

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort Size	16	7	12	8	13	5	9	10	9
1st Fall	100%	100%	100%	100%	100%	100%	100%	100%	100%
1st Spring	100%	100%	100%	100%	100%	80%	100%	90%	67% 33%
2nd Fall	100%	86%	83%	88%	92%	80%	89%	90%	
2nd Spring	81%	86%	83%	88%	85%	80%	89%	70% 30%	
3rd Fall	81%	86%	83%	63% 38%	77%	80%	89%		
3rd Spring	81%	86%	83%	88%	77%	80%	78%		
4th Fall	69% 31%	86%	92%	38% 63%	77%	80%			
4th Spring	75%	86%	83%	50% 50%	77%	80%			
5th Fall	63%	71%	83%	63% 38%	69%				
5th Spring	50% 31%	57%	67%	63% 38%	46% 46%				
6th Fall	44% 38%	43% 43%	33% 33% 33%	38% 38%					
6th Spring	44% 31%	43% 43%	33% 50%	50%					
7th Fall	50% 31%	86%	50% 33%						
7th Spring	56% 31%	86%	50% 33%						
8th Fall	63% 38%	86%							
8th Spring	63% 31%	86%							

■ Graduated
 ■ Registered
 ■ Not Registered

H. Students

At the moment we have 31 students enrolled in the L&I doctoral program. Overall our enrollment has declined over the past 10 years. Over the past five years our fall semester entry cohort has been:

- 2013: 13
- 2014: 5
- 2015: 9
- 2016: 10
- 2017: 9
- 2018 (current estimate): 12

It is hard to know for sure what factors have led to the decrease in enrollment. Tuition keeps going up, so money is likely a factor for some decline in enrollment. But our guess is there are two identifiable and significant reasons for the decline in enrollment.

1. important collaborations have disappeared
2. loss of key faculty

Issue 2 will be discussed in the Faculty Overview section.

Nursing

For many years we had a healthy number of nursing professionals entering our doctoral program every year. Generally speaking, 33% of each year's cohort were nurses. Virtually 100% of these students found tenure-track jobs at other universities once they had completed our program. In 2006, a new Dean at the School of Nursing and Health Professions (SONHP) at USF decided to start a Doctorate of Nursing Practice (DNP) program. The program has proven to be quite successful, and subsequent to that startup the SONHP has started several other graduate programs in nursing. This change is fantastic for USF as a whole. However, one consequence is that we now get no nursing students entering our program. What was once a very strong collaboration with nursing in general, and with USF's SONHP, simply disappeared.

Special Education

For several years we had a special education concentration within the L&I doctoral

program. These were students that would take four specific special education topic courses but complete the rest of the program in the same way other L&I students did in terms of courses. This sub-group of students easily made up about 25-to-33% of each entering class. Around 2011, Dr. Yvonne Bui wanted to start a Special Education Doctorate Program. Her new doctoral program would have still overlapped with L&I, but at a reduced rate: students in the new program would have taken more special education focused courses and fewer electives within L&I. Nonetheless a strong connection would still exist. We anticipated that a dedicated Special Education doctorate would likely bring in greater numbers of doctoral students. Unfortunately, just as that program was starting up, Dr. Bui concluded that working with the former dean was not a good situation and decided to leave the University.

Put simply, for over 20 years our program has benefitted from strong collaborations with other content areas. The loss of those connections has provided us with significant new challenges.

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 EdD 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. Because of the rigor of the program and the methodological requirements, there is a self-selection factor among students choosing to enter the program.

I. Alumni

Our alumni have moved on to a variety of enhanced professional opportunities after graduating from our program. A small sampling of alumni positions includes:

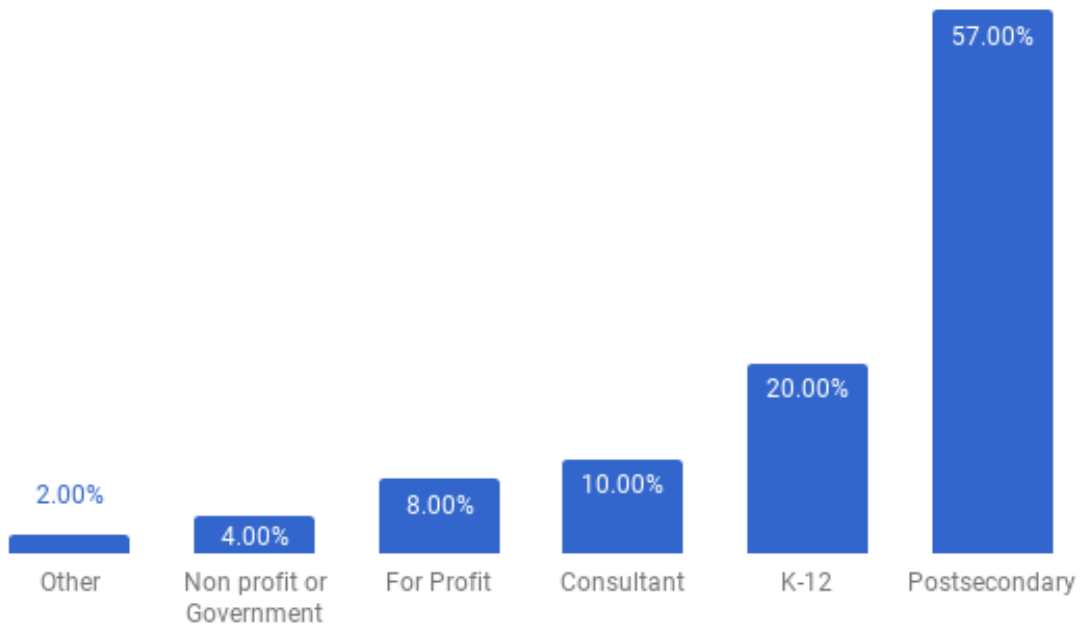
- tenure-track faculty at other IHEs
- principals

- curriculum development directors with school districts
- Deans, Associate Deans, and other leadership positions at IHEs

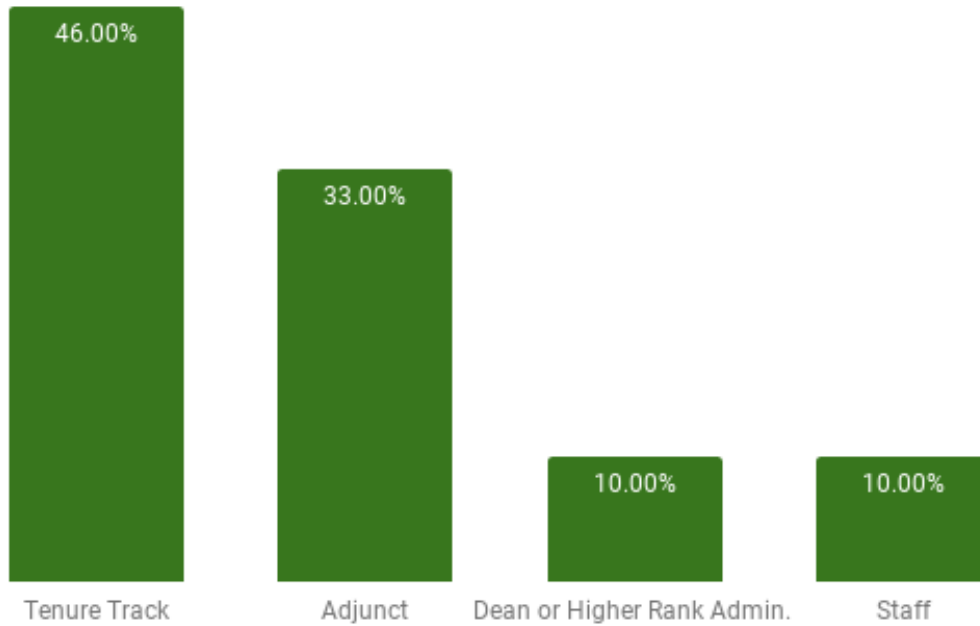
The School of Education recently pulled information about our alumni from LinkedIn, the career website. Of the 101 L&I graduates that were identified, the majority were working in higher education. Within the higher education sector, the majority of graduates were in tenure-track faculty positions. See the figures below for the full information.

I.1 L&I EdD Graduate Careers

L&I EdD Graduate Careers - 2018



Roles of L&I Graduates in Higher Education



Here is a sample of the specific positions of some of our alumni:

Piedmont Unified School District

Cheryl Wozniak, EdD

Director of Curriculum and Instruction, K-12

CSU, East Bay

Shira Lubliner, EdD

Professor, Teacher Education

San Francisco State University

Dee Spencer, EdD

Professor, School of Music and Dance

Stanford University

Michael Rouan, EdD

Director, Educational Technology

Sacred Heart Cathedral Preparatory

Ramsey Musallam, EdD

Creator, Cycles of Learning | Science Department Chairperson and Director of Inquiry and Innovation

Defense Language Institute Foreign Language Center

Marina Cobb, EdD

Dean, Asian School II

Elmhurst Community Preparatory

Navdeep Dosanjh, EdD

Science Department Chair

University of San Francisco

Tyrone Cannon, EdD

University Library Dean

UCSF School of Dentistry

Gwen Essex, EdD

Clinical Professor

Pacific Union College

Shana Ruggenberg, EdD

Professor and Department Chair, Nursing

California State University East Bay

Shira Lubliner, EdD

Assistant Professor | Author: A Practical Guide to Reciprocal Teaching

CSU, Monterey Bay
Irene Nares Guizicki, EdD
Associate Professor, School of Education

Advance Consulting
Suzanne Saxe, EdD
President | Author: *The Consultative Approach: Partnering for Results*

University of California
Sophia Huang, EdD
Institutional Researcher, Office of the President

College of San Mateo
Sandra Stefani Comerford, EdD
Vice President of Instruction

University of Minnesota Medical School
Pamela Andreatta, EdD
Associate Professor | President, Society for Simulation in Healthcare

University of the Pacific, School of Dentistry
Dan Bender, EdD
Director of Academic Affairs and Registrar

Our alumni have conducted a wide variety of dissertations at USF: these include many different research problems/topics and a variety of research designs and statistical analyses used. Since 2000 we have had 31 students complete their dissertation. (E.3 Dissertation Samples)

J. Faculty

Over the past 5 years the faculty as a group have experienced devastating losses and changes. The major changes include:

1. Yvonne Bui (Associate Professor): Dr. Bui decided to leave USF primarily due to issues with the previous Dean. She now serves as the Chair of the Special Education Department at San Francisco State University. While Dr. Bui mainly taught in Special Education, she also offered important content and methods courses for L&I students. As an example, her **Grant Writing** and **Data-based Instruction** courses were very popular with students.
2. Xornam Apedoe (Associate Professor). Dr. Apedoe created the Literature Reviews course, but also contributed to several content-focused courses such as **Problem-, Project-, & Inquiry Based Learning** and **Instructional Design**. Dr. Apedoe decided to leave USF primarily due to issues with the previous Dean. Officially she is currently **on leave**, so there is a small possibility she may return in 2019.
3. Mathew Mitchell (Full Professor). In 2010, Dr. Mitchell was asked to co-lead the creation of the **Center for Teaching Excellence** (CTE) at USF. He did this in partnership with Tracy Seeley (English). In total Dr. Mitchell spent 6 years as Co-Director of the CTE. During those years his contribution to the L&I program was limited to 50% time. Immediately upon completing his role as CTE Co-Director, he was asked to re-vision the Educational Technology master's program within the School of Education. From Fall 2014 through to the present he has assumed the role of Program Coordinator and faculty contributor to this revised program. The consequence is this continues to limit him to 50% time within L&I.

Before 2010 we had 5 full-time faculty contributing to the L&I program. Currently we have 2.5 faculty. The two faculty who left, and the one whose time has been diverted by 50%, all made major contributions in terms of program content courses. The other two faculty (Burns and Busk) also contribute content-oriented courses but their primary contributions have been in the areas of research methods and statistics. All in all, this has left our department with an inability to offer the rich array of content-courses that we offered only 5 years ago.

A note about the two faculty who left the department. Both faculty were women of color, leaving us with a less diverse faculty group. Just as important, Dr. Bui and Dr. Apedoe were significantly younger than the other three current faculty members. Put simply, they represented

the future of the L&I program once the other three faculty had retired. So, the loss of those two faculty members impacts not only the current state of the program, but future development as well.

The current situation was made worse because the department was told that it would be able to hire a new tenure-track faculty member in return for Dr. Mitchell leading the transition of the ETK program (previously it was housed in Teacher Education) to the L&I Department and revising its curriculum. We conducted a search, found a very good candidate, but the previous Dean did not approve that individual to be hired. No tangible reason was given for not hiring the individual. This is the first time any of us know about such a situation. In the past, and in some departments, new hires had been denied on an explicit statement from the relevant Dean that the potential hire would not be able to successfully get tenure at USF. This new hire, who showed great potential, would have been able to contribute to the department in the ETK program but also 1, perhaps 2, courses per year in the L&I doctoral program.

Finally, a note about the financial context of the School of Education during this time. Over the past 6 years we lost 2 faculty members and were not able to hire a third. Yet during the same time the number of full-time faculty in the SOE grew from 36 in 2012 to 48 in 2017, a growth in faculty FTEs of 33%. At the same time revenue generated by the SOE increased from \$18.31 million dollars in 2012 to 20.12 million dollars in 2017, a 10% increase. During the same time period expenses increased from 10.81 million dollars to 13.44 million dollars, a 24% increase. Put simply, the number of FTE faculty hired increased greatly, income increased slightly, while expenses well outpaced the increased income for the school.

For detailed information about each faculty member, please see appendix J.1 Faculty CVs.

K. Governance

The School of Education leadership team is comprised of the Dean and two associate deans:

Dean of Education: Since 2017, Dr. Shabnam Koirala-Azad is the Dean of the School of

Education. She has been a faculty member within the School of Education for twelve years and served in the Associate Dean role for the last three and a half years. As faculty, she introduced a comparative framework to educational research and scholarship in the School of Education, she served as the department Chair of the Department of International and Multicultural Education and co-founded the first graduate program in Human Rights Education in the United States. As Associate Dean, she oversaw academic affairs, fiscal operations, admission, external relations, and other strategic initiatives. Dr. Koirala-Azad also contributed to development initiatives by securing one of the school's largest gifts for student scholarships. Dr. Koirala-Azad brings with her a strong record of commitment to the advancement of the School of Education and a deep understanding of its mission and operations. Dr. Koirala-Azad's research explores social and educational inequities through a transnational lens. Through ethnography and participatory research, her work critically examines the experiences of South Asian students and families in schools and society, as they experience shifting identities and navigate through structural inequities in various geographic, social and political spaces. By examining their realities in both home and host country contexts, she offers new ideas for transnational social action and highlights methodologies that directly address concerns with power and representation. As a mother-scholar, she is also interested in scholarship with an asset-based understanding of how mothering enriches careers in academia.

Associate Dean for Academic & Administrative Affairs and Director of McGrath Institute for Jesuit Catholic Education: Dr. Mike Duffy is an Associate Dean and Director of the McGrath Institute for Jesuit Catholic Education. His research areas include; Catholic social thought, Mission and Identity in Jesuit Higher Education, Catholic Identity, Justice programming in Catholic Schools, Social analysis through international immersion programs and service learning activities

Associate Dean for Academic Affairs and School Partnerships: Dr. Cheryl Jones-Walker is an Associate Dean and Associate Professor in the Teacher Education Department. She began her professional career as a fourth-grade teacher in the Bronx, NY, and she continued teaching in a Boston area independent school and then internationally in Gabon, Central Africa. Prior to doctoral work at the University of Pennsylvania Graduate School of Education, she worked at

the Center for Collaborative Education in Boston, a non-profit organization committed to improving urban K-12 education. Cheryl is on leave from Swarthmore College where she has an appointment as an associate professor in the Educational Studies and Black Studies.

Department Organization

The L&I Department offers two programs: the special education credential/master's program (mild-moderate) and the L&I doctoral program. The relationship of these two programs is fully delineated in the program history. One of the four L&I faculty members (Dr. Oh) teach in both the special education credential program and the L&I doctoral program and serve on L&I dissertation committees. 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 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 master's program as well as the on-going training of 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 3-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. (K.1 SOE Organizational Chart, K.2 SOE Department Organizational Chart)

L. Staff

The L&I Department has one Program Assistant, Lenna Onishi, who is an essential member of our community and greatly contributes to the smooth operation and development of the Department. She is a phenomenal support to our faculty and to our students who rely on her for communications and department updates, as well as general navigation of our program and SOE. An important part of her responsibility in the department is to support doctoral students towards graduation. While Lenna's primary appointment serves the L&I department, she also fulfills duties for the School of Education by leading and supporting events throughout the year.

M. Faculties, Technology and Resources

The university's campus support for technology seems to meet the L&I EdD Program's teaching needs. All of our L&I EdD faculty use some form of computer medium for teaching. Many use Google Slides/PowerPoint to conduct their lectures, Canvas to post important course content and facilitate online interactions, and integrate multi-media into their teaching. These technology-assisted pedagogical tools have enriched the teaching experience for those who use them. Professors who utilize learning software are adequately supported. We have no current plans for increasing technology use in the classroom.

Generally speaking, we provide our students with solid training in online secondary

research skills, and adequate training in conducting primary research via computer technologies. The computer hardware and software, as well as the technical support, provided by USF adequately support our needs.

Library

The department is for the most part satisfied with Gleeson Library's services, especially with the enhancement of access to electronic holdings over recent years. Few faculty members report relying exclusively on the somewhat modest holdings of the library alone, but instead make much use of interlibrary loan and electronic holdings, which extend the library's reach. The electronic journal holdings (that represent our interdisciplinary fields) are adequate at this point, and we do not expect resource difficulties as long as they are maintained at their current level.

Facilities

The current instructional and research/creative work facilities are for the most part adequate for Departmental needs. The full-time L&I EdD professors have adequate office space in the School of Education to meet students during their office hours.

The last couple of years have seen improvements to the School of Education building, such as creating a faculty area where we have our mailboxes and seating. In addition, the school created a Learning Commons as a study space for students, curriculum resource center, and meeting area. The intent behind both of these spaces was to help build community among faculty, students, and staff.

N. Conclusion and Recommendations

Future Overview

Under current conditions it is hard to foretell the future of the doctoral program. Apparently, USF faces an anticipated \$11 million budget deficit for the 2018–2019 academic year. Currently the School of Education is the worst performing school at USF in terms of the valued “contribution rate” (the school makes about 50% of the contribution relative to most other

schools at USF). You can see the full contribution margin summary at this [public web link](#). In addition, the SOE's mission has changed under the former dean which, as a result, makes the atmosphere much less friendly to our specific program. Finally, we currently have three faculty members only, all of whom will likely be retiring in the next five years. Nonetheless, given this dire situation we do have reasons to be optimistic.

Language Acquisition Focus

Over the past three years we have been pleasantly surprised to notice that we are getting more and more applicants who are interested in language acquisition. These applicants come from two different sources:

- USF's Teaching English to Speakers of Other Languages (TESOL) master's program
- Defense Language Institute (DLI) located in Monterey, CA

In the case of USF's TESOL program there are greater numbers of graduating master's students who wish to continue their studies at the doctoral level. With DLI there are greater numbers of teachers at the institute who wish to also get a doctorate in order to expand their job opportunities in the U.S. and increase their pay.

While we are happy for these two very new sources of students, we are also aware that we do not offer some of the content courses they'd like to take. One straightforward solution would be to hire a tenure-track faculty member who had language acquisition research as their emphasis. Almost assuredly such a faculty member could contribute in other ways to the department, but their primary focus would be on addressing research into language and language acquisition.

Dr. Apedoe Return

If over the next year we can encourage Dr. Apedoe to return to USF then that will solve a major current problem: the lack of content-courses in a variety of educational psychology areas. Dr. Apedoe is an excellent faculty member, beloved by both students and her colleagues.

Cross-Listing Courses

Currently all the Educational Technology courses are listed as master's courses. And, currently,

all L&I students can take ETK courses as L&I pure electives only. If we began to cross-list some targeted ETK courses as both master's and as an L&I doctoral courses then that could provide some greater flexibility and great choice for students. We have not seriously talked through this option yet, but we have had initial conversations about this.

Leaner Department

Realistically we think a future iteration of the L&I program could be run with two full-time faculty members plus a well-chosen set of adjuncts. Historically we have not used adjuncts very much. In fact, there were several years where no adjuncts at all were hired. Under such a condition (2 full-timers, several adjuncts) the department could run quite successfully after the current 3 full-time faculty retire.

While the description above may not be the perfect solution it's certainly doable and fiscally responsible. But it does mean some planning and commitment from the Dean's Office. For example, if Dr. Apedoe does not return then a thoughtful, planned approach to hiring two new faculty members who will run the program needs to be developed in the near future.

Summary

One of our hopes regarding this program review is that it results in suggestions from the reviewers regarding how the program can survive, even thrive, beyond the current conditions. We obviously think the program has a lot to offer, but current conditions at USF make us less than optimistic that real support will be given to the program. This creates, obviously, a demoralizing situation.