Our faculty pursues active scholarship and research endeavors. We are ranked 6th in the nation (Morrisson, Wilcox & Wilcox, 2007) in research productivity in reading due to our publications in journals such as Reading Research Quarterly, The Reading Teacher, Reading Research and Instruction, Journal of Reading Education and Journal of Literacy Research. We are actively involved as officers and members in organizations such as the National Reading Conference, International Reading Association, American Reading Forum, and the American Education Research Association. Our research interests are outlined below:

Thomas B. Crisp, Ph.D.  
(Michigan State University)  
Assistant Professor  
Sarasota-Manatee Campus  
Children’s and adolescent literature, media, and culture, gender studies and queer theory, issues of diversity in literature, literary theory

Kathryn Laframboise, Ph.D.  
(University of South Florida)  
Associate Professor  
Multicultural literature, inclusionary practices, teacher education

Weimin Mo, Ed.D.  
(Indiana University of Pennsylvania)  
Associate Professor, Sarasota-Manatee Campus  
Cultural authenticity in children’s literature, ESL literacy learning, multicultural children’s literature

Mary Lou Morton, Ph.D.  
(Indiana University)  
Associate Professor  
Teacher decision making, collaborative action research, at-risk, traditionally marginalized students, developing self-efficacy in students

Audra Parker, Ph.D.  
(University of Georgia)  
Assistant Professor  
Preservice teacher education, young adolescents, middle school transition

Janet C. Richards, Ph.D.  
(University of New Orleans)  
Professor  
Reading comprehension and writing strategies, changes in preservice teachers’ beliefs during field programs, academic writing, interdisciplinary teacher education programs

Stephen Rushton, Ph.D.  
(University of Tennessee)  
Associate Professor, Sarasota-Manatee Campus  
Teacher education, preservice teacher self-efficacy

Jennifer J. Schneider, Ph.D.  
(The Ohio State University)  
Associate Professor  
Writing development and writing instruction, critical literacy development through process drama, literature, and multi-media

Ruth Sylvester, Ph.D.  
(University of South Florida)  
Assistant Professor  
USF Polytechnic  
Effective writing instruction for children, use of technology to support writing, impact of curricular decisions on the learning of young children

Nancy Williams, Ph.D.  
(Louisiana State University)  
Associate Professor  
Vocabulary teaching and learning, teacher preparation in literacy education, reading coaches

G. Pat Wilson, Ph.D.  
(University of New Hampshire)  
Assistant Professor, Sarasota-Manatee Campus  
Young children’s relationship to reading, oral retelling, text and instruction, use of artistic mediums to think about literature (drama).

For further information visit www.coedu.usf.edu/main/department/ce
Doctoral Study in Reading/Language Arts

Are you a candidate for doctoral study? Our program is designed for students with strong academic backgrounds and a dedication to the study of the literacy process of children, adolescents, and adults including reading, writing, and media-based literacies. Doctoral students in Reading/Language Arts work both independently and in collaboration with faculty to pursue rigorous research agendas, publish in scholarly journals, and present widely at national conferences.

Purpose of the Program
Through scholarship and community-based initiatives, doctoral experiences in the Reading/Language Arts program are dedicated to the development of literacy education professionals at the university level. This program prepares leaders in the field and is designed to promote expertise in research and scholarship in literacy processes, literacy instruction, and university teaching.

The Faculty in Reading/Language Arts value:
- Teaching, research, and service based on the highest standards of discovery, creativity, and intellectual attainment.
- Developing the personal and professional potential of students within a context of civility, respect, academic freedom, and democracy.
- Enriching the lives of students and teachers by promoting the importance of advocacy and autonomy through the development of literacies in the lives of children, adolescents, and adults.
- Reinforcing the importance of ethical behavior in classrooms and in all interactions with university and community partners.
- Cultural and ethnic diversity within a global perspective.

For further information visit www.coedu.usf.edu/main/departments/ce

Program Length
Our doctoral students pursue both full-time and part-time study. Within the first year of the program, students select doctoral committee members who challenge and guide their learning and research. Because USF is a major research university, our students can experience a diverse and challenging program of study. Students, in collaboration with faculty, select specialization courses based on the students’ areas of interest and Cognate study in fields as broad as Women’s Studies, Measurement & Statistics, Teacher Education, Second-Language Learning, Psychology, and many others.

At the completion of coursework, students must successfully complete a written qualifying exam to enter into candidacy and dissertation research. Coursework must be completed within four years of admission. The dissertation must be completed within four years after admission to candidacy.

Ph.D. Program of Studies
- Specialization: 18 hours
- Cognate Area: 12 hours
- Stats/Measurement/Research: 12 hours
- Curriculum and Instruction: 3 hours
- Foundations of Education: 8 hours
- Dissertation: 24 hours

Residency Requirement
The doctoral program in Reading/Language Arts prepares individuals who aspire to join the professoriate to become producers of knowledge. This preparation requires research training and theory exploration. Much of this training occurs during a residency experience.

To accomplish this focus on research, each Ph.D. student is required to spend at least two consecutive semesters (Fall and Spring) in full-time residency on the Tampa Campus. The student may not be engaged in more than half-time work outside the Ph.D. program during this period. Reduction of outside job responsibilities allows the student to become immersed in the culture of academia and to participate in research projects with faculty.

Assistantships
Full-time students may apply for an assistantship in which they teach two undergraduate courses per semester and receive tuition waivers. Research assistantships are also available for faculty projects and for work in various centers. Scholarships are available through the Graduate School.

Contact Information
Advanced Graduate Coordinator
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Contact us at reading@tempest.coedu.usf.edu

Department of Childhood Education and Literacy Studies
www.coedu.usf.edu/main/departments/ce