

**SCHOOL OF EDUCATION**

**REVIEW OF GENERAL EDUCATION**

**2003-2004 ACADEMIC YEAR**

## SCHOOL OF EDUCATION REVIEW OF GENERAL EDUCATION REPORT

The review of the General Education (GEDU) in the School of Education was carried out by the General Education Review Task Force. Patricia Busk was appointed as chair of the Task Force by Acting Dean Larry Brewster. The members of the Task Force were the members of the General Education Advisory Council (GEAC; see Appendix A for the Role and Responsibilities of the GEAC and the mission statement). Members of the GEAC for 2003-3004 academic year are as follows: Lana Andrews, Deborah Bloch, Robert Burns, Judy Goodell, Sr. Jeanne Hagelskamp, S.P., and Miguel Lopez, chair of GEAC.

The review began with an evaluation of the Mission statement, Role and Responsibilities of the GEAC, and 5-year Priorities (see Appendix A). No changes were deemed necessary for any of the documents. The history of the GEDU in the School of Education was compiled (see Appendix B). General Education courses are required for some MA students and all doctoral students. At the MA level, there are only two courses that students select to take one or the other in preparation for their thesis or field project: 0704603 Methods of Educational Research and 0704605 Practitioner Research. At the doctoral level, students are required to complete courses in two areas: foundation courses and methodology courses. One course is required from the foundation courses: Philosophical Foundations of Education, Anthropology of Education, Sociology of Education Psychological Foundations of Education, Law and Education, and Foundations of Linguistics in Education. Methodology courses consist of an introductory research methods course, an introductory statistics course, and an advanced research course (see Appendix A for Memo regarding types of courses that constitute GEDU curriculum). Students select one course from several courses that constitute the Advanced Research Courses: Advanced Statistics, Analysis of Variance Designs, Survey Research, Qualitative Research in Education, Educational and Psychological Measurement, Anthropological Research in Education, Program Evaluation, Ethnicity and Multicultural Issues in Research, Correlational Designs, Meta-analysis, and Participatory Critical Pedagogy Research. Some of the GEDU courses are used by departments for the portfolio review process (see Appendix A). Also Research Methods in Education and Applied Educational Statistics are prerequisites for Proposal Seminar.

When the doctoral program in the School of Education was begun, General Education was the responsibility of each department or program, that is, department faculty taught the General Education courses for their students. No one was responsible for scheduling the courses. Over the years, the departments were no longer able to offer the required courses for their own students. General Education was the topic of a retreat in 1990 and later of a task force that made recommendations, which eventually resulted in the formation of GEAC in 1995. There is no General Education department or faculty associated with General Education. Faculty who teach GEDU courses are members of the departments that comprise the School of Education. In addition to teaching courses within their departments, faculty members teach GEDU courses. There is no budget for General Education, but members of the GEAC are represented on the SOE Curriculum Committee and the Committee of Chairs.

The Task Force proposed the following activities for the review: focus group of current students in the doctoral program; survey of doctoral students enrolled in departmental dissertation courses (709, 729, 790, and 791); survey of alumni who had graduated in the past two years; survey of MA students who were enrolled in thesis or field-project course; survey of

the faculty in the School of Education; an evaluation of the sequence of GEDU course taking by doctoral students; an evaluation of syllabi for GEDU courses taught during the 2003-2004 academic year; an inspection of the cycle of GEDU courses offered; and an review of the course participation by major or department. For assistance with the focus group and surveys, the chair of the Task Force contacted Susan Prion, assistant to the Provost for Academic Affairs. She agreed to conduct the focus group and conduct the surveys using the World Wide Web, whereas the members of the Task Force developed the questions for the focus group and the surveys.

The remainder of the report focuses on the results of the review activities. Recommendations are provided in bold type for each of the review activities.

**Focus Group:** Graduate Student Association (GSA) president was contacted during the Fall semester to schedule a date to hold the focus group. As the GSA is composed of members from all of the doctoral departments, members of the Task Force decided that we would have the best representation of the students in the doctoral program to ask questions about how the GEDU courses prepared them for the portfolio process, which is to be completed after the student is admitted conditionally into the doctoral program. Students complete the portfolio process after 12 to 15 units of coursework. The GSA meets during the lunch hour on Saturdays of the doctoral weekends. The second full doctoral weekend was selected for the focus group (Feb. 21). Handouts announcing the focus group and the questions were distributed during the meeting on the First Doctoral Saturday (Jan. 24; see Appendix C). Due to a change in policy of providing lunch for the GSA members, only 4 students were present for the focus-group interview on Feb. 21. Susan Prion decided not to conduct the interview, because the students were all from the same department. With the provision that lunch would be provided and a rescheduling of the speaker for the next meeting, the focus-group interview was scheduled for the next doctoral Saturday (March 6). Again there was a mix up with the food for the meeting, and students went in search of lunch so that the interview did not take place again. Given that the schedule was set for the rest of the semester for the GSA meetings, the focus-group interview was not feasible. The members of the GEAC had thought that the questions regarding the portfolio could be assessed by the alumni survey and of the students enrolled in the dissertation courses (709, 729, 790, and 791). **Recommendation:** If focus-group interviews are to be conducted during the lunch hour, lunch must be provided so that there will be an adequate number of students attending the session.

**Survey of Students Enrolled in Dissertation Courses:** At the end of March and using USF email accounts, Susan Prion emailed 128 doctoral students enrolled in 709 (Proposal Seminar), 729 (Proposal Seminar), 790 (Proposal Development), and 791 (Dissertation Writing) requesting their participation in an online survey (see Appendix D for email message and online survey). The students were provided with a link to the survey that was hosted by a third party. USF email addresses were the only addresses that were available for contacting students. Students enrolled in 709 and 729 have on-campus classes during the semester, but students enrolled in 790 and 791 work individually with their dissertation committees and do not have regular class meetings. Hence the reason for the online survey.

Students rated the four GEDU courses that they took, indicated the semester that they enrolled in the courses, commented on how the GEDU courses prepared them for their department's portfolio requirement, for their major courses, and for the dissertation process and

indicated strengths of the GEDU requirements and any changes that they would recommend. Additional questions were asked regarding class size and examples provided in the courses.

Frequencies of responses to the survey questions can be found in Appendix E. Twenty-seven responses were recorded for the survey, but only 25 were complete. The response rate is 20%, with the following responses by department: 2 of 15 from PSA and CSL, 6 out of 36 from IME, 12 out of 26 from L&I, 5 out of 45 from O&L, and 0 out of 6 from CPSY. Over 50% of the respondents were enrolled in 790, with an additional 11% enrolled in 791. There was one respondent enrolled in 729 and 6 enrolled in 709. Thus the majority of responses to the survey came from students who were not on campus.

Ratings for the four courses were mainly Excellent or Good with all but 15% providing these ratings for Applied Educational Statistics, 7% for Research Methods, 11% for the Foundation courses, and 7% for the Advanced Research courses. Eight-five percent of the respondents cited that the classes were the right size and that their learning was not negatively impacted by the size of the class. All but one student responded that faculty gave them the attention that they needed in the GEDU classes. Three quarters of the respondents indicated that the faculty teaching the GEDU courses provided examples in their program areas, and two-thirds indicated that the faculty answered questions about research in their program areas.

Almost 60% of those dissertation students responded that they took their Research Methods in the first year of their doctoral program, whereas more than 60% of the students took the first three semesters to complete the Applied Statistics class. Forty-five percent of the students responded that they took Applied Statistics before Research Methods as recommended by the GEAC (see Appendix F for suggested guidelines for Advisors). Only 18% of the respondents indicated that they took both courses at the same time, which leaves 30% of the students taking Research Methods before Applied Statistics. Almost 50% of the respondents had taken the Foundations course in their first semester, with 80% completing this requirement with the first three semesters. The taking of the Advanced Research course was spread out across semesters two to six.

The responses to the survey questions were crosstabulated by department (see Appendix E). The numbers in the departments are small, and no differences were found by department.

Responses to the open-ended statements (see Appendix G) were coded as positive, negative, statement of fact, and suggestion or recommendation. The chair and another member of the Task Force coded separately, which resulted in 84% agreement. Disagreements were resolved by discussion of the response until consensus was reached. Fifty-four percent of the comments were positive, 20% statements of facts, 17% recommendations, and 9% negative comments.

A summary of the responses to the each open-ended question follows. Twenty-one students made comments or statements of fact (57%) and positive (43%) and negative (10%) statements when asked about how the GEDU courses related to fulfilling their department's portfolio requirements. Twenty-two individuals provided comments to the question about how the GEDU courses helped prepare them for and complete the dissertation process, with 82% positive statements, 14% negative comments, and 32% statements of fact. Twenty-three responses were provided about the strengths of the GEDU requirements: 87% positive statements, 17% statements of fact, and 9% recommendations. With regard to changes that the students would make concerning GEDU courses, 22 students gave recommendations, positive (13%) and negative (18%) comments, and statements of fact (9%). There was no overlap in the recommendations that were made, that is, individual comments did not make suggestions that

were the same or about the same aspect of GEDU curriculum. Thirteen individuals gave additional comments about GEDU curriculum, as with the responses to the changes that the students would make there was no way to group the comments into categories for possible change.

**Recommendation:** The responses to the open-ended items should be reviewed during the Fall 2004 semester by members of the GEAC. If items relate more to a department than to GEDU, then that information will be discussed with the department chairs. Class size was not indicated to be a problem. GEAC should review enrollment data to assess the class sizes of previous semesters and monitor class in the future. Advising guidelines may need to be revised in light of course-taking patterns and portfolio requirements.

**Survey of Thesis or Field Project MA Students:** Similar questions were given to students who were working on a thesis or field project for an MA degree. An online survey was constructed and used as these students were not meeting as a group on a regular basis for an in-person survey. One-hundred-eighteen USF email addresses were obtained for these students. On April 24, the students were sent an email message requesting their participation in an online survey (see Appendix H) and were provided the link to the survey that was hosted by a third party. Eighteen responses were received and analyzed. Respondents were from all but one of the nine programs listed. No one responded from Educational Technology (ETK). It may be that these students were surveyed by their department as it was being reviewed at the same time as GEDU. Of those responding, 14 indicated that they had taken ED 603 (Methods of Educational Research) and only 2 had taken ED 605 Practitioner Research. Fifteen students found the courses as Very Helpful or Somewhat Helpful, and only one student selected Neither Helpful nor Unhelpful. Of the 16 students responding to the question about class size, all but one student selected Just Right and that the size of the class did not negatively affect their learning. Seven students responded yes that faculty in the GEDU courses provided examples related to their program areas, whereas 6 responded no and 3 did not remember. The same numbers responded in the same manner to the question about GEDU faculty answering questions citing research in their program area. Eleven students provided suggestions about what they would change about course requirements and scheduling of the GEDU research course that they took. Only 3 individuals provided extra comments about the GEDU course (see Appendix H).

**Recommendation:** Sample size of respondents is small and most of the responses were positive. GEAC members should consider suggestions made about changes in course requirements and scheduling of GEDU research courses.

**Alumni Survey:** An online survey also was used for alumni. On April 23, 208 letters were mailed by SOE Dean's office personnel to individuals who graduated from the doctoral program in the last 2 years (see Appendix I for the letter). The letter contained the URL for the survey that was hosted by a third party. The addresses of the alumni were supplied by Alumni Relations. Questions for the survey were the same as those used for the students enrolled in the dissertation courses (see Appendix I). Twenty-four individuals responded to the electronic survey, with 4 alumni from Catholic Education Leadership, 6 from International and Multicultural Education, 6 from Learning and Instruction, and 8 from Organization and Leadership (Appendix J).

Ratings for the four courses were mainly Excellent or Good with all but 13% providing these ratings for Applied Educational Statistics and for Research Methods, 22% for the

Foundation courses, and 11% for the Advanced Research courses. Ninety percent of the respondents cited that the classes were the right size and that their learning was not negatively impacted by the size of the class. All but one student responded that faculty gave them the attention that they needed in the GEDU classes. Eighty-four percent of the respondents indicated that the faculty teaching the GEDU courses provided examples in their program areas, and 75% indicated that the faculty answered questions about research in their program areas. These responses are similar to those of the doctoral students enrolled in the dissertation courses.

**Recommendation:** The information regarding General Education from the surveys is useful for planning and curricular decisions, but it is limited by the small number of respondents. Responding to a survey about General Education would not have the same recognition and motivation as would a survey about a student’s or alumnus’ department. In the future, questions about General Education should be included in surveys conducted by departments for their program reviews.

**Survey of Sequence of GEDU Courses:** Transcripts were obtained for students who began their doctoral programs in Fall of 2000 and Fall of 2001. These students should have completed their GEDU coursework and came under the portfolio review requirement. Only students who were enrolled in Spring 2004 semester were included in the analyses. This review was undertaken to assess the actual course taking patterns for students given portfolio requirements of departments (see Appendix A) and the recommendations to advisors regarding sequencing of Applied Educational Statistics (704706) and Research Methods in Education (704708) and the Foundation course (see Appendix F). The results were tabulated by department. Only Applied Educational Statistics and Research Methods in Education are offered in the Summer Term. None of the students in Catholic School Leadership (CSL) department took their GEDU courses in the Summer session. For students in the International and Multicultural (IME) department, 68% (n = 24) took Applied Educational Statistics and 41% (n = 15) took Research Methods in Education during the Summer session. Only 5 Learning and Instruction (L&I) students or 31% took Applied Educational Statistics in the Summer. The percentages for Organization and Leadership (O&L) students are 28% (n=13) for Applied Educational Statistics and 35% (n= 16) for Research Methods in Education. The breakdown by department of sequence of taking 706 and 708 is provided in Table 1.

Table 1

Breakdown by Department of Sequence of Taking 706 and 708			
<b>Department</b>	<b>706 before 708</b>	<b>708 before 706</b>	<b>Both Same Time</b>
<b>CSL</b>	<b>1</b>	<b>5</b>	<b>2</b>
<b>IME</b>	<b>7</b>	<b>22</b>	<b>7</b>
<b>L&amp;I</b>	<b>19</b>	<b>3</b>	<b>0</b>
<b>O&amp;L</b>	<b>27</b>	<b>11</b>	<b>7</b>
<b>Total</b>	<b>54</b>	<b>41</b>	<b>16</b>

The majority of students (49%) followed the recommended sequence of taking 706 before 708. This sequence was followed by the majority of L&I (86%) and O&L (60%) doctoral students, whereas the majority of CSL (63%) and IME (61%) students took 708 before 706.

**Recommendation:** Given the portfolio requirements are varied by department, course sequencing recommendations should take these requirements into consideration and may be modified. The rationale for the recommendation behind the ordering of the two GEDU courses is that the students would have a better chance of reading and understanding the results section of research articles if they took Applied Statistics first.

The breakdown by department of which semester students took their GEDU courses is provided in Table 2. The pattern of course taking is varied by department.

Table 2

Course	Semester							Summer
	1	2	3	4	5	6	7 or more	
	<b>CSL</b>							
<b>Foundation</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>706</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>708</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Ad. Res.</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>IME</b>							
<b>Foundation</b>	<b>18</b>	<b>4</b>	<b>1</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>706</b>	<b>2</b>	<b>3</b>	<b>20</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>24</b>
<b>708</b>	<b>15</b>	<b>5</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>Ad. Res.</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>0</b>
	<b>L&amp;I</b>							
<b>Foundation</b>	<b>18</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>706</b>	<b>16</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>708</b>	<b>2</b>	<b>15</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Ad. Res.</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>O&amp;L</b>							
<b>Foundation</b>	<b>21</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>706</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>13</b>
<b>708</b>	<b>8</b>	<b>8</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>16</b>
<b>Ad. Res.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>4</b>	<b>0</b>

**Evaluation of GEDU Course Syllabi:** Course syllabi were requested from faculty who taught GEDU courses during the 2003-2004 academic year. Information was compiled for the following: texts used, calendar of readings and assignments, goals and objectives provided, method of evaluation indicated, contact information, and headings (General Education, Course name, course number, and term). All syllabi contained information on texts used, calendar of readings and assignments, goals and objectives, and contact information. Only one syllabus did not have information about how the students would be evaluated. Regarding headings, two of the syllabi were not identified as General Education courses, one syllabus did not have the course

number as part of the heading, and all syllabi had the course name and term as a heading. Additional comments are provided about the syllabi (see Appendix K).

**Recommendation:** Course syllabi should be provided to the Dean's office for possible review by students and future reviews and that the appropriate individual within the Dean's office request and monitor the submission of the course syllabi from faculty. Periodically the faculty should be reminded by the GEAC chair to include the heading of General Education on their course syllabi, and the syllabi should be review to assess the compliance with this request.

**Cycle of GEDU Courses Offered:** Appendix L contains a copy of the GEDU courses when offered. Only three courses are offered every semester and during summer session. Two other courses are offered every semester with all but three of the remaining courses offered every Fall, Spring, or other year.

**Recommendation:** GEAC should continue to monitor the cycle of courses to asses whether departmental and student needs are being met. GEAC should investigate the three courses that have not been offered within the last 3 years.

**Course Participation by Major or Department:** A breakdown of course participation by major or department was compiled for GEDU courses beginning in Spring 2000 and ending with Spring 2004 (Appendix M). The pattern of participation varies from one semester to the next and from one year to the next. Students tend to cluster in the Foundation and Advanced Research course that reflect the objectives of their department or program.

**Recommendation:** As long as the content of the courses do not focus on department material but educational content that is relevant to those in education, then those courses should be retained as GEDU courses. If an instructor requests a departmental prerequisites, then the GEAC members should review to decide whether such a prerequisite is necessary and whether the course is consistent with General Education goals.

Appendix A  
Mission Statement, Role and Responsibilities of the GEAC, 5-year Priorities, Memo Regarding  
GEDU Curriculum, and Portfolio Review Process\*

\*Not available in electronic form (see General Education Review Document)

## Mission Statement for the General Education Advisory Council

The GEAC is a coordinating committee established by the Faculty of the School of Education under the aegis of the Dean of the School of Education for the purpose of facilitating the presentation of the core content that the Faculty has determined is required of every doctoral student. GEAC is constituency-based with a member from each of the departments within the School of Education and seeks to enable the Faculty to teach effectively in a manner that is responsive to student needs. The activities of the GEAC are informed by the mission of the University and the School of Education.

## THE ROLE AND RESPONSIBILITIES OF THE GEAC

Because General Education issues affect all students in the School of Education, each department within the School is represented on the council. The General Education Advisory Council (GEAC) is composed of an elected representative from each of the departments in the School of Education. An additional member from those faculty interested in General Education will be elected by members of the council. Faculty terms of office are two years. Three or four new members will be elected in May of each academic year. New members from O&L, TED, and CPY were elected in May of even years. In May of odd years, L&I, PSE, and IME are scheduled to elect new members. Also in May of odd years, the seventh member will be selected. Council members elect a chair for a one- or two-year term, depending on when that person became a member of the council. All seven members have voting rights, and a quorum constitutes a majority of the seven members of the Council.

1. Recommend to the Dean's office the Schedule of General Education courses for Intersession and Spring, Summer, and Fall terms.
2. Recommend policies and guidelines regarding General Education courses.
3. Review and make recommendations regarding new General Education courses and revisions to General Education courses.
4. Submission to the Curriculum Committee of approved new and revisions to General Education courses.
5. Recommend to the Dean adjunct instructors to teach General Education courses. (This recommendation is made in consultation with department faculty and School of Education faculty.)
6. Initiate and facilitate discussion among instructors teaching General Education courses to achieve common understanding regarding course content, objectives, and outcomes.
7. Identify major social and educational issues for the School of Education related to the acquisition and demonstration of knowledge, understanding, and skills in General Education.
8. In collaboration and consultation with School of Education Committees, facilitate assessment and monitoring of courses and activities designed to realize the General Education objectives.

The General Education Foundation courses, statistics courses, and research courses (introductory as well as advanced) in the School of Education fall under the auspices of the General Education Advisory Council (GEAC). As an advisory council, we have established guidelines that will help shape the direction and emphasis of General Education courses so that they will meet the needs of all students in the School of Education and contribute to the profile of the graduate. In order to assess that the courses meet the needs of the students, contribute to the profile of the graduate, and follow the guidelines, the members of the GEAC and the Curriculum Committee will meet with faculty teaching GEAC courses to discuss and review how the courses satisfy the guidelines. These dialogues and reviews will serve to satisfy WASC concerns for faculty oversight of curriculum. These dialogues will not be connected with the performance of any individual instructor. Rather it is an attempt to determine whether the courses fall under the aegis of General Education. The intent in engaging faculty in these conversations is to encourage cross-departmental discussion and deliberation about this very important component of the School of Education curriculum.

UNIVERSITY OF SAN FRANCISCO

SCHOOL OF EDUCATION

GENERAL EDUCATION ADVISORY COUNCIL

5-Year Priorities

1. Develop a Web Site for General Education and evaluate its effectiveness in communicating to students about General Education offerings
2. Improve the scheduling of GEDU courses so that the needs of students in all departments are being met
3. In collaboration and consultation with School of Education Committees, facilitate the development of a procedure for reviewing Foundations courses and begin the review process
4. In collaboration and consultation with School of Education Committees, facilitate the development of a procedure for reviewing Research Methods, Applied Statistics, and Advanced Research Methods courses and begin the review process
5. Identify major social and educational issues for the School of Education related to the acquisition and demonstration of knowledge, understanding, and skills in General Education
6. Whenever possible have full-time faculty as instructors of General Education courses.

3/12/97

**UNIVERSITY OF SAN FRANCISCO  
SCHOOL OF EDUCATION**

**GENERAL EDUCATION ADVISORY COUNCIL**

26 April 1998

TO: Gini Shimabukuro, Co-chair  
Curriculum Committee

FROM: Patricia Busk, Chair

RE: Agenda item for the Curriculum Committee

The members of the GEAC, in an attempt to clarify the types of courses that constitute the General Education offerings, have revised the description that was discussed at the March Curriculum Committee meeting. We are submitting the revised version for the members of the Curriculum Committee to provide an evaluation of the description and provide feedback that will improve the document. We plan to distribute the description to all full-time faculty in the School of Education and place on our WebSite.

I am providing you with a copy of our revised mission statement to assist with your review. If you have any questions, please call me.

There are two categories of general education courses-- foundation courses and methodology courses.

Foundation courses present the current body of knowledge and theory that define particular fields of study as they apply to education. Because they present core knowledge, students are encouraged to take foundation courses early in their graduate training.

Methodology courses consist of an introductory research methods course, an introductory statistics course, and advanced research courses.

Research methods and statistics courses present specialized approaches to conducting social science research. Because specialized methodologies are needed for dissertation research, students are typically advised to take these courses later in their graduate training. The exceptions are Applied Statistics and Research Methods, the core methodology and statistics courses required of all students in the School of Education.

Both categories are general education courses because they are appropriate for any student in the School of Education. Course content and examples are broad and not specific to a particular department.

Appendix B  
History of the General Education Advisory Council

## **HISTORY OF GENERAL EDUCATION AND THE GENERAL EDUCATION ADVISORY COUNCIL**

When the doctoral program began in the School of Education, General Education was the responsibility of each department or program, that is, department faculty taught the General Education courses for their students. Departments were responsible for scheduling the courses as well as staffing them. Over the years, departments were no longer able to offer the required courses for their own students. By 1980, General Education courses included students from all departments, but they were still taught by departmental faculty. No one was responsible for scheduling the courses. At times the chairs of departments would come together to try to coordinate the scheduling of the General Education courses.

At a retreat in 1990, General Education was one of the topics of the retreat. A change in the General Education offerings occurred in the Fall of 1991. Proposal Seminar (709) had been a General Education course, but it was given over to each of the departments with doctoral programs. During the 1992-1993 academic year and at the request of Dean Paul Warren, a committee undertook a review of General Education. This committee held a day long retreat to discuss General Education and also surveyed the faculty. Twelve of thirty surveys were returned. The findings revealed that all were in favor of some General Education requirements, although most were not satisfied with the requirements; most wished to have the organization and structure of General Education clarified and discussed; most wanted research courses and foundations courses separated, with a series of research courses from beginning to advanced; none would require additional foundations courses; few supported a General Education comprehensive exam. This committee made recommendations regarding General Education that eventually resulted in the formation of the General Education Advisory Council (GEAC) in 1995.

General Education courses were seen as a means of developing the following traits or characteristics in a USF School of Education doctoral graduate:

- Broad knowledge of the historical and contemporary forces that shaped the fields of education
- An ability to read, write, speak and think as a professional educator
- In-depth knowledge of the current issues and a particular mode of inquiry in the student's area of study
- An awareness of the individual and social implications of various moral teachings and practices
- Sensitivity to the diverse cultural, religious, ethnic, linguistic populations that comprise today's world and educational arena

In 1998, clarification of the categories of General Education courses – foundations courses and methodology courses, was prepared by the GEAC. A revised mission statement was also disseminated. Foundations courses “present the current body of knowledge and theory that define particular fields of study as they apply to education,” and the committee recommended that these courses be taken early in students' graduate training. Methodology courses “present specialized approaches to conducting social science research” and, except for Applied Statistics and Research Methods, these courses were to be taken later in students' graduate training. Moreover, the recommendation was made that all professors who teach foundations courses

should design their courses to include perspectives on history, ethics, morality, technology, and culture.

By 1998, the Mission of the General Education Advisory Council had been revised as follows:

The GEAC is a coordinating committee established by the Faculty of the School of Education under the aegis of the Dean of the School of Education for the purpose of facilitating the presentation of the core content that the Faculty has determined is required of every doctoral student. GEAC is constituency-based with a member from each of the departments within the School of Education and seeks to enable the Faculty to teach effectively in a manner that is responsive to student needs. The activities of the GEAC are informed by the mission of the University and the School of Education.

Appendix C  
GSA Student Focus Group Interview

## GSA Student Focus Group Interview



February 21, 2004

12:15-1:00pm

The General Education Advisory Council faculty members are conducting a review of the general education curriculum. This review process is part of a routine evaluation that takes place periodically. Student input about the General Education curriculum is an important part of the overall program review and we thank you in advance for your willingness to share your perceptions during the upcoming focus group.

A focus group interview has been chosen as a way to gain a deeper and more comprehensive understanding of your attitudes and opinions about this important topic. The true import of a focus group is the interaction among and between the participants allowing them to offer richer comments and perspectives than if they were answering the questions individually. We hope that the discussion with your peers will make you think of content areas and experiences that might not come out if you were answering the questions independently. Dr. Susan Prion, the facilitator, may ask for more clarification or follow-up on an individual response with an additional question.

She will be asking your reflections on the following questions:

1. *How have your General Education courses been related to fulfilling your department's portfolio requirements?*
2. *How have your General Education courses been related to or prepared you for your major program courses?*
3. *How have your General Education courses helped you prepare for and complete the dissertation process?*
4. *What are the strengths of the General Education course requirements?*
5. *What are the things that you would change about the General Education course requirements and scheduling?*
6. *Additional comments about General Education?*

The projected time frame is 45 minutes. Your participation is invited but not required. You are all volunteers. No records will be kept of participation. All responses will be kept **anonymous** and **confidential**. In fact, you will never be requested to provide your name and the facilitator will not know any individual participant's name unless she is acquainted with the person outside of this project. However, you are expected to contribute your insights to the focus group and the facilitator will attempt to engage every participant in the discussion.

The focus interview will be tape-recorded solely for the use of the facilitator and destroyed after the data analysis has been completed. The field notes from the interview will be used exclusively by the facilitator and also destroyed after the data analysis has been completed.

Thank you for participating in this focus group to help assess the General Education curriculum within the School of Education. If you have any questions, please contact:

Dr. Susan Prion  
USF Director of Institutional Assessment  
[prions@usfca.edu](mailto:prions@usfca.edu)

415.422.6936

Appendix D  
Email Message and Survey for Current Dissertation Students\*

\*Documents were printed from the website and are no longer available in electronic form. See General Education Review Report for documents.

Appendix E  
Frequencies and Crosstabs for Responses to Survey of Dissertation Students

## Frequency Table

### 2. In what department are you currently enrolled?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	5	20.0	20.0	28.0
	3	6	24.0	24.0	52.0
	4	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

### 3. In which semester of your program did you take your GEDU APPLIED EDUCATIONAL STATISTICS course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	28.0	28.0	28.0
	2	6	24.0	24.0	52.0
	3	5	20.0	20.0	72.0
	4	4	16.0	16.0	88.0
	5	1	4.0	4.0	92.0
	6	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

### 4. Overall, I would rate the APPLIED EDUCATIONAL STATISTICS course I took as:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	2	8.0	8.0	16.0
	3	5	20.0	20.0	36.0
	4	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

**5. In which semester of your program did you take your GED RESEARCH METHODS IN EDUCATION course?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	20.0	20.0	20.0
2	11	44.0	44.0	64.0
3	4	16.0	16.0	80.0
4	3	12.0	12.0	92.0
5	2	8.0	8.0	100.0
Total	25	100.0	100.0	

**6. Overall, I would rate the RESEARCH METHODS IN EDUCATION course I took as:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	4.0	4.0	4.0
2	1	4.0	4.0	8.0
3	9	36.0	36.0	44.0
4	14	56.0	56.0	100.0
Total	25	100.0	100.0	

**7. Did you take APPLIED EDUCATIONAL STATISTICS (ED 706) before RESEARCH METHODS IN EDUCATION (ED 708)?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	20.0	20.0	20.0
2	8	32.0	32.0	52.0
3	12	48.0	48.0	100.0
Total	25	100.0	100.0	

**8. In which semester of your program did you take your GED FOUNDATIONS course?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	52.0	54.2	54.2
2	3	12.0	12.5	66.7
3	6	24.0	25.0	91.7
4	1	4.0	4.2	95.8
5	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**9. Which FOUNDATIONS course did you complete?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	28.0	29.2	29.2
	4	12	48.0	50.0	79.2
	5	1	4.0	4.2	83.3
	6	4	16.0	16.7	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

**10. Overall, I would rate the FOUNDATIONS course I took as:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.2	4.2
	2	2	8.0	8.3	12.5
	3	7	28.0	29.2	41.7
	4	14	56.0	58.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

**11. In which semester of your program did you take your GED ADVANCED RESEARCH course?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.0	13.0	13.0
	3	4	16.0	17.4	30.4
	4	5	20.0	21.7	52.2
	5	6	24.0	26.1	78.3
	6	5	20.0	21.7	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

**12. Which ADVANCED RESEARCH course did you complete?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	8.0	8.0	8.0
7	4	16.0	16.0	24.0
8	3	12.0	12.0	36.0
9	3	12.0	12.0	48.0
10	3	12.0	12.0	60.0
11	1	4.0	4.0	64.0
13	9	36.0	36.0	100.0
Total	25	100.0	100.0	

**13. Overall, I would rate the ADVANCED RESEARCH course I took as:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	4.0	4.0	4.0
2	1	4.0	4.0	8.0
3	8	32.0	32.0	40.0
4	15	60.0	60.0	100.0
Total	25	100.0	100.0	

**19. In general, were your GED classes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	23	92.0	92.0	92.0
3	2	8.0	8.0	100.0
Total	25	100.0	100.0	

**20. Did the size of the class negatively affect your learning?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	8.0	8.0	8.0
2	23	92.0	92.0	100.0
Total	25	100.0	100.0	

**22. In general, did faculty in your GED courses provide examples related to your program area?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	3	12.0	12.0	20.0
	3	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

**21. Did you receive the faculty attention that you needed to successfully complete your GED courses?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.0	4.0	4.0
	3	24	96.0	96.0	100.0
	Total	25	100.0	100.0	

**23. In general, did faculty in your GED courses answer questions citing research in your program area?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	6	24.0	24.0	32.0
	3	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

## Crosstabs

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
2. In what department are you currently enrolled? *						
4. Overall, I would rate the APPLIED EDUCATIONAL STATISTICS course I took as:	25	100.0%	0	.0%	25	100.0%
2. In what department are you currently enrolled? *						
5. In which semester of your program did you take your GED RESEARCH METHODS IN EDUCATION course?	25	100.0%	0	.0%	25	100.0%
2. In what department are you currently enrolled? *						
6. Overall, I would rate the RESEARCH METHODS IN EDUCATION course I took as:	25	100.0%	0	.0%	25	100.0%
2. In what department are you currently enrolled? *						
7. Did you take APPLIED EDUCATIONAL STATISTICS (ED 706) before RESEARCH METHODS IN EDUCATION (ED 708)?	25	100.0%	0	.0%	25	100.0%
2. In what department are you currently enrolled? *						
8. In which semester of your program did you take your GED FOUNDATIONS course?	24	96.0%	1	4.0%	25	100.0%
2. In what department are you currently enrolled? *						
9. Which FOUNDATIONS course did you complete?	24	96.0%	1	4.0%	25	100.0%
2. In what department are you currently enrolled? *						
10. Overall, I would rate the FOUNDATIONS course I took as:	24	96.0%	1	4.0%	25	100.0%
2. In what department are you currently enrolled? *						
11. In which semester of your program did you take your GED ADVANCED RESEARCH course?	23	92.0%	2	8.0%	25	100.0%
2. In what department are you currently enrolled? *						
12. Which ADVANCED RESEARCH course did you complete?	25	100.0%	0	.0%	25	100.0%
2. In what department are you currently enrolled? *						

**2. In what department are you currently enrolled? \* 4. Overall, I would rate the APPLIED EDUCATIONAL STATISTICS course I took as: Crosstabulation**

Count

		4. Overall, I would rate the APPLIED EDUCATIONAL STATISTICS course I took as:				Total
		1	2	3	4	
2. In what department are you currently enrolled?	1	2				2
	2		1		4	5
	3			1	5	6
	4		1	4	7	12
Total		2	2	5	16	25

**2. In what department are you currently enrolled? \* 5. In which semester of your program did you take your GED RESEARCH METHODS IN EDUCATION course? Crosstabulation**

Count

		5. In which semester of your program did you take your GED RESEARCH METHODS IN EDUCATION course?					Total
		1	2	3	4	5	
2. In what department are you currently enrolled?	1	1	1				2
	2	2	1		1	1	5
	3	1	3	2			6
	4	1	6	2	2	1	12
Total		5	11	4	3	2	25

**2. In what department are you currently enrolled? \* 6. Overall, I would rate the RESEARCH METHODS IN EDUCATION course I took as: Crosstabulation**

Count

		6. Overall, I would rate the RESEARCH METHODS IN EDUCATION course I took as:				Total
		1	2	3	4	
2. In what department are you currently enrolled?	1			1	1	2
	2			1	4	5
	3	1		2	3	6
	4		1	5	6	12
Total		1	1	9	14	25

1. In what department are you currently enrolled? \* 7. Did you take APPLIED EDUCATIONAL STATISTICS (ED 706) before RESEARCH METHODS IN EDUCATION (ED 708)? Crosstabulation

Count

		7. Did you take APPLIED EDUCATIONAL STATISTICS (ED 706) before RESEARCH METHODS IN EDUCATION (ED 708)?			Total
		1	2	3	
2. In what department are you currently enrolled?	1		2		2
	2		2	3	5
	3	3	2	1	6
	4	2	2	8	12
Total		5	8	12	25

2. In what department are you currently enrolled? \* 8. In which semester of your program did you take your GED FOUNDATIONS course? Crosstabulation

Count

		8. In which semester of your program did you take your GED FOUNDATIONS course?					Total
		1	2	3	4	5	
2. In what department are you currently enrolled?	1			2			2
	2	3			1	1	5
	3	2	1	3			6
	4	8	2	1			11
Total		13	3	6	1	1	24

1. In what department are you currently enrolled? \* 9. Which FOUNDATIONS course did you complete? Crosstabulation

Count

		9. Which FOUNDATIONS course did you complete?				Total
		1	4	5	6	
2. In what department are you currently enrolled?	1	2				2
	2		1		4	5
	3	5		1		6
	4		11			11
Total		7	12	1	4	24

**2. In what department are you currently enrolled? \* 10. Overall, I would rate the FOUNDATIONS course I took as: Crosstabulation**

Count

		10. Overall, I would rate the FOUNDATIONS course I took as:				Total
		1	2	3	4	
2. In what department are you currently enrolled?	1				2	2
	2		1	2	2	5
	3				6	6
	4	1	1	5	4	11
Total		1	2	7	14	24

**2. In what department are you currently enrolled? \* 11. In which semester of your program did you take your GED ADVANCED RESEARCH course? Crosstabulation**

Count

		11. In which semester of your program did you take your GED ADVANCED RESEARCH course?					Total
		2	3	4	5	6	
2. In what department are you currently enrolled?	1	1		1			2
	2			1	1	2	4
	3			2	2	2	6
	4	2	4	1	3	1	11
Total		3	4	5	6	5	23

**2. In what department are you currently enrolled? \* 12. Which ADVANCED RESEARCH course did you complete? Crosstabulation**

Count

		12. Which ADVANCED RESEARCH course did you complete?						Total	
		2	7	8	9	10	11		13
2. In what department are you currently enrolled?	1				1	1			2
	2		4			1			5
	3	2			2	1	1		6
	4			3				9	12
Total		2	4	3	3	3	1	9	25

**2. In what department are you currently enrolled? \* 13. Overall, I would rate the  
ADVANCED RESEARCH course I took as: Crosstabulation**

Count

		13. Overall, I would rate the ADVANCED RESEARCH course I took as:				Total
		1	2	3	4	
2. In what department are you currently enrolled?	1	1			1	2
	2		1		4	5
	3			2	4	6
	4			6	6	12
Total		1	1	8	15	25

Appendix F  
Memo to Advisors Regarding Sequencing of GEDU Courses and Foundation Courses

## SUGGESTED GUIDELINES FOR ADVISORS REGARDING GEDU COURSES

1. Applied Educational Statistics (0704-706) and Research Methods in Education (0704-708) are best taken early in the doctoral program. Each department has its own requirements for the place of these courses in the first-year portfolio requirements, which need to be consulted.
2. Foundations courses (0704-700 to 0704-705, 0704-720, and 0704-730) are best taken early in the doctoral program.
3. Research Methods (0704-708) is a prerequisite for all of the Advanced Research courses (0704-710 to 0704-719, 0704-722, 0704-723). Research Methods and Applied Educational Statistics are required for Advanced Statistics (0704-707) and Design and Analysis of Experiments (0704-710).
4. Prerequisites for enrolling in Proposal Seminar (709) are Applied Educational Statistics (0704-706) and Research Methods in Education (0704-708). The advanced research course should be taken before enrolling in 790.

1 November 1996

TO: Gini Shimabukuro, Chair Curriculum Committee

FROM: Patricia Busk, Chair of General Education Advisory Council

RE: Agenda item for Curriculum Committee

Attached is a set of recommendations from the GEAC regarding Foundations, which is a component of General Education. These recommendations were presented to the Chairs committee, and the Chairs comments were discussed by members of the GEAC at the October 30th meeting. Members of the GEAC have deliberated and discussed issues regarding Foundation courses and their role in the General Education curriculum for more than a year. The recommendations that are presented to the Curriculum Committee are a culmination of those deliberations. It is the view of the members of the GEAC that Foundation courses must reflect not only the mission of the School of Education but also the mission of the University. With this goal in mind, recommendation #1 was proposed and is supported as a way to realize the goal. This recommendation also strongly reflects the outcomes that are specified in the profile of a USF graduate of the School of Education doctoral program. Given that students in the doctoral program have a diverse academic and professional background, no one course was deemed relevant to all students. Therefore, it is the role of the student's advisor to recommend the appropriate Foundation course for a student.

The members of the GEAC look forward to a discussion of the recommendations by the members of the Curriculum Committee.

*Recommendation #1: All professors who teach foundations courses shall design their specific courses to include perspectives on history, ethics, and morality, technology, and culture.*

*Recommendation #2: SOE faculty members shall advise all students to meet their foundations requirement early in their program of studies, normally during their first six courses.*

*Recommendation #3: All Faculty understand our minimal general education requirement as necessitating completion of at least one course in foundations of education, but be ready to promote professional development wherever appropriate by allowing additional foundations courses to meet core requirements of departmental specializations.*

In order to meet the challenges of daily living, the world needs fully reasoning, prudent decision makers with historically formed thought processes. Foundations courses are often the most appropriate place to treat ethical questions. The educator who seeks professional preparation at USF would be ill served without course offerings in the foundations of Educational Sociology, Anthropology, Law, Philosophy, Psychology, History, and Technology.

TO: Members of the Chairs Committee

FROM: Patricia Busk, Chair of General Education Advisory Council

RE: Revisions to the Foundations of Education proposal

Since the presentation of the Foundations Proposal to the Chairs Committee in the Fall of 1996, the members of the General Education Advisory Council have discussed suggestions made by the chairs and submitted a document to the Curriculum Committee. Members of the Curriculum Committee revised and approved the attached document.

UNIVERSITY OF SAN FRANCISCO

SCHOOL OF EDUCATION

GENERAL EDUCATION ADVISORY COUNCIL

12 March 1997

TO: School of Education Faculty

FROM: Patricia Busk, Chair  
General Education Advisory Council

RE: Foundations courses

Attached is a copy of the recommendations voted on and approved by the Curriculum Committee regarding Foundations courses, which are part of the General Education course offerings. Course proposals for new or revisions to existing Foundations courses are to be submitted to the General Education Advisory Council, which will recommend the proposal to the Curriculum Committee. On addition to a description of the course, the proposal should contain information on how the content of the course would address the four perspectives mentioned in Recommendation #1. The committee will be discussing with instructors of existing courses how the four perspectives are or will be addressed in the Foundation course that they teach. The purpose of this discussion and review is fourfold: to make current the course descriptions that will be placed on the GEAC Web Site, to follow the departmental lead in reviewing courses, to assess whether the Foundations courses are aligned with the Curriculum Committee recommendations, and most importantly, to support interdepartmental discussions around Foundations courses. Each of the instructors of the Foundations courses will be asked to submit a course description and how the course does or will address the four perspectives. If you have any questions about the recommendations or the review process, please contact the chair (Busk) or any member of the committee (Burns, Herda, Katz, Messerschmitt, Shimabukuro, and Soo-Hoo).

Appendix G  
Comments to the Open-ended Questions for the Survey of Dissertation Students

**14. How have your GED courses been related to fulfilling your department's portfolio requirements?**

**Respondent Unique Key**

**INQ-20040330124342-728895405**

In 'Sociology of Education' we were asked to conduct a literature review on a related topic (=final class project). I was able to submit that piece of work as part of my doctoral portfolio. For the doctoral portfolio, we were also required to submit critiques of research articles. I had written several of them for my 'Research Methods' class and was able to submit them, together with comments from my professor. My 'Research Methods' class at USF was very rigorous and thorough--this is exactly what I wanted.

**INQ-20040330130719-1013304278**

not sure of your wording--- 'related?'

**INQ-20040330131227-174752588**

**INQ-20040330133509-783208085**

The GED classes have helped to give a broad perspective of the topic at hand, whether statistics, general research methodologies or the foundations requirements.

**INQ-20040330134121-674287865**

They are required and lead up well into later courses/

**INQ-20040330134324-871965980**

I needed stats, research, foundations, and cog. psych to compete portfolio

**INQ-20040330143150-2132375415**

n/a

**INQ-20040330151218-1424406569**

They are required courses for IME to complete the degree work.

**INQ-20040330151846-1315528306**

They gave me an excellent foundation for my future studies, and I am now finding that they served me very well in the dissertation proposal process.

**INQ-20040330172554-1264215704**

I started the O&L program in Fall 1998, and was not required to complete a portfolio, however, I compiled binders or portfolios for each of my SOE courses, simply because it was easier to access the coursework, and use for my dissertation. I took extra GED courses because I wanted to...

**INQ-20040330214935-562826463**

Applied Stats, Psych Foundations and Research Methods grades were part of the portfolio. The Psych Found paper was in the portfolio, too.

**INQ-20040331061355-385392386**

Yes.

**INQ-20040331080422-744761192**

not sure I see the direct connection between foundation coursework and portfolio. Portfolio was like a 'gate' to move forward.

**INQ-20040331111924-405566221**

**INQ-20040331141450-1811000872**

I presented two papers from these courses as part of the portfolio.

**INQ-20040331173328-2140808978**

Very good and helpful for developing a foundation for future courses in the program.

**INQ-20040331183911-569423294**

met the requirements

**INQ-20040401183333-1593956572**

All my GED courses have helped me fulfill my portfolio requirements, except one. The one exception is the Educational Measurement course, which did not help me in any way because I teach in the Masters level.

**INQ-20040402092420-1472626284**

I used projects from both the Philosophical Foundations and the Methods classes. I would have liked to use the project from the Statistics class, but it was on a CD and it wasn't possible to print out a hard copy of it.

**INQ-20040402095238-1766266987**

Without Research Methods and Applied Statistics I do not believe that I would have been able to access the primary sources required in the rest of the program

**INQ-20040404142702-472466151**

scholarly writing

**INQ-20040404154532-852632032**

**INQ-20040411074230-15168653**

By taking these courses, I have been prepared for the completion of my portfolio.

**INQ-20040412075915-1896191621**

Substantial writing, statistical analyses, problem solving, presentations, and teaching were required.

**INQ-20040412164909-1231043487**

They have shaped how I prepare for my research.

**15. How have your GED courses been related to or prepared you for your major program courses?**

**Respondent Unique Key**

**INQ-20040330124342-728895405**

. Besides 'Research Methods,' 'Applied Educational Statistics,' and 'Content Analysis,' I took two other GED courses: 'Sociology of Education' and 'Philosophy of Education,' even though we are required to take only one. . I took 'Sociology of Education' because it fitted some of my main areas of interest: sociology, society/schooling, language/culture/sociolinguistics. Some issues discussed in this class, (e.g., cultural diversity, home culture vs school culture, hidden curriculum, etc.) directly relate to my dissertation topic. This class was rigorous in terms of readings and assignments, and had depth. Overall it was excellent--at the level of what I expect from a doctoral class (unfortunately I cannot say that about my major program courses). . I also felt that I could not go through this program without knowing more about philosophical foundations of education (which, I think, should be required of all doctoral students). I had taken philosophy courses in high school (in France) so part of this class was a review for me, but I also needed to focus on educational philosophies. In addition, I knew very little about U.S. educational philosophers so this class gave me the opportunity to remedy this and concentrate on that (e.g., John Dewey, Maxine Greene). This class was very informative; our professor quite creative and dynamic. Overall, I found it excellent. The five GED courses I have taken as part of my doctoral degree at USF/SOE have all been EXCELLENT and RIGOROUS. They have been at the level of what I expect from doctoral courses. I wish IME doctoral courses were as good (the bar really needs to be raised).

**INQ-20040330130719-1013304278**

?-- too vague

**INQ-20040330131227-174752588**

**INQ-20040330133509-783208085**

The GED courses have helped tremendously to set the stage for the advanced research to come. I still go back to the research methods class as a way to build my case in the research protocol that I will follow. The only frustration I have experienced is the lack of consensus or support for a hermeneutic or interpretive research protocol that students pursue. Faculty in and out of O&L are very touchy about the subject. Interpretive research is treated like the evil stepchild of the School of Education. That is very confusing to a new student trying to figure out which research protocol to follow. If this approach is being taught it needs to be embraced by other faculty even if it not their area of expertise.

**INQ-20040330134121-674287865**

very well

**INQ-20040330134324-871965980**

yes, they are much related to dissertation work, since I don't use the skill I learned, I have forgotten a great deal of what i learned

**INQ-20040330143150-2132375415**

They've been helpful. I've especially appreciated the faculty support. The course titles are misleading. Introduction to SPSS is statistics course (how about 'Applied Statistics Using SPSS' or something similar?) Our ANOVA class was more experimental design. And advanced research was more 'Reading Advanced Research'.

**INQ-20040330151218-1424406569**

Generally speaking, I find that only philosophical foundations is related and useful.

**INQ-20040330151846-1315528306**

They gave me a very good background that was helpful in understanding of why things were and especially in elevating my ability to think and read critically.

**INQ-20040330172554-1264215704**

I enjoyed every course I took in SOE, even Statistics. My recommendation, however, is to have \_\_\_\_\_ train all Stats professors in using multi media and multi learning techniques with statistics, which is a course many students do not want to take, especially if they are focusing on hermeneutics or qualitative research. Statistics is a very practical math, which we use every day, and needs to be taught with that practicality and examples. Most of us at the doctoral level have already taken Stats as undergrads and in a masters program, so it is just a review, however, it may have been years since we took it. Regarding the rest of the GED requirements: it really varies on who you advisor is, and it is important for faculty to work with each other in co-advising, and realizing the strengths and challenges of each student in what they are ready to take, in which semester. For me, it was wise to take a theory course and a GED concurrently, to have balance. It is also crucial for a research methodology course to include more hermeneutics in the curriculum, which was missing in my course, however, I took the extra effort to find my own resources and incorporate the knowledge into my papers. I was also fortunate to have an excellent professor, \_\_\_\_\_, who is was wise to allow other options without being threatened that he did not have enough expertise in that area.

**INQ-20040330214935-562826463**

Both stats courses laid a good foundation for understanding statistics encountered later. Research Methods was excellent--for an initial understanding of the dissertation and as an overview of the possibilites of research methods.

**INQ-20040331061355-385392386**

Yes. I have taken Survey Research, Qualitative Research, Scholarly Writing and Content Analysis.

**INQ-20040331080422-744761192**

Statistics was invaluable (\_\_\_\_\_ is awesome) for preparing me for dissertation research design. Same for Research methods which really help with the critical thinking processes, methodology and helping me ask the right research design questions. As for Anthropology of Edu not very helpful, moderately interesting. While I feel qualitative, mix-model and interpretative approaches are very appropriate for research in education the focus on, and priority for, philosophical hermeneutics is entirely misplaced and does not belong in a curriculum for developing educational leaders. It seems like this focus is part of a personal project and priority for a few faculty but if you poll the majority of the Doctoral students I think you'll find they feel the hermeneutic focus is not relevant and out of touch with our needs.

**INQ-20040331111924-405566221**

**INQ-20040331141450-1811000872**

The qualitative research course was an excellent preparation for my field research and culture courses.

**INQ-20040331173328-2140808978**

They have been helpful.

**INQ-20040331183911-569423294**

got me started

**INQ-20040401183333-1593956572**

All my GED courses have prepared me for my major program courses except for the Educational Measurement course.

**INQ-20040402092420-1472626284**

They have been a very important foundation as I begin writing my dissertation.

**INQ-20040402095238-1766266987**

Without the first four courses: 1. Ed Psych; 2. Applied Statistics; Research Methods; and 4. Cognitive Psychology I would have been much less successful in my major courses.

**INQ-20040404142702-472466151**

writing, research

**INQ-20040404154532-852632032**

The courses prepared me very well for the rest of the doctoral courses.

**INQ-20040411074230-15168653**

They lay out the foundations for theoretical applicability and the use of appropriated statistical methodology. I have leaned on these two foundations through years of my study.

**INQ-20040412075915-1896191621**

Each provided some basics for the statistical analyses, logical reasoning, and rigor required in the other doctoral courses

**INQ-20040412164909-1231043487**

They have helped me prepare to write my dissertation by introducing several models of related dissertations.

**16. How have your GED courses helped you prepare for and complete the dissertation process?**

**Respondent Unique Key**

**INQ-20040330124342-728895405**

My 'Research Methods' class helped me tremendously to REVIEW some major concepts that I had previously learned. It also gave me a broader knowledge about educational research designs and methodologies. The research methods course I had taken for my 2nd master's degree (some time ago) had focused on my research issues in my own field: Second Language Acquisition. In 'Content Analysis' I was able to learn more about the design methodology that would fit my study. The small pilot study (text-based content analysis) we were asked to do as part of this course was useful to expose us with problems we might encounter and how to solve them. However, I think that this course needs to be UPDATED. Our main text was old (1980). Also, the class did not touch on how to do new technologies-related content analyses (=my dissertation). It did not touch either on computerized content analyses. I don't think that any professor at SOE knows much about content analyses and new technologies (software programs, Websites, Internet, etc.). That class was ok, but the information we discussed only related to text/print-based content analysis. It was not enough for what I want to do in my dissertation. As a result, I have had to spend a GREAT deal of my time trying to locate relevant information and references.

**INQ-20040330130719-1013304278**

?-- too vague

**INQ-20040330131227-174752588**

**INQ-20040330133509-783208085**

This program does an excellent job of sequencing classes so that we know what to expect in the dissertation process. The GED courses are a part of that preparation.

**INQ-20040330134121-674287865**

Going back for a degree was scary for me. The support and understanding and previewing of what was to come that I received in the foundations classes helped me prepare for the dissertation process- I hope it will get completed within the next two years.

**INQ-20040330134324-871965980**

some knowledge of ANOVA, which I learned in stats class. summer school research course prompted me to begin lit searching

**INQ-20040330143150-2132375415**

I think they've given me a pretty good foundation. I'm only at the start of the dissertation process, though, so it may be a bit early to ask me.

**INQ-20040330151218-1424406569**

I took content analysis with the intent of using it in my dissertation project, which I am conducting at this time.

**INQ-20040330151846-1315528306**

Again, they prepared me to think and to read critically; they REALLY improved my thinking processes and my ability to write, and think, in an academic manner. This is perhaps one of the best things I got from these course, but the content matter was excellent, as were the professors.

**INQ-20040330172554-1264215704**

I have just completed a final draft, which was delivered to my three committee members, and I will 'defend' mid-April, so this is a good question for me. I feel that all students need to compile some version of a 'portfolio' to incorporate major theories and papers from each GED course. I have included in my dissertation many concepts from Anthropological and Participatory Research courses, as well as Philosophical Foundations of Education. It is crucial to have grounding in a specific methodology to complete dissertation research. Conversely, it is also wise to understand why Statistics is an important part of most research, and understanding and explanation of global and local events, even if you do not use this type of analysis in a dissertation.

**INQ-20040330214935-562826463**

Yes. Research Methods required us to study and analyze a dissertation. It was in Psych Found that I began my formal interest in an area related to my dissertation study.

**INQ-20040331061355-385392386**

Due to the fact that I had five methodologies within my dissertation design, Yes. The scholarly writing course was extremely helpful as were each of the methodology courses. However, some faculty could be more helpful, they could have the interest of the students in mind more than themselves and the egos.

**INQ-20040331080422-744761192**

**INQ-20040331111924-405566221**

They have provided the basis for my own research, specifically in terms of methodology (content analysis) and philosophy (School culture)

**INQ-20040331141450-1811000872**

The methodology is a direct result of experience from the qualitative research course.

**INQ-20040331173328-2140808978**

Unfortunately, it's been 5 years since I've taken many of those courses, so much as been forgotten but there is still a basic foundation underlying my understanding during the dissertation process.

**INQ-20040331183911-569423294**

psych foundations - I am finding myself going back to that class for the text (looking for a theory) and my papers (still continuing a thread from that class)

**INQ-20040401183333-1593956572**

All my GED courses have prepared me for my dissertations except for the Educational Measurement course. This course should be an elective.

**INQ-20040402092420-1472626284**

They have given me background information which I continually tap into.

**INQ-20040402095238-1766266987**

As I have stated in answer to question 14, I think that the portfolio courses in particular and then the advanced methods courses helped me understand the choices that I would have in my research...without those courses I would not have been able to make those choices.

**INQ-20040404142702-472466151**

careful research and ability to keep plugging away at the process

**INQ-20040404154532-852632032**

The courses helped me prepare for the dissertation process. Completing the dissertation has been a challenge due to situations unrelated to USF.

**INQ-20040411074230-15168653**

They help me develop my understanding on a great number of studies I have reviewed. Understanding means being able to see the rationale and the structure underlying each study, which gives me a good foundation for building up my dissertation. I cannot imagine doing my dissertation without having been through GED courses.

**INQ-20040412075915-1896191621**

Each built on the foundations needed to perform research, read and understand the literature, and write in a scholarly manner.

**INQ-20040412164909-1231043487**

I wish I had been able to benefit from the research methods course, as I can see how the objectives of that course could have helped me prepare for my dissertation.

## **17. What are the strengths of the GED course requirements?**

### **Respondent Unique Key**

#### **INQ-20040330124342-728895405**

. See my responses above. . Major strengths, in my opinion: Rigor; depth; quality of teaching; high expectations; a lot of useful work/reading; creativity of some of our professors; opportunity to use technology in our statistical class. Overall, I think these classes provide us with the solid foundations that we need.

#### **INQ-20040330130719-1013304278**

The professors general knowledge and students in the classes

#### **INQ-20040330131227-174752588**

#### **INQ-20040330133509-783208085**

Statistics. \_\_\_\_\_ is one of the best professors I have ever had and I seriously considered a quantitative research design just because I enjoyed statistics so much (much to my shock). Also, the research methods class did a wonderful job of detailing the different methodologies. I really struggled with not wanting method to direct my research topic but at some point the decision needs to be made about which research strategy to follow. This is why my previous comments about participatory research as a legitimate research method needs to be included in the Research Methods course so that students may make informed, intelligent decisions.

#### **INQ-20040330134121-674287865**

One major strength is that students are taking the same classes and can form study groups around the difficulties they are having. This has been an invaluable source of support for me.

#### **INQ-20040330134324-871965980**

stats and research courses that are recent

#### **INQ-20040330143150-2132375415**

#### **INQ-20040330151218-1424406569**

They give a good foundation in research methods.

#### **INQ-20040330151846-1315528306**

I had no background in any of these subjects; they opened new planes of thought and sharpened my abilities to read, write, and think.

**INQ-20040330172554-1264215704**

These courses are an opportunity for students to 'test the waters' of graduate study, to find out if they are ready to pursue an advanced degree that will require much discipline, passion, persistence and heart. The GED courses give an excellent overview of what studying education is really all about. In some doctoral programs, you cannot even advance to the program until you have passed Stats and Research Methodology; at least USF is more flexible, especially with students who have been away from academia for years

**INQ-20040330214935-562826463**

Requires breadth before delving into the areas of interest.

**INQ-20040331061355-385392386**

Cross department contact with other students.

**INQ-20040331080422-744761192**

balanced, timing in curriculum is appropriate.

**INQ-20040331111924-405566221**

They start everyone on the 'same page' vis-a-vis educational research and foundations of education

**INQ-20040331141450-1811000872**

They helped me think in a more systematic and methodological way.

**INQ-20040331173328-2140808978**

Helpful at preparing you for the other classes in the program.

**INQ-20040331183911-569423294**

foundations

**INQ-20040401183333-1593956572**

They provide a sound foundation for the major.

**INQ-20040402092420-1472626284**

Background information--a rooting system for the dissertation and for other doctoral courses.

**INQ-20040402095238-1766266987**

The variety of ways that professors expect us to create evidence of our understanding of the material...ie multi media presentation in addition to a strong writing component

**INQ-20040404142702-472466151**

excellent and thorough preparation

**INQ-20040404154532-852632032**

\_\_\_\_\_ is an outstanding professor and I learned so much from his course. The other classes were good too. The foundation was set for the rest of the program.

**INQ-20040411074230-15168653**

They put students from different fields and backgrounds on the same starting point. In other words, we are equipped with the same skill on using the same tool (research tool).

**INQ-20040412075915-1896191621**

They provide a good foundation for any doctoral program by establishing early the importance of quality writing and research skills. Those who take these courses early will have a good understanding of the level and amount of work required to complete a doctoral program.

**INQ-20040412164909-1231043487**

The models of strong dissertations.

**18. What are the things that you would change about the GED course requirements and scheduling?**

**Respondent Unique Key**

**INQ-20040330124342-728895405**

. See my previous response regarding the 'Content Analysis' class. . Regarding scheduling, I appreciated the fact that the statistical course was offered during the summer (allowing for a more intensive schedule). Meeting once every two weeks would not be as efficient, I think. . I personally wish the IME department could model the GEC requirements/student expectations. It has been shocking for me to take excellent GEC courses and to then be exposed to some IME doctoral courses/professors... I sincerely don't think there should be such huge discrepancies at SOE and hope that the GEAC can set the example.

**INQ-20040330130719-1013304278**

More options for classes available and more options for days to take classes. Like adding a few Wed night and Thursday night classes. Some students might like that.

**INQ-20040330131227-174752588**

**INQ-20040330133509-783208085**

Encourage more research methods classes so that we continue to be exposed to the options. Many students groan at these requirements but honestly, in hindsight, they really help with the technical aspects of putting the dissertation pieces together.

**INQ-20040330134121-674287865**

I thought it went well.

**INQ-20040330134324-871965980**

**INQ-20040330143150-2132375415**

**INQ-20040330151218-1424406569**

I think you need to realize that people come here with other goals than becoming researchers or doing research. We live in a diverse and changing society and some other focus in education should be included in this grouping.

**INQ-20040330151846-1315528306**

Quite frankly, less philosophy and more classes like my major classes in the O&L emphasis; in other words, anthro of ed AND socio-cultural foundations classes almost mimicked each other; I learned a lot and have no complaints. But I am now finding in my dissertation process that I really wish I had more research background [ie, qualitative rsrch methods] and a little less philosophy.

**INQ-20040330172554-1264215704**

This would require more time than I can give right now. Give me a call:  
Maureen White

**INQ-20040330214935-562826463**

none

**INQ-20040331061355-385392386**

Scheduling could be better. Everyone can not teach Saturday morning. They could be advertised better. Some are just to support the individual faculty and their personal interest of a job that semester. A five year plan of course offerings should be developed.

**INQ-20040331080422-744761192**

should be taught by core faculty only to set the tone, focus, and direction for first year students.

There were two Applied Stats courses the semester I took Stats. They were not in any way equal in design or expectations. I feel at a disadvantage in Stats as a result. Make sure that in the future a REQUIRED course in Stats has some continuity of design and expectation from semester to semester.

**INQ-20040331111924-405566221**

There were two Applied Stats courses the semester I took Stats. They were not in any way equal in design or expectations. I feel at a disadvantage in Stats as a result. Make sure that in the future a REQUIRED course in Stats has some continuity of design and expectation from semester to semester.

**INQ-20040331141450-1811000872**

Do not take two in the same semester.

**INQ-20040331173328-2140808978**

Nothing at this time.

**INQ-20040331183911-569423294**

I think the scheduling is appropriate...in L & I it is completed the first year and helps lay the foundation for subsequent years. The stats classes seem to add some rigor and expectation necessary for critically reading research.

**INQ-20040401183333-1593956572**

I would make the Educational Measurement course an optional course.

**INQ-20040402092420-1472626284**

The required classes need to be scheduled each semester and during the intercessions to enable students to take them in the first year of their doctoral program. I took the Methods class in the summer between my second and third semester (you didn't have a box for that in an earlier question). Students aren't allowed to take 709 without completing the GED requirements.

**INQ-20040402095238-1766266987**

More transparency in the cycle of courses offered...I missed one course that would have been very important to my dissertation research was offered in two successive semesters while I was taking my required courses and then not offered again in the next three years. More balance between qualitative and quantitative methodologies, for example the use of statistical analysis in qualitative research

**INQ-20040404142702-472466151**

nothing

**INQ-20040404154532-852632032**

Change question #12 so that we can respond to more than one course. I took several courses listed. OK, now to the question . . . I would not change anything about the GED requirements and scheduling.

**INQ-20040411074230-15168653**

None. I am happy with what I have learned from these courses. I am using their knowledge - one way or another, on daily basis.

**INQ-20040412075915-1896191621**

These should all be required in the 1st year of the program.

**INQ-20040412164909-1231043487**

It was helpful to take the foundations course before the statistics and research course. Also, the Critical pedagogy course was helpful in preparing the the advanced methods course.

## 24. Additional Comments about The General Education Curriculum

### Respondent Unique Key

#### **INQ-20040330124342-728895405**

ALL the GED courses I have taken as part of my doctoral program have been excellent and professors teaching these classes were outstanding. Just two comments about this survey: . There was no place (in the beginning section) to indicate if we had taken more than one GED courses besides research methods, statistics and advanced research design. . Also, it could be good to add 'sometimes' or 'not enough' as options for us to respond to the last two questions (did your GED professors provided examples from your area; did they cite research in your field). In my GED courses, this was not done enough. I wish I had been given more examples/references from my own fields.

#### **INQ-20040330130719-1013304278**

NONE

#### **INQ-20040330131227-174752588**

NONE

#### **INQ-20040330133509-783208085**

I know that the School of Ed is going through many changes. I just hope that the internal changes do not affect the students negatively. Doctoral students are particularly vulnerable to the political nuances of faculty and administration decisions -we spend many years getting our degree. Changes in program, professors not granted tenure who are doctoral student advisors, the stigma of participatory research are all, elements that I've felt in my five years as a student in O&L. The more cohesive the faculty and administrative units are the happier and more confident the students will be about our experiences at USF!

#### **INQ-20040330134121-674287865**

Good teachers and well taught.

#### **INQ-20040330134324-871965980**

Overall, we should be encouraged to start the dissertation on day#1 of program. I wish I could have come up with theoretical framework while in psych foundations course. I'm glad the course are offered during the summer and I wish more courses were offered in the summer.

#### **INQ-20040330143150-2132375415**

NONE

#### **INQ-20040330151218-1424406569**

NONE

**INQ-20040330151846-1315528306**

While a strong philosophical foundation is necessary, I wish I would have had even one or two more classes in research methods, and more in actual O&L subject matter classes.

**INQ-20040330172554-1264215704**

Again, this would require more time than I can take right now to answer this question.

**INQ-20040330214935-562826463**

NONE

**INQ-20040331061355-385392386**

Questions 19-23 could be answered differently depending on the course.

**INQ-20040331080422-744761192**

I am currently in dissertation and can say this has been one of the richest experiences of my life. Faculty are professional, caring and inspiring. Please ditch the hermeneutics philosophical track and emphasize a more relevant interpretive focus like phenomenology. Have the leaders step forward to build alignment and commitment among the faculty on their shared values, vision and philosophy for O&L. The philosophical and pedagogical divide is seriously diluting the strength and potential for what could be an extraordinary program for preparing educational (and business) leaders. Thank you.

**INQ-20040331111924-405566221**

NONE

**INQ-20040331141450-1811000872**

NONE

**INQ-20040331173328-2140808978**

NONE

**INQ-20040331183911-569423294**

NONE

**INQ-20040401183333-1593956572**

I think the coursework is well designed with the exception of the Educational Measurement course.

**INQ-20040402092420-1472626284**

The GE curriculum was beneficial to my doctoral program. \_\_\_\_\_'s Philosophical Foundations and Dr. \_\_\_\_\_'s Statistics classes were exemplary.

**INQ-20040402095238-1766266987**

NONE

**INQ-20040404142702-472466151**

NONE

**INQ-20040404154532-852632032**

The GED curriculum is well-balanced and sets the tone for the rest of the program. It was very valuable to me and I met some wonderful professors and students along the way.

**INQ-20040411074230-15168653**

Necessarity and useful.

**INQ-20040412075915-1896191621**

NONE

**INQ-20040412164909-1231043487**

I found Professor \_\_\_\_\_ very difficult to understand and her research course disorganized. I would have liked to have had more classroom applications practice. The other professors were very supportive and helpful in furthering my knowledge base.

Appendix H  
Survey of Field Project or Thesis MA Students\* and Results of the Survey

\*Copy of the survey was printed out from the website, which is no longer available.  
Copy of the survey can be found in the General Education Review Report.

## MA Results

What program are you currently enrolled in?

**37322070** IME General  
**37323896** Other (please specify)  
**37355017** IME General  
**37378992** MA  
**37394037** IME General  
**37394369** Teaching Credential (TED)  
**37421114** SEMM (Special Ed)  
**37441737** MA  
**37445391** MA  
**37452883** MA  
**37538770** Teaching Credential (TED)  
**37693364** Other (please specify)  
**37710045** Credential CXSJ  
**37717257** IME Children's Literature  
**37751885** Other (please specify)  
**37856960** Teaching Credential (TED)  
**38018552** Other (please specify)  
**38399627** Credential CXSJ

**37322070**  
**37323896** Teaching Credential/Masters in Teaching combination  
**37355017**  
**37378992**  
**37394037**  
**37394369**  
**37421114**  
**37441737**  
**37445391**  
**37452883**  
**37538770**  
**37693364** MAT with CLAD credential  
**37710045**  
**37717257**  
**37751885** MA and TED  
**37856960**  
**38018552** IME TESOL  
**38399627**

Which Research Methods class did you complete?

**37322070** Methodology of Educational Research (ED 603)  
**37323896** Methodology of Educational Research (ED 603)  
**37355017** Methodology of Educational Research (ED 603)

**37378992** Methodology of Educational Research (ED 603)  
**37394037** Methodology of Educational Research (ED 603)  
**37394369** Practitioner Research (ED 605)  
**37421114** Methodology of Educational Research (ED 603)  
**37441737** Methodology of Educational Research (ED 603)  
**37445391** Methodology of Educational Research (ED 603)  
**37452883** Methodology of Educational Research (ED 603)  
**37538770** Methodology of Educational Research (ED 603)  
**37693364** Methodology of Educational Research (ED 603)  
**37710045** Methodology of Educational Research (ED 603)  
**37717257**  
**37751885** Methodology of Educational Research (ED 603)  
**37856960** Methodology of Educational Research (ED 603)  
**38018552**  
**38399627** Practitioner Research (ED 605)

How helpful was ED 603 or ED 605 in preparing you to write your thesis or complete your field project?

**37322070** Very helpful  
**37323896** Somewhat helpful  
**37355017** Very helpful  
**37378992** Somewhat helpful  
**37394037** Somewhat helpful  
**37394369** Somewhat helpful  
**37421114** Very helpful  
**37441737** Neither helpful nor unhelpful  
**37445391** Very helpful  
**37452883** Very helpful  
**37538770** Somewhat helpful  
**37693364** Somewhat helpful  
**37710045** Somewhat helpful  
**37717257**  
**37751885** Very helpful  
**37856960** Somewhat helpful  
**38018552**  
**38399627** Very helpful

What are the things that you would change about the Research Methods/Practitioner Research course requirements and scheduling?

**37322070** Include more on qualitative research methods.  
**37323896** I would like to have completed more of my masters project during the course of the class. I think it should be an on-going class so that we are able to progress with more guidance on our masters project.

**37355017** I would add more information about how to do a thesis project as well as the usual thesis paper information. I actually took the class under teacher ed with a male faculty member it was an evening class during the week in the summertime and went very well.

**37378992** It would have been nice for the instructor to have related the course to a larger audience (she only really addressed the Teacher Ed requirements leaving the O&L folks to their own initiative).

**37394037** I would make sure that the Research Methods class addresses the nuances between the various thesis/field project requirements for each of the program areas within the School of Education. For example in my Research Methods class last fall I was given the master's thesis/field project book for the Teacher Education program even though I am in the IME program (I've seen heard that there is no separate IME master's thesis/field project handbook) but this was disconcerting to me because I was worried that I wasn't getting the appropriate information for the IME program requirements. Therefore I recommend that either a separate handbook for the IME master's students be created or the Teacher Education one be revised so that it is clear that it addresses both the Teacher Education and the IME master's program thesis/field project requirements.

**37394369** I wish it was more directly related to the master thesis class. it was more of an intro to what to expect but in the thesis class we had a new professor with different expectations. i had to start from scratch.

**37421114**

**37441737** The research class I took was boring beyond belief. I learned quickly that I should not do my homework readings because the class was just a review of our assigned readings. The teacher assured us that with minimal effort we would all get good grades! There was no critical feedback on my proposal - What a waste of time.

**37445391** More during class library time.

**37452883** Not spend so much time looking at or evaluating other research. Rather spend time getting ready for or doing actual research for my own field project (or thesis). I feel very overwhelmed writing it all in the second semester and I think that more could have been done to lay the groundwork in the Research Methods class (esp. for the lit. review or finding the other sources).

**37538770**

**37693364** This would be a good time to write chapters 1-4 of the field project rather than analyzing research writings.

**37710045**

**37717257** I was not asked to take this course but I see that it would have been helpful now that I'm struggling to write my masters.

**37751885**

**37856960**

**38018552**

**38399627**

In general was the size of your Research Methods or Practitioner Research class

**37322070** just right  
**37323896** just right  
**37355017** just right  
**37378992** just right  
**37394037** just right  
**37394369** just right  
**37421114** just right  
**37441737** just right  
**37445391** just right  
**37452883** just right  
**37538770** just right  
**37693364** too large  
**37710045** just right  
**37717257**  
**37751885** just right  
**37856960** just right  
**38018552** just right  
**38399627** just right

Did the size of your Research Methods/Practitioner Research class negatively affect your learning?

**37322070** No  
**37323896** No  
**37355017** No  
**37378992** No  
**37394037** No  
**37394369** No  
**37421114** No  
**37441737** No  
**37445391** No  
**37452883** No  
**37538770** No  
**37693364** Yes  
**37710045** No  
**37717257** Don't know or don't remember  
**37751885** No  
**37856960** No  
**38018552** No  
**38399627** No

Did you receive the faculty attention that you needed to successfully complete your General Education course?

**37322070** Yes

**37323896** Yes  
**37355017** Yes  
**37378992** Yes  
**37394037** Yes  
**37394369** Yes  
**37421114** Yes  
**37441737** No  
**37445391** Yes  
**37452883** Yes  
**37538770** Yes  
**37693364** No  
**37710045** Yes  
**37717257**  
**37751885** Yes  
**37856960** Don't know or don't remember  
**38018552**  
**38399627** Yes

In general did faculty in your General Education courses provide examples related to your program area?

**37322070** No  
**37323896** Yes  
**37355017** Yes  
**37378992** No  
**37394037** No  
**37394369** Yes  
**37421114** Yes  
**37441737** Yes  
**37445391** No  
**37452883** Yes  
**37538770** Yes  
**37693364** No  
**37710045** Don't know or don't remember  
**37717257**  
**37751885** Don't know or don't remember  
**37856960** Don't know or don't remember  
**38018552**  
**38399627** No

In general did faculty in your General Education course answer questions citing research in your program area?

**37322070** No  
**37323896** No  
**37355017** Yes

**37378992** No  
**37394037** No  
**37394369** Don't know or don't remember  
**37421114** Yes  
**37441737** Yes  
**37445391** Yes  
**37452883** Yes  
**37538770** Yes  
**37693364** No  
**37710045** Don't know or don't remember  
**37717257**  
**37751885** Don't know or don't remember  
**37856960** Yes  
**38018552**  
**38399627** No

[Additional comments about your General Education course?](#)

**37322070**

**37323896** The technology course was not very worthwhile at all. I also think that there should not have been two courses taught by the same teacher since that teacher reiterated the same ideas and thoughts in the second course instead of providing new and different information. There should also be more work toward the TPA's during the entire program so that it isn't just left for the end of the program.

**37355017**

**37378992**

**37394037**

**37394369**

**37421114** Fantastic teacher!

**37441737**

**37445391**

**37452883**

**37538770**

**37693364** My methodology class read a lot of research articles and did a lot of busy work. I completed very little of my thesis work and have had to rush to do it this semester. It was a huge waste of money as only 1 class was dedicated to methodology of developing the USF project.

**37710045**

**37717257**

**37751885**

**37856960**

**38018552**

**38399627**

Appendix I  
Alumni Survey\*

\*Copy of the Alumni Survey was obtained from the website, which is no longer available. See General Education Review Report for a copy of the survey.

Appendix J  
Results of the Alumni Survey

## Alumni Results

In which department did you complete your degree?

**38359028** International and Multicultural Education  
**38364518** Learning and Instruction  
**38368256** Organization and Leadership  
**38452846** Organization and Leadership  
**38453046** Organization and Leadership  
**38478425** International and Multicultural Education  
**38500307** Learning and Instruction  
**38503978** Catholic Educational Leadership  
**38505051** International and Multicultural Education  
**38505807** Organization and Leadership  
**38507123** Catholic Educational Leadership  
**38594892** Catholic Educational Leadership  
**38607917** Organization and Leadership  
**38648466** Catholic Educational Leadership  
**38655861** International and Multicultural Education  
**38660515** Organization and Leadership  
**38700722** Organization and Leadership  
**38775184** International and Multicultural Education  
**38776893** Learning and Instruction  
**38785108** International and Multicultural Education  
**38854016** Learning and Instruction  
**38957890** Organization and Leadership  
**39248455** Learning and Instruction  
**39326636** Learning and Instruction

In which semester of your program did you take your GEDU Applied Educational Statistics course?

**38359028** Semester 3  
**38364518** Don't know or don't remember  
**38368256** Organization and Leadership  
**38452846** Organization and Leadership  
**38453046** Organization and Leadership  
**38478425** International and Multicultural Education  
**38500307** Learning and Instruction  
**38503978** Catholic Educational Leadership  
**38505051** International and Multicultural Education  
**38505807** Organization and Leadership  
**38507123** Catholic Educational Leadership  
**38594892** Catholic Educational Leadership  
**38607917** Organization and Leadership  
**38648466** Catholic Educational Leadership  
**38655861** International and Multicultural Education

**38660515** Organization and Leadership  
**38700722** Organization and Leadership  
**38775184** International and Multicultural Education  
**38776893** Learning and Instruction  
**38785108** International and Multicultural Education  
**38854016** Learning and Instruction  
**38957890** Organization and Leadership  
**39248455** Learning and Instruction  
**39326636** Learning and Instruction

Overall I would rate the GEDU Applied Educational Statistics course I took as

**38359028** Fair  
**38364518** Good  
**38368256**  
**38452846** Excellent  
**38453046** Good  
**38478425** Fair  
**38500307** Poor  
**38503978**  
**38505051** Good  
**38505807** Fair  
**38507123** Excellent  
**38594892**  
**38607917** Good  
**38648466** Good  
**38655861** Excellent  
**38660515** Excellent  
**38700722** Good  
**38775184** Good  
**38776893** Good  
**38785108** Excellent  
**38854016** Excellent  
**38957890** Excellent  
**39248455** Excellent  
**39326636** Good

In which semester did you take your GEDU Research Methods in Education course?

**38359028** Semester 4  
**38364518** Semester 5  
**38368256** Semester 4  
**38452846**  
**38453046** Semester 6  
**38478425** Semester 1  
**38500307** Semester 2

**38503978** Don't know or don't remember  
**38505051** Semester 3  
**38505807** Don't know or don't remember  
**38507123** Semester 2  
**38594892** Don't know or don't remember  
**38607917** Semester 1  
**38648466** Semester 3  
**38655861** Semester 1  
**38660515** Semester 1  
**38700722** Semester 2  
**38775184** Semester 4  
**38776893** Semester 2  
**38785108** Semester 1  
**38854016** Semester 2  
**38957890** Don't know or don't remember  
**39248455** Don't know or don't remember  
**39326636** Don't know or don't remember

Overall I would rate the Research Methods in Education course I took as

**38359028** Fair  
**38364518** Fair  
**38368256** Good  
**38452846**  
**38453046** Good  
**38478425** Excellent  
**38500307** Good  
**38503978** Fair  
**38505051** Good  
**38505807** Good  
**38507123** Excellent  
**38594892** Good  
**38607917** Excellent  
**38648466** Good  
**38655861** Excellent  
**38660515** Excellent  
**38700722** Good  
**38775184** Good  
**38776893** Good  
**38785108** Excellent  
**38854016** Good  
**38957890** Excellent  
**39248455** Excellent  
**39326636** Good

Did you take Applied Educational Statistics (ED 706) before Research Methods in Education (ED 708)?

**38359028** Don't know or don't remember  
**38364518** I took both at the same time  
**38368256** No  
**38452846**  
**38453046** Yes  
**38478425** I took both at the same time  
**38500307** Yes  
**38503978** Don't know or don't remember  
**38505051** Yes  
**38505807** Yes  
**38507123** Yes  
**38594892** No  
**38607917** I took both at the same time  
**38648466** Yes  
**38655861** I took both at the same time  
**38660515** No  
**38700722** Yes  
**38775184** No  
**38776893** Yes  
**38785108** No  
**38854016** Yes  
**38957890** Yes  
**39248455** Yes  
**39326636** Yes

In which semester of your program did you take your GEDU Foundations course?

**38359028** Semester 1  
**38364518** Don't know or don't remember  
**38368256** Semester 1  
**38452846**  
**38453046** Don't know or don't remember  
**38478425** Don't know or don't remember  
**38500307** Semester 1  
**38503978** Semester 1  
**38505051** Semester 2  
**38505807** Don't know or don't remember  
**38507123** Semester 4  
**38594892** Semester 4  
**38607917** Semester 4  
**38648466** Semester 1

**38655861** Semester 6  
**38660515** Semester 1  
**38700722** Don't know or don't remember  
**38775184**  
**38776893** Semester 1  
**38785108** Semester 1  
**38854016** Semester 1  
**38957890** Don't know or don't remember  
**39248455** Don't know or don't remember  
**39326636** Don't know or don't remember

Which Foundations course did you complete?

**38359028** Sociology of Education  
**38364518** Technology and Education  
**38368256** Anthropology of Education  
**38452846**  
**38453046** Technology and Education  
**38478425** Philosophical Foundations  
**38500307** Psychological Foundations  
**38503978** Philosophical Foundations  
**38505051** Philosophical Foundations  
**38505807** Technology and Education  
**38507123** Philosophical Foundations  
**38594892** Law and Education  
**38607917** Philosophical Foundations  
**38648466** Law and Education  
**38655861** Philosophical Foundations  
**38660515** Anthropology of Education  
**38700722** Sociology of Education  
**38775184**  
**38776893** Psychological Foundations  
**38785108** Philosophical Foundations  
**38854016** Psychological Foundations  
**38957890** Anthropology of Education  
**39248455** Psychological Foundations  
**39326636** Psychological Foundations

Overall I would rate the Foundations course I took as

**38359028** Excellent  
**38364518** Fair  
**38368256** Excellent  
**38452846**  
**38453046** Good  
**38478425** Good

**38500307** Poor  
**38503978** Excellent  
**38505051** Excellent  
**38505807** Fair  
**38507123** Good  
**38594892** Good  
**38607917** Excellent  
**38648466** Excellent  
**38655861** Excellent  
**38660515** Good  
**38700722** Good  
**38775184**  
**38776893** Fair  
**38785108** Excellent  
**38854016** Fair  
**38957890** Excellent  
**39248455** Excellent  
**39326636** Good

In which semester did you take your GEDU Advanced Research course?

**38359028** Semester 4  
**38364518** Don't know or don't remember  
**38368256**  
**38452846**  
**38453046** Semester 6  
**38478425** Don't know or don't remember  
**38500307** Semester 4  
**38503978** Don't know or don't remember  
**38505051** Semester 5  
**38505807** Don't know or don't remember  
**38507123** Semester 4  
**38594892**  
**38607917** Semester 3  
**38648466** Semester 6  
**38655861** Semester 3  
**38660515** Semester 3  
**38700722** Semester 6  
**38775184**  
**38776893** Semester 3  
**38785108** Semester 2  
**38854016** Semester 4  
**38957890** Semester 5  
**39248455** Don't know or don't remember  
**39326636** Don't know or don't remember

Which Advanced Research class did you complete?

**38359028** Participatory Critical Pedagogy Research  
**38364518**  
**38368256**  
**38452846**  
**38453046** Qualitative Research  
**38478425** Participatory Critical Pedagogy Research  
**38500307** Program Evaluation  
**38503978** Qualitative Research  
**38505051** Participatory Critical Pedagogy Research  
**38505807** Content Analysis  
**38507123** Survey Research  
**38594892**  
**38607917** Advanced Statistics  
**38648466** Qualitative Research  
**38655861** Participatory Critical Pedagogy Research  
**38660515** Anthropological Research  
**38700722** Qualitative Research  
**38775184**  
**38776893** Educational and Psychological Measurement  
**38785108** Qualitative Research  
**38854016** Educational and Psychological Measurement  
**38957890** Anthropological Research  
**39248455** Educational and Psychological Measurement  
**39326636** Advanced Statistics

Overall I would rate the Advanced Research course I took as

**38359028** Good  
**38364518**  
**38368256**  
**38452846**  
**38453046** Excellent  
**38478425** Excellent  
**38500307** Fair  
**38503978** Good  
**38505051** Excellent  
**38505807** Excellent  
**38507123** Excellent  
**38594892**  
**38607917** Poor  
**38648466** Good  
**38655861** Excellent

**38660515** Good  
**38700722** Excellent  
**38775184**  
**38776893** Good  
**38785108** Excellent  
**38854016** Excellent  
**38957890** Excellent  
**39248455** Excellent  
**39326636** Good

How have your General Education courses been related to fulfilling your department's portfolio requirements?

**38359028**

**38364518**

**38368256**

**38452846**

**38453046** I joined the program before the portfolio requirements were established.

**38478425** They required them and I completed them. Had they not been required they would not have been my choices

**38500307** I really can't remember. I think we had to have a certain grade in statistics and papers for the other courses. I am not sure I ever heard of anyone being held back even when they did not seem to be doing well in these General Education courses so it felt more a means to scare students into compliance rather than a real standard. Perhaps this was because of declining enrollment in L & I (couldn't afford to screen out those who were not doing so well?)

**38503978**

**38505051** Yes, I especially liked how all courses were integrated with the doctoral program philosophy (multiple perspectives/critical pedagogy)

**38505807** I graduated prior to a portfolio being required.

**38507123** Yes

**38594892**

**38607917** I completed the portfolio after stats and Research methods--all others occur after the portfolio. By the time the semester with portfolio came around I'd already taken 27 units.

**38648466** Absolutely necessary for establishing a solid foundation and fulfilling a well rounded portfolio.

**38655861** Although my program participation was prior to any portfolio requirements I feel that the GE courses were extremely applicable to fulfilling the dissertation process. I am satisfied with my doctoral program at USF it ran smoothly (it helps to have advisors like FR. Collins and Dr. Ada to guide one along).

**38660515** Research Methods and Anthropology of Education helped to set the foundation for my doctoral studies.

**38700722**

**38775184**

**38776893**

**38785108** They played an instrumental role in my portfolio. Some of my best work was reflected in these courses.

**38854016** Strong foundation for elective and program specific courses. Several GEDU courses are required for the Learning and Instruction program. Research methods applied statistics and psychological foundations are part of the qualifying portfolio for full acceptance to the program after the first year.

**38957890**

**39248455** One class built upon the next and complemented the L&I department's core course requirements.

**39326636**

How have your General Education courses been related to or prepared you for your major program courses?

**38359028**

**38364518**

**38368256**

**38452846**

**38453046** They provided a strong foundation for key theories and concepts that were explored in more detail later in the program.

**38478425** Research Methods was the best class I ever took as it made it possible for me to know how to do the required research. The professor was a man from the Psychology dep't who taught the class during the summer. I can't remember his name.

**38500307** Not related at all that I could see. Statistics was taught by an adjunct-very sweet man but unfortunately had AIDS dementia. Psych Foundations was more like an undergraduate psych course (teacher read from the book-basic high school level theories). The research courses I had consisted of a professor who rambled on about a study he had done many years before. It was kind of interesting the first semester (although irrelevant to the rest of the program or to my own career) but got old when we got exactly the same stories in the advanced research course. I never figured out how any of the program connected to the rest of any of it.

**38503978**

**38505051** Yes the thought provoking courses highlighted major themes that prepared me in the writing of the dissertation

**38505807** n/a

**38507123** yes

**38594892**

**38607917** R. Methods was helpful to get focused. But had taught research writing for many years so spent time helping other newbies. Philos. of Ed was almost all new ground. So while not preparation for major program courses (by then had completed 39 units and was pretty far along) it was very refreshing to cover something new in the program. [I'd been teaching management/leadership

and org. development for 20 years so most was not new theory or traditions) Stats 1 covered old ground-had taught before. Advanced Stats desperately needed someone who was not so demeaning to students. We as educators knew what was lacking but could not voice any concerns until after graduation in fear of retribution by the professor.

**38648466** Again they gave a solid foundation to the major and helped in the final selection of the major.

**38655861** Participatory Research & Critical Pedagogy helped me form a theoretical framework and perspective. It had tremendous value for my major program courses.

**38660515** Applied Educational Statistics and Anthropological Research helped to strengthen the foundation for my doctoral studies.

**38700722**

**38775184**

**38776893**

**38785108** They all set the foundation for my program courses and my dissertation.

**38854016** I took many advanced methodology and statistics courses because the foundations of research are essential to measuring and subsequently understanding the effects of instruction on student learning. Without a strong foundation in methodology and statistics it is impossible to really understand the fundamentals of assessment and evaluation both of which are critical to all aspects of learning and instruction.

**38957890**

**39248455** The GED courses taught me how to read interpret and analyze research in a way that my colleagues who didn't have the benefit of USF GEDs courses did not learn.

**39326636**

[What are the strengths of the General Education course requirements?](#)

**38359028**

**38364518**

**38368256** Creative. Interesting topics. Advanced debate and discussion.

**38452846**

**38453046** They bring students from all doctoral programs together and provide a strong foundation for future coursework.

**38478425**

**38500307** That I won't even have to take them again? I did hear that the statistics course was excellent when taught by Mathew Mitchell. Other students told me they really understood statistics after that course.

**38503978**

**38505051** The opportunity to generate our own knowledge and be able to integrate theory with the institutionalization of the world.

**38505807** I don't recall

**38507123** Good teachers generally helpful content

**38594892**

**38607917** The mixture of philosophies traditions and fields within education.

**38648466** They were practical used current studies and discussion was always employed.

**38655861** 1) The variety of the courses offered and the diversity of the instructors that teach the courses. Great faculty! 2) Also students from the different education departments are able to meet. I appreciated meeting and working with fellow students from other majors --- it broadened my perspective.

**38660515** The General Education course requirements helped me to think more critically particularly with regard to choosing my research topic and in carrying out my dissertation research.

**38700722**

**38775184**

**38776893**

**38785108**

**38854016** Comprehensive examination of specific topics in research design and assessment that facilitates an application level of understanding in students. Examining the details of any particular area allows students to anticipate and plan for problems in design the invariably come about.

**38957890**

**39248455** The course requirements taught me how to understand the literature.

**39326636** The strengths of the General Education course requirements are preparation for teaching and conducting research.

[What are the things that you would change about the General Education course requirements and scheduling?](#)

**38359028**

**38364518**

**38368256** Repetitive. Not enough practical learning related to the specific laws and knowledge necessary for a successful career.

**38452846**

**38453046** I recommend requiring that they are fulfilled in the first two years of the program and before more advanced courses are taken.

**38478425**

**38500307** This curriculum really needs a more logical and thoughtful redesign. I had the feeling that none of the instructors ever spoke to one another or had any idea how the courses they taught connected with others. Maybe this was because all of the full time people seemed to be on sabbatical or in the process of going. It would have been helpful to have had it explained how the courses connected to the dissertation or other courses. I know that in other departments students came out of the early courses with a clear idea of what they would do in their dissertations and how they would do it.

**38503978**

**38505051** None.

**38505807** If you make the damn courses a requirement make sure they're offered every semester or make the program a cohort program.

**38507123** More emphasis on process

**38594892**

**38607917** If the department expects students to use and take the courses at the beginning of their programs the university needs to offer more sections or repeat the courses more often. I was over 3/4 finished before getting the third required Gen Ed class and by the time the 4th required course rotated through the schedule I had completed 45 units. While the course sequence worked(works) for most students those of us who were forced by outside limitations to fast track through had to deal with sequencing as it came.

**38648466** No changes recommended.

**38655861** Make more choices available in the advanced research courses --- I would have like to have taken Technology & Education and Law & Education but they were not offered while I was attending USF.

**38660515** I would recommend that before enrolling in a particular General Education (or any) course the requirements in terms of prior experience with and knowledge of the course be discussed preferably by and with the student's Advisor. Although I was very fortunate to have had an Advisor who worked with me to help map out which courses I should consider taking and when and explained why I should take them in that particular order wherever possible that wasn't always the case with some of my colleagues. For such colleagues this proved to be very difficult and frustrating in terms of the inordinate amount of time and money needed to complete the doctoral program.

**38700722** I would require more depth and rigor in the content and analysis of the courses

**38775184**

**38776893**

**38785108**

**38854016** Nothing. They all worked very well for me.

**38957890**

**39248455** The courses should be offered more frequently throughout the 5 years so that one may have the opportunity to take more appropriate electives as they come up.

**39326636** I think the scheduling of courses were fine. I can't think of anything to change about the General Education course. I enjoyed the courses.

[Additional comments about the General Education curriculum:](#)

**38359028**

**38364518**

**38368256**

**38452846**

**38453046**

**38478425** It would have been very helpful if the survey had listed the courses by title and number. I really don't remember the classes the way they're listed in the survey and I'm hoping I'm responding for the ones I think I am.

**38500307** I never understood the logic especially the psychological foundations course. If there had been an introductory seminar explaining the need to understand learning theories research methodology and statistics as we planned our dissertation research-encouraging students to start planning early-this might have been relevant. As it was it was simply costly busy work that I resented knowing I could have gotten better quality instruction on these topics from any community college at a tiny fraction of the USF tuition.

**38503978**

**38505051** I applaud the International Multicultural Department for their integration of core themes to generate an understanding of philosophy and practice. The theories have been beneficial in my field of work.

**38505807**

**38507123** Matt Mitchell was a great teacher. Doreen Jones is excellent as was Gini Shimabakuro Patricai Busk and Mary Peter Traviss.

**38594892**

**38607917** Make sure ALL faculty actually enjoy teaching or spending time with students and can model good education practices. When you have teachers teaching teachers it is very easy for students to recognize what is good teaching and what is not. In addition the department and the university need to foster a culture that encourages safety for students to voice concerns rather than a culture that makes students just suffer through some classes. It is interesting to note that one of my colleagues who I asked for input while a student also went through the EdD program at USF (as have several of the faculty in the education department where I am chair). EVERY graduate has said the best way to get through Advanced Stats (or other classes) with Dr. Busk was to keep your head down and don't get noticed. What a shame.

**38648466**

**38655861** The IME program is the best! I value all that I have learned and miss the experiences I had there. I live in Florida now and can say that there is no program like the IME program (or USF GE program) here!

**38660515** My experience with the General Education curriculum was a positive one. My instructors were all committed to my learning as well as to my successfully completing my doctoral studies. Thank you.

**38700722** The GE Curriculum needs to be more grounded in theory and practicality that are of greater utility as related to practice in organization. More rigor needed for doctoral students. That might mean closer examination of the participants accepted in the program.

**38775184**

**38776893**

**38785108**

**38854016** I felt that I received an excellent education in my general education courses. I took many of them as electives! Outstanding instructors Susan Evans

Mathew Mitchell Robert Burns and Patricia Busk are noteworthy in their expertise in research methods and statistics.

**38957890**

**39248455** None.

**39326636**

In general were your General Education classes

**38359028** the right size

**38364518** the right size

**38368256** the right size

**38452846**

**38453046** the right size

**38478425** the right size

**38500307** too large

**38503978**

**38505051** the right size

**38505807** the right size

**38507123** the right size

**38594892**

**38607917** the right size

**38648466** the right size

**38655861** the right size

**38660515** the right size

**38700722** the right size

**38775184**

**38776893** the right size

**38785108** the right size

**38854016** the right size

**38957890** too large

**39248455** the right size

**39326636** the right size

Did the size of your General Education class negatively affect your learning?

**38359028** No

**38364518** No

**38368256** No

**38452846**

**38453046** No

**38478425** No

**38500307** Yes

**38503978**

**38505051** No

**38505807** No

**38507123** No

**38594892**  
**38607917** No  
**38648466** No  
**38655861** No  
**38660515** No  
**38700722** No  
**38775184**  
**38776893** No  
**38785108** No  
**38854016** No  
**38957890** No  
**39248455** No  
**39326636** No

Did you receive the faculty attention that you needed to successfully complete your General Education course?

**38359028** Yes  
**38364518** Yes  
**38368256** Yes  
**38452846**  
**38453046** Yes  
**38478425** Yes  
**38500307** No  
**38503978**  
**38505051** Yes  
**38505807** Don't know or don't remember  
**38507123** Yes  
**38594892**  
**38607917** Yes  
**38648466** Yes  
**38655861** Yes  
**38660515** Yes  
**38700722** Yes  
**38775184**  
**38776893** Yes  
**38785108** Yes  
**38854016** Yes  
**38957890** Yes  
**39248455** Yes  
**39326636** Yes

In general did faculty in your General Education courses provide examples related to your program area?

**38359028** Yes  
**38364518** Yes  
**38368256** Yes  
**38452846**  
**38453046**  
**38478425** Yes  
**38500307** No  
**38503978**  
**38505051** Yes  
**38505807** Don't know or don't remember  
**38507123** Yes  
**38594892**  
**38607917** Yes  
**38648466** Yes  
**38655861** Yes  
**38660515** Yes  
**38700722** Yes  
**38775184**  
**38776893** Yes  
**38785108** Yes  
**38854016** Yes  
**38957890** No  
**39248455** Yes  
**39326636** Yes

In general did faculty in your General Education course answer questions citing research in your program area?

**38359028** Yes  
**38364518** Yes  
**38368256** Yes  
**38452846**  
**38453046** Yes  
**38478425** Don't know or don't remember  
**38500307** No  
**38503978**  
**38505051** Yes  
**38505807** No  
**38507123** Yes  
**38594892**  
**38607917** Yes  
**38648466** Yes  
**38655861** Yes  
**38660515** Yes  
**38700722** Yes

**38775184**  
**38776893** Yes  
**38785108** Don't know or don't remember  
**38854016** No  
**38957890** Yes  
**39248455** Yes  
**39326636** Yes

Additional comments about your General Education course?

**38359028**  
**38364518**  
**38368256**  
**38452846**

**38453046** They provided a broad base of information that touched on areas of interest to me. I think the classes were large at times but the professors always utilized small group work to compensate. I liked the small group work.

**38478425**

**38500307** I did very well in these courses without faculty support. This was good since the classes were very large and had students with such diverse needs backgrounds and interests I am not sure anyone could get more than the most basic information.

**38503978**

**38505051** The Department of International Multicultural Education has excellent professors. I sometimes get the desire to be considered for any teaching positions in the doctoral program to show how effective the practice was in creating better knowledge for myself. I feel it is important to give back and share experiences that have affected my perspective toward higher education.

**38505807**

**38507123**

**38594892**

**38607917** Answers to questions 21-23 apply to 3 out of 4 faculty and should not be taken as general to all.

**38648466** None

**38655861** Excellent faculty --- no complaints! I was given the perfect attention and when there were concerns the GE main office addressed them appropriately. Thank you for a wonderful experience!

**38660515** See item 18 above. Both the General Education curriculum and my General Education courses were most helpful and beneficial to me as a doctoral student in helping me to pursue and realize my career and life goals.

**38700722**

**38775184**

**38776893**

**38785108**

**38854016**

**38957890**

39248455 None  
39326636

Your name:

38359028  
38364518  
38368256  
38452846  
38453046  
38478425 Lois Moore  
38500307  
38503978  
38505051 Dr. Jorge Ramirez  
38505807  
38507123 Stephen Phelps  
38594892  
38607917 Dr. Elaine M. Artman  
38648466 Susan L. Fulton  
38655861 Maria Victoria Torrey Ed.D  
38660515 Elaine Marie Lutkitz  
38700722  
38775184  
38776893  
38785108  
38854016 Pamela andreatta  
38957890  
39248455  
39326636

Your email address:

38359028  
38364518  
38368256  
38452846  
38453046  
38478425 [lois.moore@earthlink.net](mailto:lois.moore@earthlink.net)  
38500307  
38503978  
38505051 [magerit@cox.net](mailto:magerit@cox.net)  
38505807  
38507123 [stevephelps@comcast.net](mailto:stevephelps@comcast.net)  
38594892  
38607917 [eartman@argosyu.edu](mailto:eartman@argosyu.edu)  
38648466 [susanf4@aol.com](mailto:susanf4@aol.com)

**38655861** [torrey\\_m@firn.edu](mailto:torrey_m@firn.edu)  
**38660515** Same  
**38700722**  
**38775184**  
**38776893**  
**38785108**  
**38854016** [andreattap@usfca.edu](mailto:andreattap@usfca.edu)  
**38957890**  
**39248455**  
**39326636**

Your mailing address:

**38359028**  
**38364518**  
**38368256**  
**38452846**  
**38453046**  
**38478425** 655 Sunset Parkway Novato CA 94947  
**38500307**  
**38503978**  
**38505051** 1101 Potter Valley Drive Chula Vista CA 91913 PMB 74 2220  
Otay Lakes Road #502 Chula Vista CA 91915  
**38505807**  
**38507123** 99 Kathleen Ct. Pacifica CA 94044  
**38594892**  
**38607917** Department Head School of Education Argosy University 999A  
Canal Blvd Pt. Richmond CA 94804  
**38648466** 1430 Valle Vista Vallejo CA 94589  
**38655861** 19 N Alaska Ave. Kissimmee FL 34741  
**38660515** Same  
**38700722**  
**38775184**  
**38776893**  
**38785108**  
**38854016** 3363 Kipling Street Palo Alto CA 94306  
**38957890**  
**39248455**  
**39326636**

Appendix K  
Summary of Contents of General Education Course Syllabi and Copies of Course Syllabi  
Reviewed\*

\*Paper copies were used for the review and can be found in the General Education  
Review Report.

**SUMMARY OF CONTENTS OF GENERAL EDUCATION COURSE  
SYLLABI**

<b>Course</b>	<b>Course Name</b>	<b>Term</b>	<b>Instructor</b>	<b>Texts Identified</b>	<b>Calendar of Read/Assign</b>	<b>Goals/Obj.</b>	<b>M of</b>
0704-603-01	Methods of Educational Research	S 04	Dillon	Yes	Yes	Out-comes	Ye
0704-603-03	Methods of Educational Research	S 04	Katz	Johnson; Creswell; Course reader	Yes	Obj.	Ye
0704-706-01	Applied Educational Statistics	S 04	Busk	Weinberg & Knapp Abramowitz; Holcomb; Vogt	Yes	Yes	Ye
0704-706-01	Applied Statistics	F 03	Mitchell, M	Mitchell, M; software	Yes	Goal	Ye
0704-708-01	Research Methods in Education	F 03	Busk	Creswell; Davitz & Davitz; Kraftwohl; Lyne	Yes	Yes	Ye
0704-708-01	Research Methods in Education	S 04	Busk	Creswell; Davitz & Davitz; Kraftwohl; Lyne	Yes	Yes	Ye
0704-711-01	Survey Research	S 04	Traviss	None	No	Yes	Ye

<b>Course</b>	<b>Course Name</b>	<b>Term</b>	<b>Instructor</b>	<b>Texts Identified</b>	<b>Calendar of Read/Assign</b>	<b>Goals/Obj.</b>	<b>M of</b>
0704-712-01	Qualitative Research	F 03	Pace	Bogden & Biklen; Patton	Yes	Goals; no obj	Ye
0704-713-01	Content Analysis	F 03	Messerschmitt & Shimabukuro	Krippendorff; Weber	Yes	Outcomes	No
0704-714-01	Educational & Psychological Measurement (Online)	S 04	Busk	Popham; Carmines & Zeller; DeVellis; Silverlake	Yes	Yes	Ye
0704-714-02	Educational & Psychological Measurement	S 04	Busk	Popham; Carmines & Zeller; DeVellis; Silverlake	Yes	Yes	Ye
0704-725-01	Skills for Scholarly Writing	S 04	Shimabukuro & Traviss	Merriam Webster's Manual; APA; Strunk & White	No	Outcomes	No

\* P = Phone; E = E-mail; H = Office hours; W = Website

Appendix L  
Cycle of GEDU Courses

## CYCLE OF GEDU COURSES

### Every Semester and Summer

- 704-603 Methods of Educational Research
- 704-706 Applied Educational Statistics
- 704-708 Research Methods in Education

### Every Semester

- 704-605 Practitioner Research
- 704-700 Philosophical Foundations of Education

### Every Fall

- 704-700 Anthropology of Education (crosslisted with an MA O&L course?)
- 704-704 Psychological Foundations of Education
- 704-705 Law and Education (crosslisted with an MA O&L course)
- 704-707 Advanced Statistics
- 704-712 Qualitative Research
- 704-715 Anthropological Research (crosslisted with an MA O&L course?)

### Every Spring

- 704-701 Sociology of Education
- 704-711 Survey Research
- 704-714 Educational and Psychological Measurement
- 704-718 Ethnic and Multicultural Research
- 704-723 Participatory Critical Pedagogy Research
- 704-725 Skills for Scholarly Writing

### Every Other Year

- 704-601 Philosophical Foundations of Education (Fall—even?)
- 704-710 Analysis of Variance Designs (Fall--even)
- 704-713 Content Analysis (Fall--odd)
- 704-716 Program Evaluation (Fall--even)
- 704-721 Correlational Designs (Fall--odd)
- 704-722 Introduction to SPSS (Spring--odd)

### Unknown

- 704-723 Meta-analysis
- 704-730 Foundations of Linguistics in Education
- 704-620/720 Technology and Education

Appendix M  
Breakdown of Course Participation by Major or Department

**2000  
BREAKDOWN  
OF  
COURSE  
PARTICIPATI  
ON BY  
MAJOR**

<b>00 SPRING</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>DUAL</b>	<b>EDUC</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-601(1)		4					12	1		17
0704-601(3)		1					16		2	19
0704-603(2)		1		1			16	3	1	25
0704-700(1)		2	2	2			1			7
0704-706(1)			2	4						6
0704-708(1)	13	3	2	9						27
0704-712(1)	8	8	1	2						19
0704-713(1)	6	2	1	1						11
0704-714(1)	11									11
0704-717(1)					4					4
0704-722(1)	2				1					3

<b>00 SUMMER</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>DUAL</b>	<b>EDUC</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-603(3)		1					18	1		20
0704-706(1)	2	12	1	13						28
0704-708(1)		2	1	2						5

<b>00 FALL</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>DUAL</b>	<b>EDUC</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-601(1)		2				1	7	1		11
0704-601(2)							12			12
0704-601(3)						1	16		1	18
0704-601(4)				1			17			19
0704-603(1)	20						8	1		29
0704-603(2)	1	1			1		14	1		18
0704-701(1)		11	2							13
0704-702(2)		14		1						15
0704-704(1)	19	1		4						24
0704-706(1)	8	8	4	7						27
0704-707(1)	5			1						6
0704-708(1)		7	3	10						20
0704-710(2)	8									8
0704-711(1)		2	8	3						13
0704-715(1)				8						8
0704-716(1)				2						2

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01 SPRING	L&I	IME	CSL	O&L	CPSY	EDUC	DUAL	TESL	ETK	TOTALS
0704-601(1)						20	1			21
0704-603(1)		3				18	1	1		22
0704-700(1)		5	7	2			1			15
0704-706(1)		7	3	8						18
0704-708(1)	13	1	3	5		1				23
0704-712(1)	2	4	3	4						13
0704-714(1)	7			1						8
0704-723(2)		11								11
0704-724(1)	4			4						8

01 SUMMER	L&I	IME	CSL	O&L	CPSY	EDUC	DUAL	TESL	ETK	TOTALS
0704-603(2)	11					9				20
0704-706(1)	2	12	1	5						20
0704-708(1)		12		8	4					24

01 FALL	L&I	IME	CSL	O&L	CPSY	EDUC	DUAL	TESL	ETK	TOTALS
0704-601(1)		1				2	20			24
0704-601(2)		3				15	1	2	4	25
0704-601(4)							17			23
0704-601(5)		2				24			1	27
0704-601(6)						18				18
0704-603(2)		1				17				18
0704-700(1)		10	4	1						15
0704-701(1)		1		29						30
0704-704(1)	11	4	1	3						19
0704-705(1)		1	1	4						6
0704-706(1)	10	3	4	3						20
0704-707(1)	13									13
0704-708(1)	1	10	4	2						18
0704-715(1)				5						5
0704-718(2)		1		4						5

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<b>02 SPRING</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>EDUC</b>	<b>DUAL</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-601(1)						14	3		2	15
0704-601(2)						1	15			23
0704-601(3)							12			20
0704-601(4)						9	2		1	13
0704-603(1)		3				18	2			27
0704-605(2)						17		1		18
0704-706(1)	1		1	10						14
0704-708(1)	11	2		5						18
0704-711(1)	2		7							9
0704-712(1)	2	1		3						6
0704-731(1)	2	8	1	1						12
0704-714(1)	15	2			1					18
0704-723(1)		9		3						12
0704-725(2)	1	2	4							7

<b>02 SUMMER</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>EDUC</b>	<b>DUAL</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-603(1)	14					3				15
0704-603(2)		1				21		1		23
0704-603(2)		1				21		1		23
0704-706(1)	2	17		7						26
0704-708(1)		6	1	10		1				19

<b>02 FALL</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>EDUC</b>	<b>DUAL</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-601(1)		2				6				8
0704-601(2)							18			24
0704-603(1)	4	2		6		11	1	2		26
0704-605(1)						14		1		15
0704-700(1)		11	4							15
0704-701(1)		1		5						6
0704-704(1)	10	3	1	1						15
0704-705(1)		1		2						3
0704-706(1)	9	3	1	8		1				22
0704-707(1)	15									15
0704-708(1)		6	1	12						19

0704-712(1)	1	3	1	2						7
0704-715(1)				9						9
0704-715(2)				10						10
0704-716(1)	4	3		5						12

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0704-603(1)							8			13	27
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0704-700(1)		7	3								10
0704-706(1)		7	2	6							15
0704-708(2)	8	3	1	13							25
0704-710(1)	14										14
0704-711(1)	5	1	3	3							12
0704-723(1)		7									8
0704-724(1)	15	1									16
0704-725(1)	2	1	1								5

03 SUMMER	L&I	IME	CSL	O&L	CPSY	SFM	EDUC	TESL	ETK	DUAL	TOTALS
0704-603(1)	14										14
0704-693(3)							22	4			26
0704-706(1)		6		19							24
0704-708(1)	1	8	1	8			2				21

03 FALL	L&I	IME	CSL	O&L	CPSY	SFM	EDUC	TESL	ETK	DUAL	TOTALS
0704-603(1)	1	3					10				15
0704-603(2)		1		4			12	1	1	2	22
0704-605(1)							20	2			22
0704-700(1)		7	1	6							14
0704-701(1)		1		7							8
0704-704(1)	10			2							12
0704-705(1)				1							1
0704-706(1)	9	5		2							15
0704-708(1)	1	6	4	1							12
0704-712(1)	4		4								8
0704-713(1)	2	8	1								11
0704-715(1)				15							16
0704-718(1)		9	1	2							12
0704-721(1)	8			1							9

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<b>04 SPRING</b>	<b>L&amp;I</b>	<b>IME</b>	<b>CSL</b>	<b>O&amp;L</b>	<b>CPSY</b>	<b>EDUC</b>	<b>DUAL</b>	<b>TESL</b>	<b>ETK</b>	<b>TOTALS</b>
0704-603(1)		1				10		1		12
0704-603(3)						2	12			14
0704-603(4)							15			15
0704-603(4)							4			4
0704-605(1)						1				1
0704-700(1)		1	2	7						10
0704-706(1)			1	12						13
0704-708(1)	14	6	4	2						26
0704-711(1)	1	1	4	3						9
0704-714(1)	11									11
0704-714(2)	6									6
0704-723(1)		13		2						15
0704-725(1)		5	1	5						11