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ABSTRACT

San Francisco State University and the University of California Berkeley developed a Joint Doctoral Program in Special Education and received federal funds for establishment of a specialization in sensory impairments. This project trained leadership personnel in hearing or visual impairments. The seven students supported by stipends during the 3-year operation of the project participated in courses, seminars, internships, and related activities. This final report lists 17 project activities and describes how they were accomplished, noting by name the project staff, seminar speakers, and students. An appendix lists approximately 40 required readings for the sensory impairments seminar, and another appendix offers a promotional brochure. (JDD)

PREPARATION OF LEADERSHIP PERSONNEL IN SENSORY IMPAIRMENT
CFDA 84.029D

FINAL REPORT

Grant #G008715573
Project #029DH70069

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PREPARATION OF LEADERSHIP PERSONNEL IN SENSORY IMPAIRMENT

ABSTRACT

The Donahoe Higher Education Act enacted by the California State Legislature in 1960 authorized the awarding of joint doctoral degrees in selected fields by the University of California and the State Universities. One of the programs approved at that time was the San Francisco State University - U. C. Berkeley Joint Doctoral Program in Special Education. Students are prepared to serve in a variety of roles, including college and university teaching, research, and administration. By combining the complementary resources of the two universities, the Joint Doctoral Program is designed to provide a breadth and depth of preparation in the education of exceptional children.

This project trained leadership personnel specifically in the area of sensory impairment. The students in the Joint Doctoral Program take a series of courses and participate in selected internships and related activities organized around specific strands. This project developed a strand for those students preparing for leadership roles related to children with hearing or visual impairments. In addition to their generic requirements, the students in the Sensory Impairment strand particpated in specialized internships and also took a two-term Sensory Seminar which was developed, coordinated, and taught by Dr. Barbara Franklin with supplemental lectures by selected speakers. These seminars focused on topics related to the application of artificial intelligence, research from related fields, sensory aids, electrophysiological procedures, and single-subject research design to the education of children with sensory impairments. Each student funded under this project was also required to select a core of courses in three areas of specialization. Their internships were related to one or more of these specialization areas.

The Project Director, Dr. Barbara Franklin, was responsible for the overall administration of the project and for all the activities for the students with a hearing impairment focus. The Principal Investigator, Dr. Philip Hatlen, was responsible for all the activities for the students with a visual impairment focus. The supervision of the internships, as well as guidance in the development of the specialization areas, was done by each student's major advisor. A total of seven students specializing in sensory impairment were supported during the three-year operation of this project.

PREPARATION OF LEADERSHIP PERSONNEL IN SENSORY IMPAIRMENT

PROJECT ACCOMPLISHMENTS

All of the project activities delineated in the original proposal were accomplished:

1. Administer Sensory Impairment (SI) project, including coordination of activities, effective use of resources, and timely completion of tasks.

Dr. Barbara Franklin, the Project Director, was responsible for the overall adminstration of the project including the coordination of activities, effective use of resources, and timely completion of work tasks. The San Francisco State University Foundation, Inc. assisted the project director in making manageme..t decisions. Dr. Franklin was also responsible for the Sensory Seminars described under Objectives #2/ #3 below as well as all activities related to advisement, coursework, and internships for the students with a hearing impairment (HI) focus. Dr. Philip Hatlen, the Principal Investigator, was responsible for similar activities for the students with a visual impairment (VI) focus.

The budget was adequate for meeting project objectives. The **consultant** and **travel** funds were integral to the program activities. In addition to co ering honoraria for the Sensory Seminars and Colloquia speakers listed under #2/#3 below, the **consultant** funds were also used for selected on- and off-campus mentors who were involved with one or more student internships and/or special projects described under #4/#5. These mentors included: Mimi Lou, Acting Director, Center on Deafness, U.C. San Francisco: *social/cognitive aspects of deafness;* Kathee Christensen, Professor, Department of Communicative Disorders, San Diego State University: *multicultural/bi-lingual considerations of deaf/hearing impaired;* Emerson Foulke, Professor of Psychology and Director of Perceptual Alternatives Laboratory, University of Louisville: *perceptual aspects of sensory impairment and orientation and mobility research;* Amanda Hall, Low Vision Services Coordinator, School of Optometry, UCB: *low-vision research;* Deborah Gilden, Co-Director, Rehabilitation Engineering Center, San Francisco: *research and technology for blind and deaf-blind;* Jim Stone, Professor, UCB: *research design;* and John Watson, Professor, UCB: *language development in normal and SI infants.*

The **travel** funds supported activities of Dr. Franklin and Dr. Hatlen, including recruitment, presentations at professional conferences, and attendance at meetings of Project Directors in Washington, DC. The travel funds were shared with the doctoral students and were an essential component of the SI project. The students were able to travel to a number of state and national meetings to present papers, attend professional workshops, as well as afforded them opportunities for colleague interaction and exposure to state-of-the-art research. Examples of activities supported, in whole or part, by travel funds during the three-year period of the SI project include:

PROJECT DIRECTOR: Leadership Training Meeting, OSERS, Washington, DC; Otology-Audiology Conference, Breckenridge, CO; CA Teachers of the Hearing Impaired; Mainstreaming Revisited Conference, New York League Hard of Hearing; CA Speech and Hearing Association; American Speech and Hearing Association, New Orleans and St. Louis; Issues in Advanced Hearing Aid Research, Los Angeles; Acoustic Society, Joint Meeting with Japan, Honolulu; International Congress on Education of the Deaf, Rochester; A. G. Bell Association for the Deaf, Orlando and Washington, DC; and Conference of Administrators and Instructors of the Deaf, San Diego.

PRINCIPAL INVESTIGATOR: SEA Teleconference, Los Angeles; Affiliated Leadership League for Blind, Columbus, OH; Association of Education and Rehabilitation of Blind and Visually Impaired, Washington, DC; National Federation of Blind, Los Angeles; Josephine Taylor Institute, Atlanta, GA; CA Transcribers to Educators of VH; and CA Vision Conference.

DOCTORAL STUDENTS: Meeting wih Judy Schrag, Sacramento, CA; CA Teachers of the Hearing Impaired; Advocacy Workshop, Sacramento, CA; CA Speech and Hearing Association; CA Association Severely Handicapped; American Speech and Hearing Association, New Orleans; Multicultural Deaf Children: Is the System Meeting Their Needs?, San Diego; International Congress on Education of the Deaf, Rochester; Bilingual Considerations in Education of Deaf Students, Las Vegas; Conference of Administrators and Instructors of the Deaf, San Diego; Symposium on Attention Deficit Disorder, San Francisco; American Printing House for the Blind, Louisville, KY; CA Orientation and Mobility; CA Vision Conference; Association for Education of Blind and Visually Impaired, Ontario, Canada; and Josephine Taylor Institute, Alexandria, VA.

2. Develop, coordinate, and select guest lecturers for Sensory Seminar modules

3. Offer Sensory Seminars

All students in the SI project took a year-long **Sensory Seminar** which consisted of separate modules focusing on a variety of current topics. The seminars were also taken as an elective by a number of other Joint Doctoral students, interested faculty, students in related doctoral programs at neighboring Universities, and several individuals at the post-doctoral level who wanted to broaden their skills and knowledge in new and emerging fields. The Sensory Seminars were developed, coordinated and taught by Dr. Franklin with supplemental lectures by selected speakers. The required readings for each topic are included in this report (see **Appendix A**). There was consensus among the doctoral students in the SI program that the seminars afforded a unique opportunity to interact with a wide range of professionals from related fields as well as provided a much needed support system of peers who shared common interests. In addition, the students who had a background in either VI or HI found it very helpful to increase their knowledge of the other sensory area.

The following describes the modules offered in the **Fall semester** along with a representative list of speakers and topics:

1) The application of electrophysiological procedures to sensory impaired children. This module discussed the incorporation of Auditory and Visual Evoked Responses and standard testing procedures to obtain useful information as to the integrity of the auditory and visual channels.

2) The application of research from related fields to the education of sensory impaired children. Some of the areas covered were: perception and integration of sensory stimuli, hemisphere specialization in sensory processing, and the effect of reduced sensory input on learning and behavior.

3) The application of sensory aids to sensory impaired children. This module presented an overview of sensory aids, both currently available as well as in the developmental phase, designed as a supplement or substitute for the impaired sense.

Anatomy, physiology and function of the Central Nervous System including the Brain Stem and the Auditory and Visual Pathways. Speaker: **John Williston, Ph.D.**, Professor, Biology, SFSU.

The design and implementation of tactile displays of sensory information for individuals with hearing impairment. Speaker: **Frank Saunders, Ph.D.**, Lecturer, Psych., SFSU.

Visual perception and the processing of visual stimuli. Speaker: **Benjamin White, Ph.D.**, Professor, SFSU.

Comparative techniques for obtaining anatomical and functional images of the living human brain. Speaker: **Charles Yingling, Ph.D.**, Professor of Psychiatry and Neurological Surgery, University of California, San Francisco.

Processing of auditory stimuli; hemisphere specialization in the brain. Speaker: **Barbara Franklin, Ph.D.**, Professor, Special Education, SFSU.

An overview of the auditory evoked response (AER) technique and its use as a diagnostic tool. Speaker: **Janna Lang, Ph.D.**, Pediatric Audiologist, Ear Medical Clinic of San Jose.

Development and implementation of the sweep visual evoked potential (VEP) procedure with infants; contrast sweep and clinical VEP techniques. Speaker: **Christopher Tyler, Ph.D.**, Senior Scientist, Smith-Kettlewell Institute, San Francisco.

Tests for visual abilities of children. Speaker: **Amanda Hall, Ph.D.**, Low Vision Services Coordinator, School of Optometry, University of California, Berkeley.

Research and development in sensory aid technology. Speaker: **John Brabyn, Ph.D.**, Co-Director, Rehabilitation Engineering Center, Smith-Kettlewell Institute, San Francisco.

Application of sensory aids and technology for individuals with sensory disabilities. Speaker: **James Bliss, Ph.D.**, President and **Paul Lewis**, Educational Director, Telesensory Systems, Inc., Palo Alto.

Cochlear Implant research. Speaker: **Blair Simmons, M.D.**, Division of Otalaryngology, Stanford University Medical Center.

Digital hearing aids, real-ear measurements, and aural rehabilitation with new technology. Speaker: **Kurt Trede,** Consultant, Starkey Laboratories, Eden Prairie, MN.

The following describes the modules offered in the **Spring semester** along with a representative list of speakers and topics:

1) The application of artificial intelligence and related topics to the education of sensory impaired children, including: expert systems, neural networks, speech recognition, image processing, pattern recognition and natural language.

2) The application of single-subject design to the education of sensory impaired children. This module also included a component on grant writing.

Intelligent Tutoring Systems and their application to individuals with disabilities. Speaker: **Beverly Woolf, Ph.D.,** Lederle Graduate Research Center, University of Massachusetts.

Computer Assisted Instruction. Speaker: **Frank Saunders, Ph.D.,** Lecturer, Psychology, SFSU.

The Alpha Interactive-Videodisk Language Program and its application to the hearing impaired. Speaker: **Philip Prinz, Ph.D.,** Professor, Communicative Disorders, SFSU.

Major weaknesses in educational research and strategies for overcoming them. Speaker: **Jack Fraenkel, Ph.D.,** Director, R and D Center, School of Education, SFSU.

Graphic analysis vs. statistical analysis of single-subject data; application of Group and Single-Subject Experimental Designs to research related to sensory impairment; the grant process. Speaker: **Barbara Franklin, Ph.D.,** Professor, Special Education, SFSU.

Introduction to Artificial Intelligence; Neural Networks. Speaker: **John Williston, Ph.D.,** Professor, Biology, SFSU.

Each doctoral student in the Sensory Seminar was expected to write a paper which: 1) applied relevant aspects of the course content to their own area(s) of interest, and 2) proposed and developed a related research study. The final Spring module consisted of student presentations of this material in class, and their topics included: 1) play as a diagnostic tool for HI children, 2) LRE and VI students, 3) bilingualism and hearing impairment, 4) cognitive and language development in VI children, 5) language, literacy and writing skills of HI children, 6) development of cognition in sensory-impaired infants, and 7) social cognition of deaf children.

All of the seminar speakers listed above were either from the local area or their talks were scheduled to coincide with a concurrent professional activity in San Francisco so that an honorarium was the only expense for the SI project. In addition, a distinguished speaker was been brought to the campus each year for a colloquium. The colloquia which were funded by the SI project were open to everyone and were well attended by students, faculty, teachers, parents, interested professionals and a number of deaf individuals. This activity provided both a service to the community as well as publicity for the SI

doctoral project. The three colloquia speakers were:

Dr. Alan Hofmeister, Technology Division, Utah State University who spoke on "The Application of Artificial Intelligence to Special Education: Expert Systems." This was a discussion of the development of an expert system for the diagnosis and remediation of learning disorders in children and its potential application for the sensory impaired.

Dr. Ursula Bellugi, Professor and Director of Salk Institute's Laboratory for Language and Cognitive Studies, San Diego, California, who spoke on "What the Hands Reveal About the Brain." Her studies of the effects of unilateral brain damage in deaf individuals provide new perspectives on brain organization and potential for modification.

Dr. Emerson Foulke, Professor of Psychology and Director of Perceptual Alternatives Laboratory, University of Louisville, Kentucky who spoke on "Research in Areas of Perceptual Alternatives for Individuals with Blindness." His research has provided new insights into sensory substitution and interaction.

4. Select and formalize SI internship sites

5. Supervise SI students' internships, research projects, and teaching activities

A brief description of the students' internships and related activities follows:

Melinda Moreno has been working as a research assistant on Dr. Franklin's grants to investigate the effect of tactile sensory aids with children with dual sensory impairments ('86-'89, OSERS Grant No. G008630416) and a replication study with infants and preschoolers ('89-'92, OSERS, Grant No. H086G90010). She is also involved in a number of activities related to multicultural/bi-lingual children with hearing impairments. Melinda's off-campus mentor in this area is Dr. Kathee Christensen (see #1).

Kay Pruett completed an independent research study related to orientation and mobility at the UCB Low Vision Clinic. This activity was supervised by Amanda Hall (see #1) who is a graduate of the Joint Doctoral Program. Kay also was involved in an number of activities related to spatial perception of individuals with blindness. Her off-campus mentor in this area is Dr. Emerson Foulke (see #2/#3).

Sandy Curry wrote and co-directed a state-funded study to evaluate the quality of programs and services for pupils with low-incidence disabilities. Dr. Hatlen was the co-

director of this study and supervised the activity. Sandy serves as Chair of the Low Incidence Disability Advisory Committee and Secretary of two statewide organizations for the visually impaired. She also co-authored two articles published in the *Journal of Visual Impairment and Blindness.*

Linda Kekelis was co-director of a March of Dimes grant studying the development of social skills by children with visual impairment. Dr. Sharon Sacks, another graduate of the Joint Doctoral Program, was co-director of the study and supervised the activity. Linda co-authored a paper in the *Journal of Visual Impairment and Blindness* , and had several articles in a recent monograph published by SFSU.

Barbara Karcinell completed an internship related to the application of an interactive microcomputer and videodisc system to teach reading and communication skills to children with learning problems, including children with hearing impairment. This activity was supervised by Dr. Philip Prinz, a Professor at SFSU, who developed the program.

Jim Vincent is assisting with the development of a behavioral checklist to evaluate the social functioning of deaf adolescents. This activity is one of the projects at the UCSF Center on Deafness and he is being supervised by Dr. Mimi Lou (see #1).

Pamela Lichtenweiler has been involved in a National project to re-norm the Bailey Scales of Infant Development and is presently coordinating a study with HIV infants and toddlers using the Bailey Scales. A major focus of the study is language acquisition problems, many of which are related to the high incidence of hearing impairment found in this population. Pamela has recently been hired by CEC under a Centers for Disease Control grant to provide collaborative training on HIV education for special needs children, including deaf and hearing impaired, for SEA personnel.

6. Coordinate SI coursework and internships with other doctoral activities

The generic leadership training competencies were included in the following core of courses taken by all joint doctoral students during their first two years in the program:

Professional Seminar in Special Education

Review and analysis of current public policy and research issues in education and special education. Participants will be expected to research a public policy or related

issue, make a major presentation, lead a discussion and prepare a paper which reflects both the theoretical base and possible application of models dealing with alternate solutions to the problems under discussion (First year, SFSU).

Seminars in Research in Special Education

Two seminars directed toward selection of research designs for special education. Includes development of competency in using concepts and techniques of evaluation and measurement in the field, reexamination of internal and external validity of group research designs and single subject experimental designs characteristic of applied behavior analysis (First and second year, SFSU).

Cognitive Development

A graduate level introduction to the development of thinking from early childhood through adolescence, with primary emphasis on Piagetian and neo-Piagetian theory and research (First year, UCB). An alternative to this class is **Cognition, Learning and Instruction, Ages 12 and Up** (First year, UCB).

Learning and Development: The Influence of Disabilities

Provides a knowledge of development and learning theory applied to individuals with disabilities. Emphasis placed on cognitive, language, and social-affective development throughout the lifespan. Topics include interaction styles, learning styles, sequences, rate, modality, and continuity/discontinuity of development and learning (Second year, SFSU).

Data Analysis in Educational Research and Program Evaluation I

Graphic methods, descriptive statistics, hypothesis testing, explained variance, nonparametric procedures, contingency table analysis (Second year, UCB).

Data Analysis in Educational Research and Program Evaluation II

Analysis of variance, correlation, simple and multiple regression, planned and post hoc comparisons (Second year, UCB).

Educational Data Analysis Laborabory

Exercises and computer problems are presented and discussed. Must be taken concurrently with data analysis courses (Second year, UCB).

In addition to the generic core of courses and the two sensory seminars, each student funded under this project was required to select a core of courses in three areas of specialization. The internships described under #4/#5 above were related to one or more of these specialization areas. The supervision of the internships as well as guidance in the development of the specialization areas was done by each student's major advisor. The following are a representative list of specialization areas for the students in the SI program:

Play behavior with emphasis on cross cultural and hearing impaired children

Gestural and verbal communication of hearing impaired and normal children

Cognitive development of the hearing impaired

Public policy related to deafness

The impact of deafness on psychosocial development

Language development and literacy issues in deaf education

Assessment of multicultural special education populations including the hearing impaired

Communication intervention of multicultural special education populations including the hearing impaired

Language and cognitive development of the sensory impaired

Research design and methods for the study of low incidence populations

Theories of instruction in orientation and mobility

Cognitive basis of learning in visually impaired children

The effects of visual impairment during early childhood

Methodological issues in studies of social development of atypical children

Assessment of visually impaired children

A minimum of three courses is required for each specialization area. The students funded under this project selected courses from a number of departments on both the SFSU and UCB campuses, including: special education, elementary education, educational administration, public policy, educational psychology, psychology, language and literacy, anthropology, social work, social welfare, ESL, optometry, and linguistics. In addition to the courses on the two campuses, students were also able to take courses at the U. C. San Francisco Medical School and Stanford University. The following are a representative list of courses taken by students in the SI program:

Directed Studies in VI Career Education (SFSU)
Administration and Organization of Educational Institutions (Stanford)
Social Policy - Children and Families (UCB)

Program Evaluation (UCB)
Treatment of Children and Youth (UCB)
Special Topics in the Politics of Social Sector Services (UCB)
Issues in Educational Administration and Policy (UCB)
Law and Social Change (UCB)
Seminar in Developmental Psychology (SFSU)
Seminar in Socialization and Personality Development (UCB)
Signs, Symbols, and Language (UCB)
Sociolinguistics (SFSU)
Ethnic Cultural Concepts (SFSU)
Legal Rights of Exceptional Persons (SFSU)
Teaching English as Second Language (UCB)
Play as a Way of Language (SFSU)
Overview of Development (SFSU)
Cross Cultural Learning (SFSU)
Directed Study in Research Design (UCB)
Qualitative Evaluation (UCB)
Group Studies in Optometry (UCB)
Advanced Data Analysis (UCB)
Non-Parametric Statistics (UCB)
Special Topics in O and M (SFSU)
Directed Studies in Low-Incidence Research Design (SFSU)
Directed Studies in O and M (SFSU)
Individual Differences in Cognitive Development (SFSU)
Directed Studies in Teaching O and M (SFSU)
Independent Studies in Optometry (UCB)
Social Interaction (UCB)
Social Skills Theory and Training (UCB)
Seminar in Language and Learning (SFSU)

7. Develop recruitment materials for SI project
8. Recruit SI students

The Joint Doctoral Program is made known through journals and professional meetings attended by all faculty. Potential applicants interested specifically in sensory impairments were actively recruited by Dr. Franklin and Dr. Hatlen who are both active in respective professional organizations at the state and national level. A brochure describing the SI doctoral program was developed by Dr. Franklin and Dr. Hatlen and a copy is included in this report (see **Appendix B**). The brochure was distributed at professional meetings and was also mailed to all individuals requesting general information on the Joint Doctoral Program.

9. Screen and admit SI students
10. Award stipends to SI students

This section presents a brief background of the students funded under this project. One student is from an underrepresented ethnic group and two students have physical disabilities.

Melinda Moreno is credentialed in speech, language, and audiology, both as a clinician and as a special day class teacher. She worked extensively as a speech and language pathologist with hearing-impaired secondary level students in the Oakland Public School District.

Kay Pruett is credentialed in hearing impairment and visual impairment. She taught children with deaf-blindness at Perkins, and has also taught children with deafness and hearing impairment and blindness and visual impairment.

Sandy Curry is credentialed in visual impairment. She worked for many years as a classroom and itinerant teacher of children with blindness and visual impairment.

Linda Kekelis is trained in linguistics. She worked extensively in research at UCLA related to language development of children with visual impairment.

Barbara Karcinell is credentialed in hearing impairment and learning handicapped. She worked as an itinerant teacher of hearing impaired and multiply handicapped hearing impaired children and participated in the Stanford research project involved with the acquisition of sign language by Koko, a gorilla.

Jim Vincent is credentialed in counseling and Community College student personnel. He held a variety of positions at Gallaudet University including: Coordinator of Residential Programs at the Model Secondary School for the Deaf, Counselor, and Director of Admissions for Pre-College Programs.

Pamela Lichtenweiler is credentialed in severely handicapped. She taught children who were low-functioning multihandicapped hearing impaired including deaf-blind.

Betsy Kaye is credentialed in deaf-blindness. She taught children with multihandicapped sensory impairments, including deaf-blindness, at the preschool and elementary levels and directed a program for infants with visual impairments.

11. Advise SI students
12. Serve on orals and dissertation committees for SI students

As discussed under Objective #1, Dr. Franklin was the major advisor for the students with a hearing impairment focus and Dr. Hatlen was the major advisor for the students with a visual impairment focus. Dr. Franklin and Dr. Hatlen served on orals and dissertation committees for their respective advisees, and were usually chair of one of these committees. The Joint Doctoral Program policies prohibit the same individual from chairing both committees.

13. Monitor SI student progress
14. Evaluate SI student progress

This section will describe the progress toward their degree made by the students funded under this project:

Melinda Moreno completed her coursework and plans to take her orals in the Spring based on her position papers: *A Comparison of Traditional Methods of Assessment Using Functional Language Analysis Approaches with Minority Hearing Impaired Children* and *Review of Psychological/Educational Issues for Minority Hearing Impaired Students.*

Kay Pruett completed her coursework and will take her orals December '90 based on her position papers: *Research Design for Studies of Children and Youth with Sensory Handicaps* and *Theories in Orientation and Mobility Instruction.*

Sandy Curry completed her coursework and plans to take her orals January '91 based on her position papers: *To Evaluate the Effectiveness of Educational Services for Pupils with Low Incidence Disabilities Enrolled in Public Day School Programs in California* and *Career Education for Students with Visual Impairments.*

Linda Kekelis completed her coursework and passed her orals based on her position papers: *The Effects of Visual Impairment on Caregiver-Child Interactions* and *Communicative Breakdowns and Their Repair: Input of Caregivers and Siblings.* She is currently completing her dissertation: *Communicative Breakdowns and Their Repair: Input of Caregivers and Siblings.*

Pamela Lichtenweiler completed her coursework and plans to take her orals in the Spring based on her position papers: *Some Medical Aspects of Pediatric and Adolescent*

HIV-Infection: Implications for Educators and *An Argument for Higher Education Training for Special Needs Educators in Pediatric and Adolescent HIV-Infections.*

Barbara Karcinell has a physical disability and is making slow but steady progress towards her degree. Her main area of interest relates to the commonalities of first and second language learning.

Jim Vincent satisfactorily completed his first year of coursework and passed the first year review. His main area of interest is the social/cognitive assessment and functioning of adolescents with deafness.

Betsy Kaye dropped out of the program during her first semester due to personal problems and relocated to Florida.

15. Evaluate SI faculty
16. Evaluate SI program, including coursework and internships
17. Modify SI program as indicated in #16

The Joint Doctoral faculty at SFSU meet on a monthly basis and any suggestions for program revisions or modifications are discussed at that time. Recommendations are then referred to the Executive Committee which is composed of six members -- the two campus coordinators, Dr. Cain and Dr. Campione, plus two additional faculty members each from SFSU and UCB. Any changes in policy or procedures which entail decisions at the administrative level are referred by the executive committee to the appropriate office on both campuses. Recommendations for changes or modifications in the SI project were made jointly by Dr. Franklin and Dr. Hatlen and referred to the appropriate committees and/or offices for review and implementation.

In addition, the doctoral students and faculty meet yearly for what is generally an open discussion of the program. The students are encouraged to make suggestions and recommendations which are subsequently reviewed by the faculty for possible implementation. The graduates of the program also have an opportunity to evaluate the program in terms of both content and process. Faculty are also evaluated periodically by their students, and this feedback is used constructively to modify program content and activities.

CONCLUDING REMARKS

Stipends have contributed to the ability of the SFSU-UCB Joint Doctoral Program in Special Education to recruit and admit highly qualified applicants, and to facilitate their graduation in a timely fashion by providing them with financial assistance while they pursued their doctoral studies. A highly-qualified applicant in Sensory Impairment/Hearing Impairment with strong leadership potential who was admitted to our doctoral program for Fall '90 decided to go to a program in the East where she was offered a stipend. Since our doctoral program received no DPP funding for the '90-'91 academic year, she could not afford to attend without financial assistance.

It generally takes from four to five years to complete the doctoral program. The Sensory Impairment Leadership Project was funded for only 36 months. Sixty months of funding would have provided more stability and continuity, and would have overcome some problems encountered in implementing this project. The funding was too late to recruit for the first year, and by the second year, students who were being recruited for the third year could be offered stipends for only one year. The biggest problem was that recruitment had to be discontinued completely by the third year because stipends for the following year were dependent upon funding of a new application.

APPENDIX A

REQUIRED READINGS
SENSORY SEMINAR I - FALL SEMESTER

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APPENDIX B

SPECIAL EDUCATION JOINT DOCTORAL PROGRAM

SENSORY IMPAIRMENT FOCUS

SAN FRANCISCO STATE UNIVERSITY
&
UNIVERSITY OF CALIFORNIA BERKELEY

The San Francisco State University - U.C. Berkeley Joint Doctoral Program in Special Education was established in 1960 under the Donahoe Act. By combining the complementary resources of the two universities, students are prepared to serve in a variety of roles, including college and university teaching, research, and administration.

The program is highly individualized, requiring 2 years of full-time integrated study on both campuses. The advanced graduate study leads to the award of either a Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.) degree.

San Francisco State University has been awarded a grant by the U.S. Department of Education to support the preparation of leadership personnel in sensory impairment. Students will be able to develop a focus of study related to hearing impairment or visual impairment. In addition to the generic doctoral requirements, the Sensory Impairment program will include specialized internships, sensory seminars, and related course work on both campuses.

An MA or equivalent is required for admission. Applicants will be considered with backgrounds in teaching hearing or visually impaired children, or related experience such as speech pathology, audiology, orientation and mobility, and rehabilitation of individuals with sensory impairment.

Subject to federal funding, stipends of $6000/year for up to 2 years of study are available to qualified students.

Direct further inquiries to:

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