

SPECIAL EDUCATION

Overview

The mission of the Special Education program area is to promote the successful inclusion of individuals with disabilities and their families in society through excellence in the education of teachers and leaders, the generation of new knowledge, and the application of existing knowledge.

UF seeks to strengthen the human condition and improve the quality of life for the citizens of Florida, the nation, and the world by pursuing new knowledge and its dissemination while building upon the rich experiences of the past. The University values quality and inclusive public education, leading-edge research, and meaningful outreach and public service as ways to distinguish itself among the finest public universities in the nation. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

In keeping with this institutional perspective, the faculty in the special education doctoral program recognizes the importance of the three-fold mission and actively seek to improve the lives and outcomes of individuals with disabilities from birth through adulthood and their families (a) by generating new knowledge through a variety of research endeavors, (b) through practical application of knowledge in real world settings, and (c) by preparing doctoral students for leadership roles in colleges, universities, research centers, public policy institutes, professional associations, school districts or human service agencies.

The Special Education doctoral program faculty is committed to fostering a research community among professors and doctoral students whose work directly contributes to the advancement and betterment of infants, toddlers, children, youth, and adults with disabilities and their families and teachers.

Degrees Offered

Degrees Offered with a Major in Special Education

- Doctor of Education
- Doctor of Philosophy
 - without a concentration
 - concentration in Clinical and Translational Science
 - concentration in Early Childhood Studies
 - *optional second concentration in Clinical and Translational Science*
- Master of Arts in Education
- Master of Education
- Specialist in Education

Requirements for these degrees are given in the Graduate Degrees (<http://gradcatalog.ufl.edu/graduate/degrees/>) section of this catalog.

Courses

Special Education Courses

| Code | Title | Credits |
|----------|--|---------|
| EEX 6053 | Foundations of Special Education | 3 |
| EEX 6072 | Accessing Academic and Social Communities for Students with Disabilities | 3 |

| | | |
|----------|--|------|
| EEX 6125 | Interventions for Language and Learning Disabilities | 3 |
| EEX 6219 | Reading Assessment and Intervention for Students with Disabilities | 3 |
| EEX 6222 | Evaluation in Special Education | 3 |
| EEX 6233 | Fundamentals of Academic Assessment and Intervention | 3 |
| EEX 6661 | Fundamentals of Behavior Assessment and Intervention | 3 |
| EEX 6750 | Families and Transition for Students with Disabilities | 3 |
| EEX 6786 | Collaborative Practice in Inclusive Schools | 3 |
| EEX 6841 | Practicum in Special Education: Mild Disabilities | 1-6 |
| EEX 6863 | Supervised Practice in Special Education | 1-6 |
| EEX 6905 | Individual Work | 1-4 |
| EEX 6910 | Supervised Research | 1-5 |
| EEX 6936 | Special Topics | 1-3 |
| EEX 6940 | Supervised Teaching | 1-5 |
| EEX 6971 | Research for Master's Thesis | 1-15 |
| EEX 6296 | Differentiated Instruction | 3 |
| EEX 7303 | Inquiry in Special Education: Analysis of the Literature | 3 |
| EEX 7304 | Introduction to Field of Inquiry in Special Education | 3 |
| EEX 7526 | Grant Writing Seminar in Education | 3 |
| EEX 7787 | School Improvement for All Students | 3 |
| EEX 7934 | Seminar: Trends in Special Education | 3 |
| EEX 7979 | Advanced Research | 1-12 |
| EEX 7980 | Research for Doctoral Dissertation | 1-15 |

Special Education, School Psychology and Early Childhood Studies Departmental Courses

| Code | Title | Credits |
|----------|---|---------|
| EEC 6205 | Early Childhood Curriculum | 3 |
| EEC 6304 | Creativity in the Early Childhood Curriculum | 3 |
| EEC 6326 | Social and pre-academic instructional methods for young children | 3 |
| EEC 6405 | Families as a Context in Early Childhood Studies | 3 |
| EEC 6419 | Families, Disabilities, and Diversity | 3 |
| EEC 6525 | Issues in Child Care Administration | 3 |
| EEC 6615 | Early Childhood Education: Background and Concepts | 3 |
| EEC 6636 | Examining Practices, Policies, and Key Issues in Early Childhood Policy | 3 |
| EEC 6665 | History, Child Development, and Equity in Early Childhood Policy | 3 |
| EEC 6667 | Theory and Analysis in Early Childhood Policy | 3 |
| EEC 6818 | Assessment and Evaluation in Early Childhood Settings | 3 |
| EEC 6905 | Individual Work | 1-4 |
| EEC 6910 | Supervised Research | 1-5 |
| EEC 6933 | Special Topics | 1-12 |
| EEC 6940 | Supervised Teaching | 1-5 |
| EEC 7056 | Early Childhood Policy and Advocacy | 3 |
| EEC 7617 | Early Childhood Assessment & Evaluation | 3 |
| EEC 7666 | Theory and Research in Early Childhood Studies | 3 |

| | | | | | |
|----------|--|------|----------|--|------|
| EEC 7979 | Advanced Research | 1-12 | SPS 6195 | Developmental Psychopathology | 3 |
| EEC 7980 | Research for Doctoral Dissertation | 1-15 | SPS 6197 | Psychoeducational Assessment III | 3 |
| EEX 6053 | Foundations of Special Education | 3 | SPS 6410 | Direct Interventions I: Applied Behavior Analysis for School Psychologists | 3 |
| EEX 6056 | Foundations of Special Education 2 | 3 | SPS 6707 | Interventions in School Psychology II: Cognitive Behavioral Interventions | 3 |
| EEX 6072 | Accessing Academic and Social Communities for Students with Disabilities | 3 | SPS 6708 | Interventions in School Psychology III: System Level Interventions for Children and Youths | 3 |
| EEX 6099 | Social Perspectives on Disability | 3 | SPS 6815 | Law and Ethics in Psychology | 3 |
| EEX 6125 | Interventions for Language and Learning Disabilities | 3 | SPS 6905 | Individual Study | 1-3 |
| EEX 6135 | Foundations of Literacy Development and Dyslexia | 3 | SPS 6918 | Supervised Research | 1-5 |
| EEX 6136 | Dyslexia: Language and the Brain | 3 | SPS 6937 | Special Topics in School Psychology | 1-3 |
| EEX 6137 | Dyslexia: Assessment for Intervention | 3 | SPS 6941 | Practicum in School Psychology | 1-4 |
| EEX 6138 | Dyslexia: Methods for Intervention | 3 | SPS 6942 | School Psychology Practicum II | 1-6 |
| EEX 6219 | Reading Assessment and Intervention for Students with Disabilities | 3 | SPS 6945 | Advanced Practicum in School Psychology | 1-6 |
| EEX 6222 | Evaluation in Special Education | 3 | SPS 6948 | Supervised Teaching | 1-5 |
| EEX 6233 | Fundamentals of Academic Assessment and Intervention | 3 | SPS 7205 | School Psychology Consultation | 3 |
| EEX 6266 | Strategies for Tchng and Lrng | 3 | SPS 7931 | Seminar in School Psychology | 1-3 |
| EEX 6296 | Differentiated Instruction | 3 | SPS 7949 | Internship in School Psychology | 3-6 |
| EEX 6308 | Single Subject Research Design | 3 | SPS 7979 | Advanced Research | 1-12 |
| EEX 6347 | Meta-Analysis in Prevention and Intervention Science | 3 | SPS 7980 | Research for Doctoral Dissertation | 1-15 |
| EEX 6525 | Disability Related Policy and Legislation | 3 | | | |
| EEX 6661 | Fundamentals of Behavior Assessment and Intervention | 3 | | | |
| EEX 6745 | Historical and Theoretical Foundations of Disability in Education | 3 | | | |
| EEX 6750 | Families and Transition for Students with Disabilities | 3 | | | |
| EEX 6778 | Community and Work Access for Individuals with Disabilities | 3 | | | |
| EEX 6786 | Collaborative Practice in Inclusive Schools | 3 | | | |
| EEX 6841 | Practicum in Special Education: Mild Disabilities | 1-6 | | | |
| EEX 6855 | Dyslexia: Practicum in Dyslexia Assessment and Intervention | 3 | | | |
| EEX 6863 | Supervised Practice in Special Education | 1-6 | | | |
| EEX 6905 | Individual Work | 1-4 | | | |
| EEX 6910 | Supervised Research | 1-5 | | | |
| EEX 6930 | Seminar in Disabilities | 3 | | | |
| EEX 6936 | Special Topics | 1-3 | | | |
| EEX 6940 | Supervised Teaching | 1-5 | | | |
| EEX 6971 | Research for Master's Thesis | 1-15 | | | |
| EEX 6973 | Project in Lieu of Thesis | 1-6 | | | |
| EEX 7303 | Inquiry in Special Education: Analysis of the Literature | 3 | | | |
| EEX 7304 | Introduction to Field of Inquiry in Special Education | 3 | | | |
| EEX 7526 | Grant Writing Seminar in Education | 3 | | | |
| EEX 7787 | School Improvement for All Students | 3 | | | |
| EEX 7934 | Seminar: Trends in Special Education | 3 | | | |
| EEX 7979 | Advanced Research | 1-12 | | | |
| EEX 7980 | Research for Doctoral Dissertation | 1-15 | | | |
| EEX 7981 | Inquiry in SPED: Proposal Dev | 3 | | | |
| SPS 5000 | Introduction to Psychoeducational Assessment | 3 | | | |
| SPS 6052 | Issues and Problems in School Psychology | 3 | | | |
| SPS 6191 | Psychoeducational Assessment I | 3 | | | |
| SPS 6192 | Psychoeducational Assessment II | 3 | | | |
| SPS 6193 | Academic Assessment & Intervention | 3 | | | |

Student Learning Outcomes

Special Education (PhD)

SLO 1 Knowledge

Candidates will apply advanced levels of knowledge in the following core areas: (a) trends and issues in Special Education and their relationship to practice, policy, and research; (b) acquisition, organization, and interpretation of information about research in Special Education; c) identification of research questions and methodology emanating from different knowledge paradigms; and, (d) critique of Special Education research and practice from various knowledge paradigms.

SLO 2 Skills

Candidates will attain the technical knowledge and skills to become independent scholars capable of conducting research and evaluating educational programs, products, and practices.

SLO 3 Professional Behavior

Candidates will give a presentation to other professionals or submit a paper for publication based on a research project.

Special education (edd)

SLO 1 Knowledge

Candidates will apply advanced levels of knowledge in the following core areas: (a) trends and issues in Special Education and their relationship to practice, policy, and research; (b) acquisition, organization, and interpretation of information about research in Special Education; c) identification of research questions and methodology emanating from different knowledge paradigms; and, (d) critique of Special Education research and practice from various knowledge paradigms.

SLO 2 Skills

Candidates will attain the technical knowledge and skills to become independent scholars capable of conducting research and evaluating educational programs, products, and practices.

SLO 3 Professional Behavior

Candidates will give a presentation to other professionals or submit a paper for publication based on a research project.

special education (eds)

SLO 1 Knowledge

Program participants will identify and apply effective academic and behavioral interventions for students with disabilities and other learning differences.

SLO 2 Knowledge

Program participants will identify and discuss an area of study within the field of special education (e.g. reading; transition; behavior).

SLO 3 Skills

Program participants will use a variety of techniques/tools to determine academic and behavioral needs of students with disabilities and other learning differences.

SLO 4 Skills

Program participants will use professional literature to discuss current issues in special education.

SLO 5 Professional Behavior

Program participants will demonstrate leadership and professional growth through involvement in collaborative (e.g. consultation; coteaching), participatory (e.g. attending professional conferences), and/or leadership activities (e.g. conducting school/district level inservice, conference presentations, mentoring a new teacher).

Special Education (MAE)

SLO 1 Knowledge

Program participants will identify and apply effective academic and behavioral interventions for students with disabilities and other learning differences

SLO 2 Skills

Program participants will use a variety of techniques/tools to determine academic and behavioral needs of students with disabilities and other learning differences

SLO 4 Professional Behavior

Program participants will use data to monitor progress and make decisions regarding academic and behavioral programs and instruction for students with disabilities and other learning differences

Special Education (MEd)

SLO 1 Knowledge

Program participants will identify and apply effective academic and behavioral interventions for students with disabilities and other learning differences

SLO 2 Skills

Program participants will use a variety of techniques/tools to determine academic and behavioral needs of students with disabilities and other learning differences

SLO 4 Professional Behavior

Program participants will use data to monitor progress and make decisions regarding academic and behavioral programs and instruction for students with disabilities and other learning differences