

Teach Well Online Academy Program Handbook

*Education Specialist (Ed.S.) Degree
in Special Education*



University of Florida
School of Special Education, School
Psychology & Early Childhood Studies
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College of Education

The mission of the College of Education is to prepare exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

Department of Special Education

The mission of the Department of Special Education 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.

Distance Learning

All Teach Well Online Academy courses are hosted under the Canvas Learning Management System (LMS). The following websites will help you become familiar with the Canvas LMS.

- Canvas Computer Requirements:
<http://education.ufl.edu/distance-learning/canvas-login-step-by-step/>
 - Canvas Online Tutorials:
http://education.ufl.edu/distance-learning/canvas_resources/
 - Troubleshooting:
<http://education.ufl.edu/distance-learning/need-help/>
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Specialist in Education Degree

The Department of Special Education offers a Specialist in Education degree in which the major objective is the development of the competencies needed for a specific professional position.

Admission to Specialist in Education Program

Admission to the Online Teach Well Academy should include the following:

- Application for admission into the Graduate School. The application and Graduate School checklist can be found at:
<http://www.admissions.ufl.edu/grad/gradchecklist.html>
- Application fee (can be paid online via the application system or by check or money order)
- Résumé
- Official transcripts from colleges/ universities previously attended
- Three letters of recommendation
 - At least two letters must be from academic and/ or work related references
 - Can be submitted electronically via the application system or as hard copies
- Official GRE scores (see next section for details)
- Applicants applying for the Specialist Degree Program must have already earned a graduate or professional degree from a regionally accredited U.S. institution.

****International Applicants** must provide additional documentation including acceptable TOEFL, MELAB, or IETS scores. Additional details about international application requirements are available at: <http://www.admissions.ufl.edu/intl/admissioninfo.html>

Test Score Requirements:

GRE Requirements

As of August 1, 2011, the GRE (Graduate Record Examination) switched to a new scoring system. The “old” verbal and quantitative GRE scores ran from 200 to 800, with 10-step increments over a range of 61 points. The “new” verbal and quantitative GRE scores range from 130 to 170 with one-point increments over a range of 41 points. GRE scores are valid for up to 5 years from the test date.

- “Old” GRE Requirements (GRE taken *prior* to August 1, 2011)
 - Verbal – 450
 - Quantitative – 450
- “New” GRE Requirements (GRE taken *after* August 1, 2011)
 - Verbal – 150
 - Quantitative – 141

International Applicants

- TOEFL: Paper-Based: 550 Computer-Based:213 Internet-Based: 80
- IELTS: 6
- MELAB: 77

Program Requirements

Supervisory Committee

The supervisory committee oversees the program of study and serves to guide specialist students in developing their program of study, designing and interpreting their final project, and administering an oral exam.

The committee is selected by the student and generally reflects the student's academic, professional, and research interests. The committee must consist of a total of two members, including the committee chair. The committee chair must be from the Department of Special Education.

Final Project and Oral Exam

All Specialist students are required to submit an accepted final project and pass an oral exit exam at the end of their programs and prior to graduation. The examinations are developed by the student's supervisory committee and are designed to reflect the student's academic and research interests. A thesis is not required.

Course Work

The Teach Well Online Education Specialist degree is a 36 credit-hour program for students who have already completed a masters degree program in any field. All students are required to complete the *Teach Well Core*, which is comprised of 12 credit hours as well as an oral exam and project component. An additional 24 credit hours will need to be taken from the various tracks below for a total of 36 credit hours. The additional 24 credits can be taken in any combination. However, if you desire to follow a specific track, please follow the guidelines below.

Teach Well Core

Teach Well Core Courses are required for all Teach Well Specialist students along with an oral exam and final project.

Course Number	Course Name	Credits
EEX 6233	Designing Instruction for Inclusive Classrooms	3
EEX 6750	Families and Transition for Students with Disabilities	3
EEX 6936	Teaching Learning Strategies	3
EEX 6786	Transdisciplinary and Transition Services for Students with Disabilities	3
	Total Core Credits	12

General Track

Course Number	Course Name	Credits
EEX 6936	Math Strategies for Struggling Students	3
EEX 6296	Differentiated Instruction	3
EEX 6936	Family/ Teacher Perspectives	3
EEX 6125	Intervention for Language and Learning Disabilities	3
Additional Courses	Students will choose additional credits from any of the other Teach Well Tracks.	12
Teach Well Core Courses	Required. See above.	12
	Total Credits	36

**Oral exam and project required.*

Autism Focus Track

Based upon the competencies identified by Florida Department of Education, students within the state of Florida can use these courses towards an [Autism Endorsement](#).

Course Number	Course Name	Credits
EEX 6936	Nature of Autism	3
EEX 6661	Teaching and Managing Behavior for Student Learning	3
EEX 6072	Accessing Academic and Social Communities	3
EEX 6222	Evaluation in Special Education/ Data	3
Additional Courses	Students will choose additional credits from the other Teach Well Tracks.	12
Teach Well Core Courses	Required. See above.	12
	Total Credits	36

**Oral exam and project required.*

Disabilities in Society Track

By pursuing the Teach Well Disabilities in Society Track students will be eligible to graduate with the Graduate Certificate in Disabilities in Society, in addition to receiving a Master of Education degree upon completion of the program. Prospective students who wish to pursue this track must submit a [Certificate Admissions Application](#) in addition to the [Graduate School Application](#).

Course Number	Course Name	Credits
EEX 6099	Social Perspectives on Disability	3
EEX 6525	Disability Policy and Legislation	3
EEX 6778	Community & Work Access for Individuals with Disabilities	3
EEX 6930	Seminar in Disabilities	3
Additional Courses	Students will choose additional credits from the other Teach Well Tracks.	12
Teach Well Core Courses	Required. See above.	12
	Total Credits	36

**Oral exam and project required.*

For more information about the Graduate Certificate in Disabilities in Society, click [here](#).

Early Childhood Studies Track

By pursuing the Teach Well Early Childhood Studies Track students will be eligible to graduate with a Graduate Certificate in Early Childhood Studies, in addition to receiving a Master of Education degree upon completion of the program. Prospective students who wish to pursue this track must submit a [Certificate Admissions Application](#) in addition to the [Graduate School Application](#).

Course Number	Course Name	Credits
EEC 6205	Early Childhood Curriculum	3
EEC 6936	Assessment & Evaluation in Early Childhood Education	3
EEX 6788	Methods of Integrating EdHCT	3
EEX 6817	Seminar in EdHCT	3
Additional Courses	Students will choose additional credits from the other Teach Well Tracks.	12
Teach Well Core Courses	Required. See above.	12
	Total Credits	36

**Oral exam and project required.*

For more information about the Early Childhood Studies certificate, click [here](#).

Education and Health Care Transition (EdHCT) Track

By pursuing the Teach Well Education and Health Care Transition (EdHCT) Track students will be eligible to graduate with an EdHCT certificate, in addition to receiving an Education Specialist degree upon completion of the program. Prospective students who wish to pursue this track must submit a [Certificate Admissions Application](#) in addition to the [Graduate School Application](#).

Course Number	Course Name	Credits
EEX 6785	Introduction to EdHCT	3
EEX 6789	Legal Aspects of EdHCT	3
EEX 6788	Methods of Integrating EdHCT	3
EEX 6817	Seminar in EdHCT	3
Additional Courses	Students will choose additional credits from the other Teach Well Tracks.	12
Teach Well Core Courses	Required. See above.	12
	Total Credits	36

**Oral exam and project required.*

For more information about the EdHCT certificate, click [here](#).

Program Plan & Ed.S. Project/Oral Exam Form

Each specialist student develops his or her own program of study to reflect his or her professional interests. Ed.S. students are also responsible for completing the Ed.S. Project & Oral Exam Form. Both forms can be found at in Canvas within the Teach Well Advising site. On the following page are samples for your review.

** Both forms must be approved by the Teach Well advisor.*

Teach Well Academy Program Plan

Below is a form to be used by Teach Well students when planning their individual program of study. After reviewing the Course Schedule, Teach Well Core, and Teach Well Tracks please fill in the Program Planner (pgs 3-4) and submit via Canvas for your Teach Well advisor to review. Once reviewed, your advisor will contact you to discuss any changes prior to approval.

Course Schedule

Teach Well courses follow an even/ odd semester format.*

Odd: 2017, 2019, 2021, 2023, etc

Even: 2016, 2018, 2020, 2022, etc

Examples:

Fall Even: Course will be offered the fall semesters of even years.

Fall Odd: Course will be offered the fall semester of odd years.

**Education & Health Care Transition and Early Childhood Studies courses do not follow this format. Please view page 2 for more information.*

Teach Well Core

Required for ALL Teach Well students

<u>Course Number</u>	<u>Course Name</u>	<u>Offered</u>
EEX 6233	Designing Instruction for Inclusive Classrooms	Fall Even
EEX 6750	Families & Transition for Students with Disabilities	Spring Odd
EEX 6936	Teaching Learning Strategies	Summer Odd
EEX 6786	Collaborative Practice in Inclusive Schools	Spring Even

Teach Well Tracks

The Teach Well program offers the following tracks: General Track, Autism Endorsement Track, Education and Health Care Transition (EdHCT) Track, Disabilities in Society Track, and Early Childhood Track.

For more information about the specific tracks, requirements, or the Teach Well Program in general please visit our webpage: <http://education.ufl.edu/special-education/teach-well/>

General Track

<u>Course Number</u>	<u>Course Name</u>	<u>Offered</u>
EEX 6936	Math Strategies for Struggling Students	Fall Odd
EEX 6296	Differentiated Instruction	Summer Odd
EEX 6936	Family/ Teacher Perspectives	Summer Even
EEX 6125	Intervention for Language & Learning Disabilities	Fall Odd

Autism Focus Track

<u>Course Number</u>	<u>Course Name</u>	<u>Offered</u>
EEX 6936	Nature of Autism	Summer Even
EEX 6661	Teaching & Managing Behavior for Student Learning	Fall Even
EEX 6072	Accessing Academic & Social Communities	Spring Even
EEX 6222	Evaluation in Special Education/ Data	Spring Odd

Education & Health Care Transition Track

Note: Prospective students who wish to pursue this track must submit a Certificate Admissions Application.

For more information about the Graduate Certificate in Education & Health Care Transition:

<https://education.ufl.edu/education-healthcare-transition/>

Course Number	Course Name	Offered
EEX 6785	Introduction to EDHCT	Summer 2
EEX 6789	Legal Aspects of EDHCT	Fall 8wk
EEX 6788	Accessing Academic & Social Communities	Spring 1
EEX 6817	Evaluation in Special Education/ Data	Spring 2

**Education & Health Care Transition courses run in 8-week sessions. Critical Dates & Deadlines for all 8-week session courses can be found at:*

<https://education.ufl.edu/distance-learning/dates-and-deadlines/>

Disabilities in Society Track

Note: Prospective students who wish to pursue this track must submit a Certificate Admissions Application

For more information about the Graduate Certificate in Disabilities in Society:

<https://education.ufl.edu/special-education/graduate-certificate-in-disabilities-in-society/>

Course Number	Course Name	Offered
EEX 6099	Social Perspectives on Disability	Fall Even & Odd
EEX 6525	Disability Policy & Legislation	Fall Even & Odd
EEX 6778	Accessing Academic & Social Communities	Spring Even & Odd
EEX 6930	Seminar in Disabilities	Spring Even & Odd

Early Childhood Studies Track

Note: Prospective students who wish to pursue this track must submit a Certificate Admissions Application

For more information about the Graduate Certificate in Early Childhood Studies:

<https://education.ufl.edu/special-education/graduate-certificate-in-early-childhood-studies/>

Course Number	Course Name	Offered
EEC 6205	Early Childhood Curriculum	Fall 8wk
EEC 6936	Assessment & Evaluation in Early Childhood Educational Practice	TBA
EEC 6936	Families in Early Childhood Education	TBA
EEX 6936	Policy & Transition in Early Childhood Educational Practice	TBA

**Early Childhood Studies courses run in 8-week sessions. Critical Dates & Deadlines for all 8-week session courses can be found at:*

<https://education.ufl.edu/distance-learning/dates-and-deadlines/>

Name:

Expected Graduation: FALL |SPRING |SUMMER
Year _____

Please start with the semester you were admitted and continue in chronological order.

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Term: FALL |SPRING |SUMMER

Year _____

Course 1

Course 2

Course 3

Total Credits: _____ (36 required)

Are you working towards teacher certification? yes no

Degree Pursing: Master's Specialist

TEACH WELL ADVISOR FEEDBACK:

All Master of Education degree programs must include a minimum of 36 credit hours (12 courses). All Education Specialist degrees must include a minimum of 36 credit hours, a project designed in collaboration with the academic advisor, and oral and written exit exams designed in collaboration with the academic advisor.

All students are required to maintain a 3.0 GPA. If your GPA drops below a 3.0 you must contact your Teach Well Advisor immediately.

Student Signature*

Date

Teach Well Advisor Signature*

Date

**Teach Well Online Academy
Ed.S. Project and Oral Exam Form**

Name:

Projected Graduation Term:

Projects and oral exams must be completed by the semester you are enrolled in your final class(es). However, the projects can be completed earlier. All individuals graduating during the summer must complete their project and oral exam by the end of summer A.

The Specialists degree is an additional 36 credit hours *past* a Master's degree and requires a final project and exam. Projects must be approved by the supervisory committee. Exams must include both written and oral components. Projects/exams may include such things as:

- Implementation of curriculum or behavioral interventions with pre- and post-test data. Such projects may be implemented by the Teach Well student in her/his work environment. The final written report of the study along with an oral presentation of the project and its results to supervisory committee may serve as the final exam.
- Writing and presenting to faculty a topical annotated bibliography along with research themes developed from the literature.
- A portfolio comprised of components of professional development activities and/or materials such as brochures, presentation PowerPoints, survey data, record and overview of meetings, etc. Video recording of meetings along with reflection on the meeting or presentation of the portfolio to the supervisory committee may serve as the oral component of the exam.
- Development of professional development / special education related trainings to be presented to K-12 school faculty/administrators or parents. Training materials may serve as the written portion of the exam. Video recording of trainings or presentation of the portfolio to the supervisory committee may serve as the oral component of the exam

Complete the following

Please complete the following to guide your EdS project and oral exam. This form must be **completed and approved** by the **end of your 2nd semester** in the TW program.

Topics of interests:

Potential formats:

Faculty sharing your interests with whom you may want to work on your project (The completed form will be reviewed. A faculty member matching your interest may be assigned.):

Committee Member's Signature

(By typing your name below you are electronically signing)

Committee Member's Signature

(By typing your name below you are electronically signing)

Student's Signature

(By typing your name below you are electronically signing)

Teach Well Director's Signature

(By typing your name below you are electronically signing)