



NAVIGATING THE SWAMP

A Graduate Student Guide to the School of Special
Education, School Psychology, and Early Childhood
Studies





Special Education Doctoral Program Handbook

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Special Education Doctoral Program at the University of Florida

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.

The University of Florida doctoral program in Special Education is consistently ranked among the top five programs in the nation. The high quality of the program provides a wealth of opportunities for graduate students. Mentoring in research, work on grants, teaching undergraduate courses, writing for publication, and presenting at national conferences are just a few of the experiences our students enjoy.

This handbook is designed to provide a ready reference for students and their advisors on the requirements and policies associated with the special education doctoral program. For information about University of Florida requirements, please consult the Graduate Student Handbook (<http://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>). In the case of any discrepancy, the Graduate School Handbook supersedes this handbook.

Program Philosophy

Doctor of Philosophy (Ph.D.) program in the Special Education is designed to prepare graduates for teaching, research, and administrative positions in colleges and universities, as well as for leadership positions in other educational agencies. All doctoral students are expected to demonstrate competence in reading of research and independently designing and conducting research in special education.

Admission to Ph.D.

The Special Education program is committed to recruiting graduate students that reflect the diversity of the field of special education and the country. We want to further develop a research community whose work will contribute to the advancement and betterment of students with disabilities along with their parents and teachers. To identify such persons capable of and committed to transforming and improving the field of special education, a number of criteria are used.

Successful applicants must meet minimum requirements related to grade point average (GPA) and applicable test scores (e.g., GRE, TOEFL). Applicants must also provide additional documentation, including letters of recommendation, curriculum vitae, a statement of professional goals, and an academic writing sample. Finally, applicants must participate in an admission interview, which may be held in person or via teleconference. The PhD Admissions Committee reviews all application materials to determine whether the applicant is a good match for the program. Various funding opportunities are available for those accepted into the PhD program. Funding decisions are made separately from admissions decisions, and are based on requirements set by each funding body, as well as priorities set by the PhD Admissions Committee and School Director.

Doctoral Program Overview

Upon admission to the Special Education PhD program applicants are given the status of doctoral student. The main responsibility of a doctoral student is to complete course work while developing competencies in research, teaching, and service to the field. Following the completion of coursework, doctoral students must complete written and oral exams to qualify for doctoral candidacy. Doctoral candidates complete a dissertation to demonstrate the capacity to conduct high quality independent research. Each of these program elements is described in detail in subsequent sections of this handbook.

My experiences in the Special Education doctoral program at the University of Florida prepared me for an exciting career in higher education at the University of Virginia and, now, at the University of Florida - both top ranked programs. I credit my successes to the excellent faculty, individual mentoring, and rigorous programming during my tenure at UF. In fact, I have modeled my mentoring of students after what I experienced at UF.

Paige Pullen, Ph.D.
Research Professor

Doctoral Competencies

The faculty in the Special Education program have developed a set of competencies that doctoral students are expected to meet prior to program completion (see the Appendix for a list of these competencies). These competencies are addressed during required courses and other experiences (e.g., dissertation, graduate assistantships) during the doctoral program. It is the responsibility of the student's advisor and supervisory committee to ensure that all competencies are met prior to graduation.

Advisor and Supervisory Committee

After being admitted to the doctoral program an advisor will be assigned to provide assistance in planning the first semester of study and guidance in preparing for subsequent terms. The advisor serves as the student's primary mentor through the program.

During the first year in the program, students work with their advisors to form a supervisory committee. The permanent committee should be formed as soon as possible after the student has begun doctoral work. Generally, the committee should be finalized no later than the end of the second semester of equivalent full-time study.

The supervisory committee consists of at least four members. At least two of the members, including the committee chair, must be from the special education program area and hold graduate faculty status in SESPECS (see Appendix for a list of special education faculty members with graduate faculty status). At least one member must be selected from outside of SESPECS. This external committee member may be from another school within the College of Education or from another college within the university. Once the committee has been established, the student must request that the Graduate Coordinator record the committee members on the Graduate School Information Management System (GIMS). More information regarding the duties and responsibilities of supervisory committees is available in the Graduate Catalog.

Program Milestones

Most special education doctoral students complete their degree in approximately four years, although programs of shorter or longer duration are not uncommon. The following is a typical program progression, with the key milestones that occur each year:

Year 1:

- Begin coursework
- Select program chair
- Form supervisory committee
- Develop program plan for committee approval
- Undergo first-year review

Years 2/3:

- Complete coursework
- Complete qualifying examination
- Apply for admission to candidacy
- Undergo annual evaluation/Individual Development Plan (IDP)

Years 3/4:

- Develop dissertation proposal
- Conduct dissertation study
- Defend dissertation (final examination)
- Graduate

The UF Special Education Doctoral Program prepared me to be a day-one-ready faculty member by enhancing my knowledge, skills, and dispositions through effective teaching, service, and research experiences. The program's high-quality faculty, specialized coursework, individualized mentoring, networking, and service opportunities all contributed to my success. The experienced faculty broadened my understanding of best practices in special education and research methodology, while the personalized mentoring and networking opportunities allowed me to establish valuable connections in the field. I also appreciated the support staff who created a nurturing environment, provided guidance, and fostered my professional growth. I am grateful for the program's comprehensive approach and credit it for shaping me into a confident and competent faculty member ready to positively impact special education."

Dr. Jonte Myers
Assistant Professor
Georgia State University

Program Plan

Program plans are developed collaboratively by the doctoral student and advisor and must be approved by the supervisory committee. The program of study consists of a minimum of 90-semester hours beyond the baccalaureate degree. The program plan must include the five required special education courses, the required research methodology courses (minimum of 12-credit hours), and coursework in the student's area(s) of specialization and, if applicable, the student's minor.

All Ph.D. program plans must contain the following sections when presented to the supervisory committee for approval.

- Biographical Sketch and Career Goals
- Professional Preparation and Experience (i.e., CV)
- Proposed Course of Study and Timeline
- Proposed Competency Experiences

The supervisory committee may add or alter components of the program plan to ensure that the planned coursework and experiences will be sufficient for the student to master the program competencies and achieve the outlined career goals.

Academic Major and Minor

All students admitted to the doctoral program will major in special education. The major includes completion of all required special education coursework (i.e., five seminars), required research coursework, and at least 20-credit hours of dissertation work.

With the approval of the supervisory committee, one or more *minor* fields may be chosen and included in the program of study (a minor is not required). Minor work may be completed in any UF school or department other than special education that is approved for master's or doctoral degree programs as listed in the Graduate Catalog. If a minor is chosen, the supervisory committee must include at least one person from the school or department representing the minor field.

Students typically also select at least one area of *specialization*. A specialization may be built on courses within the special education program area (e.g., autism, learning disabilities), in combination with courses from other departments (e.g., teacher education, reading disabilities), or fully composed of courses outside the special education program area (e.g., neuroscience, educational leadership). Although it is not a requirement, most students select supervisory committee members whose research interests align with their selected area(s) of specialization.

When developing the program plan, students should clearly indicate the area(s) of specialization and the minor, if any.

Required Special Education Courses

Completion of a sequence of five doctoral seminars is required of all doctoral students in the Special Education program area. These courses are designed to provide the foundational knowledge required of leaders in the field. The course description for each required seminar is listed below.

- **Historical and Theoretical Foundations of Disability in Education (EEX 6745; Trends 1):** This course addresses the evolution of public policy, theoretical perspectives, and professional practice in the education of individuals with disabilities. Topics include influential individuals, historical events, social systems, and political movements.
- **Trends in Special Education (EEX 7934; Trends 2):** This course addresses current trends and issues in special education, including research, policy, and practice priorities at local, state, and federal levels.
- **Introduction to Field of Inquiry in Special Education (EEX 7304; Research 1):** This course provides an introduction to research methods commonly used in the field of special education, the conditions under which particular designs are employed, and approaches to the interpretation of data.
- **Inquiry in Special Education: Analysis of the Literature (EEX 7303; Research 2):** This course addresses methods for reviewing and critiquing special education research literature using rigorous systematic review methods. Topics include developing and refining a research question, search resources and techniques, screening and selecting primary studies using explicit and reproducible criteria, information management, choosing a synthesis approach, and interpreting and communicating findings.
- **Inquiry in Special Education: Proposal Development (EEX 6936; Research 3):** This course prepares the student to develop a sound research proposal. Topics include use of research literature and theoretical frameworks to generate research questions and hypotheses, development of a conceptual framework, and design of the study.

The required special education courses are offered on a regular rotation. The following is a typical sequence in which these courses are taken:

	Fall	Spring
Year 1	Trends 1	Trends 2
	Research 1	
Year 2	Research 2	Research 3*

* may be taken in Spring of Year 3

A grade of B or higher must be earned in all required coursework. An overall GPA of 3.0 or higher in all work attempted must also be maintained. See the Graduate Student Handbook for more information about these requirements.

Early Childhood Studies (ECS) Concentration

Students in the PhD in Special Education program can add the Early Childhood Studies (ECS) concentration to their doctoral program of study. Once admitted and enrolled into the ECS concentration, students follow the same requirements that are outlined for the PhD in Special Education, but also enroll in the following additional courses:

EEC 6326 Social and Pre-Academic Instructional Methods for Young Children in Early Childhood Settings

EEC 6419 Family, Diversity, & Disabilities

EEC 7056 Policy and Advocacy in Early Childhood

ECC 7617 Early Childhood Assessment & Evaluation

EEC 7666 Theory and Research in Early Childhood

All PhD students are required to select a doctoral committee (with input from their major advisor) within their first year in the program and develop an approved Program of Study with their doctoral committee. For students adding the ECS concentration, the committee must be chaired by an early childhood studies faculty member.

Once students select a doctoral committee, they will be asked to conduct an initial self-assessment using the doctoral competencies outlined in the PhD in Special Education program and Early Childhood Studies concentration.

Following completion of their course work, they follow the same procedures outlined for all PhD students. Students with an ECS concentration must meet with their doctoral committee to propose 3-4 products or experiences that will demonstrate their competence in Special Education and Early Childhood Studies.

College of Education Ph.D. Research Requirements

All COE doctoral students enrolled in on-campus programs must complete a minimum of 12 credit hours to meet the college-wide requirement for preparation in research methodology. For all doctoral students, two three-credit foundations courses are required, and the remaining six credits must be selected from a list of approved courses, with the provision that the COE Associate Dean overseeing graduate education has the authority to approve substitute and alternative courses. In the case of approved substitutions or alternative courses, students are still expected to complete the minimum 12 credit hour requirement.

This policy only covers the minimum 12 credit hours to satisfy the college research requirement. Students should discuss with their advisor and supervisory committee additional research recommendations or requirements to complete their program plan and the goals set in their Individualized Development Plan (IDP). Most Special Education PhD students complete more than the 12-credit hour requirement.

Required Research Foundations Coursework

EDF 6475- Qualitative Foundations of Educational Research (3 credits)

EDF 6400*- Quantitative Foundations of Educational Research Overview (3 credits)

*EDF 6403 (6 credits) can also be taken to fulfill this requirement because EDF 6403 is equivalent to the combination of EDF 6400 and EDF 6402 in one 6 credit course to be taken in one semester.

Any student who wishes to minor in research methodology must have a member of the REM faculty serve on his or her supervisory committee. The student should consult this faculty member to select an appropriate set and sequence of courses.

Quantitative Classes - The following courses in quantitative research methodologies are available on a regular basis. Occasionally, additional special topics courses are offered.

EDF 6400 – Foundations in Educational Research: Overview

EDF 6402 - Quantitative Foundations in Educational Research: Inferential Statistics

EDF 6403 – Quantitative Foundations in Educational Research (only 3 credits count beyond the EDF 6400 requirement)

EDF 6436 – Theory of Measurement

EDF 6471 – Survey Design and Analysis in Educational Research

EDF 6481 - Quantitative Research Methods in Education

EDF 7405 – Advanced Quantitative Foundations of Educational Research

EDF 7412 – Structural Equation Modeling

EDF 7413 – Advanced Topics in Structural Equation Modeling

EDF 7435 – Rating Scale Design and Analysis in Educational Research

EDF 7439 – Item Response Theory

EDF 7474 – Multilevel Models

EDF 7482 – Quasi-experimental Design and Analysis in Educational Research

EDF 7491 – Evaluation of Educational Products and Systems

EDF 7932 – Multivariate Analysis in Educational Research

Qualitative Classes - The following courses in qualitative research methodologies are available on a regular basis. Occasionally, additional special topics courses are also offered.

EDF 6475 – Qualitative Foundations of Educational Research

EDF 7483 — Qualitative data collection

EDF 7479 — Qualitative data analysis

EDF 6938 Course Options

The REM program sometimes offers specialized methods courses as Special Topics courses under EDF 6938. These courses can often count toward the COE policy on Minimum Research Requirements for Doctoral Students. To see if a particular offering can count, students should contact the REM Program Coordinator. The REM Program Coordinator will work with REM faculty on course approval.

Alternative and Substitute Research Courses

A substitute course is a course that covers the same methodologies as are covered in a listed course and covers the methodologies at the same level of difficulty as in the listed course. Courses that cover the material at a lower level of difficulty are not appropriate substitute courses.

An alternative course is a course that covers different methodologies than are covered in any of the listed courses. Proposing an alternative course presumes that the methodology covered in the alternative course is not covered in any of the listed courses. An example of an alternative quantitative methods course is STA 5507: Applied Nonparametric Methods. None of the listed quantitative methods courses cover nonparametric methods. An example of an alternative qualitative methods course is HIS 6060: Historical Method.

None of the listed qualitative methods courses cover methods of historical research.

Procedures

To request a substitute or alternative course(s), submit a completed "Substitute and/or Alternative Course Form" (available in the departmental offices and the Office of Graduate Education) to the SESPECS Graduate Coordinator. The chair of the student's supervisory committee, on behalf of the supervisory committee, shall transmit the request. Approval of the Request by the Associate Dean for Graduate Studies and Technology authorizes the substitute and/or alternative course(s). Requests for substitute or alternative courses should be submitted by the second semester of graduate study or as soon thereafter as possible.

Proposed substitute or alternative courses taken before admission for doctoral study to the UF Graduate School must have been completed within four years of admission. Proposed substitute or alternative courses taken after admission for doctoral study to the UF Graduate School must be approved before enrolling in the requested courses. Prospective requests must include the most recent syllabus for the proposed course. Retrospective requests must include the syllabus for the semester in which the proposed course was taken.

Requests for a substitute course must identify the course for which substitution is requested and include an explanation about why a substitution is necessary. When a course substitution is requested, the Associate Dean will solicit advice from the Director of the Program for Research and Evaluation Methodology about the equivalence of the listed and substituted course. In the event an alternative course, with content similar to that of a listed course, is proposed, the Associate Dean will solicit advice from the Director of the Program for Research and Evaluation Methodology about the equivalence of the listed course. In the event of substantial similarity, the Associate Dean will treat the alternative course as a substitute course.

First Year Review

The first-year review of doctoral students takes place at the end of the second semester of full-time study. The review is designed to assess the student's strengths, motivation, professionalism, and potential for achieving an in-depth knowledge of special education issues and a high level of competence in conducting research, professional writing, and public speaking. The goal of this review is to assist students in making wise career decisions and to recommend specific courses or experiences, if any, that the student must undertake to continue in the UF special education doctoral program.

The special education doctoral program at UF prepared me extremely well for my role as a researcher. The coursework and research apprenticeship experiences were exceptional. I also received excellent mentoring from my advisor, from my supervisory committee, and from other faculty in the program. I forged lifelong bonds that will surely serve me well throughout my career.

Tia Barnes, Ph.D.
Assistant Professor
University of Delaware

The student's supervisory committee conducts the review. If a committee has not been formalized, the School Director will select an ad hoc committee consisting of a tenured faculty member in the program area to serve as the review committee chair (possibly the student's temporary advisor) and three additional faculty members.

The student will submit the following items to the review committee:

- An updated statement of career goals
- Curriculum vitae or other documentation of professional accomplishments
- An academic paper, typically produced in a doctoral seminar and addressing an area of special education research
- Evaluations by faculty or others who have had contact with the student during coursework or employment

On the basis of its assessment of the student's performance in the first-year review, the review committee may indicate one of the following options:

- The student has completed the review successfully, and the student may continue in the doctoral program without special contingencies.
- The student has completed the review successfully, but with special contingencies (which will be specified in writing to the student by the review committee chair), such as successful completion of specific course work and other professional experiences deemed necessary to address concerns.
- The review committee determines a need for significant contingencies that would require a written course of remediation acknowledged by the student and committee members. The student has another meeting with the committee (or chair) at an agreed upon date to evaluate progress toward completion of the written remediation plan.
- The review committee determines a mismatch between the student's career goals and the program offerings in special education, although the student showed good potential for doctoral study in another field, and the student is encouraged to apply for admission to a different degree program.
- The review committee identifies substantial concerns in the student's preparation for doctoral study and the committee discontinues the student from the program.

Annual Evaluation

Each PhD student participates in an annual evaluation process to measure ongoing progress toward program completion using an Individual Development Plan (IDP). The first-year review serves as the annual evaluation for Year 1. An abbreviated evaluation process will occur during each subsequent year of the program.

Toward the end of each spring semester, the student will schedule an Annual Evaluation meeting with the supervisory committee chair (or temporary advisor). A minimum of two weeks prior to this meeting, the student will submit evidence of satisfactory completion of program coursework and experiences, and a completed Self-Assessment portion of the IDP. The supervisory committee chair evaluates this evidence, with consultation from the student's committee as needed. If the annual evaluation yields evidence that a student is *not* making adequate progress, the chair is required to indicate this on the IDP. If needed, the chair can provide additional information in the form of an attachment (e.g. areas for improvement and/or a plan for support and progress monitoring each area).

The IDP will be used to guide the Annual Evaluation meeting, including collaborative completion of the long-term and short-term goal sections. Student and chair signatures are required annually on the IDP.

Following the Annual Evaluation meeting, the student will return the completed/signed documents to the SESPECS Graduate Coordinator through the staff email (sespecsstaff@coe.ufl.edu). Annual Evaluation documents are due immediately following the meeting, but no later than August 18th, each year.

Any student who wishes to respond to the content of the Annual Evaluation may submit a written statement outlining any disagreement or concerns. The student's dissent statement is kept along with the Annual Evaluation documents.

Doctoral Candidacy

A doctoral student does not become a candidate for the doctoral degree until granted formal admission to candidacy. Such admission requires the approval of the student's supervisory committee, the school director, the college dean, and the Dean of the Graduate School. The approval must be based on the following: (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) successful completion of a qualifying examination.

A doctoral student is eligible to take the qualifying exam after all required coursework has been completed and all competencies specified by the committee have been met. All grades of "incomplete" must be removed before the student is eligible to take the exam. The examination consists of a written exam and an oral exam conducted by the student's committee.

Written qualifying exam. The written examination will be designed by the student's supervisory committee to address the special education program competencies and the student's professional goals. The exam will consist of minimum four written products (or five, based on the size of the committee or the committee's joint decision) that demonstrate the student's qualifications for doctoral candidacy.

As one of their written products, all students will be required to write a Major Area Paper (i.e., a comprehensive literature review on a specific topic)

The remaining products will be determined by the students' supervisory committee. The following are examples of such products:

- *Paper for publication in a research-oriented journal*
- *Paper for publication in a practitioner-oriented journal*
- *Plan for teacher professional development on a topic relevant to the student's area of study
- *Responses to time-limited (e.g., 1-2 weeks) take-home exam questions
- *Responses to time-limited (e.g., 3 hours) on-campus exam questions

* For publications that are co-authored, the student's role must be substantive.

Oral qualifying exam. The entire written examination is submitted to the supervisory committee for review. At least two weeks after the written exam is submitted to the committee for evaluation, the oral portion of the qualifying examination takes place. Students may be asked to prepare an oral presentation of their written products for the oral examination.

The oral examination may be conducted using video and/or telecommunications. According to UF Graduate Council policy, it is required that the student and chair or co-chair must be in the same physical location. All other members may participate from remote sites via technological means.

Please Note: Any policy described in this document is subordinate to the Graduate School's policies in effect at the time the student completes qualifying examinations.

The supervisory committee has the responsibility at the time of the oral examination to decide whether the student is qualified to continue work toward the doctoral degree and should be admitted to doctoral candidacy. A student who does not pass the qualifying examination will be offered an opportunity to retake all or part of the exam, at the discretion of the supervisory committee.

While preparing for Qualifying Examinations, students typically register for EEX 7979 under the supervision of their supervisory chair. Application for admission to candidacy should be made immediately after the doctoral student passes the qualifying examination and has a dissertation topic approved by the student's supervisory committee. A student may register for EEX 7980 (Research for Dissertation) only after being admitted to candidacy for a doctoral degree. A total of at least 12-credit hours of EEX 7979 / 7980 must be taken, 10 of which must be EEX 7980, taken after advancing to candidacy. All students taking EEX 7979 or EEX 7980 hours will receive an annual letter from their supervisory chairs evaluating their progress toward degree completion.

Dissertation

Every candidate for a doctoral degree in special education is required to prepare and present a dissertation, which is an original, scholarly contribution to the literature in the field. The dissertation requires that the doctoral candidate design and implement a study that is acceptable in form and content to the supervisory committee and to the Graduate School. The final dissertation is typically composed of five chapters, including (1) an introduction, (2) review of literature, (3) methodology, (4) results, and (5) discussion. Dissertations must be written in English.

A dissertation proposal typically consists of the first three chapters of the dissertation and presents a detailed account of the planned study. The proposal must be approved by the supervisory committee before the student begins the study. If the study involves human subjects, the proposal must also be approved by the Institutional Review Board (IRB) before any data collection with human subjects may begin.

The doctoral candidate will present the completed dissertation to the committee at the dissertation defense. The supervisory committee will determine whether the dissertation meets the program's standards of scholarship. The committee may require revisions to the dissertation before final approval.

The dissertation defense may be conducted using video and/or telecommunications. According to UF Graduate Council policy, it is required that the student and chair or co-chair must be in the same physical location. All other members may participate from remote sites via technological means.

Please Note: Any policy described in this document is subordinate to the Graduate School's policies in effect at the time the student completes qualifying examinations.

Students are required to submit their final dissertations electronically using the official template. More information on submission requirements is available from the Graduate School Editorial Office.

While completing work for the dissertation, the student should be enrolled in EEX 7980. The student must register for a minimum of 3 credit hours of EEX 7980 during the semester in which he or she plans to graduate, if graduation occurs during the fall or spring semester; if the student graduates during the summer, 2-credit hours of EEX 7980 must be taken. All work for the doctorate, including the dissertation, must be completed within five calendar years after the qualifying examination, or this examination must be repeated.

Deadlines

Each semester, the Graduate School publishes the submission deadlines for degree application, first submission of the dissertation, final submission of the dissertation, and final clearance of all requirements. It is the student's responsibility to ensure that all deadlines are met for the graduation semester.

Appendices

Doctoral Competencies
Graduate Faculty in SPED
REM Courses

Special Education Doctoral Program Competencies

Graduates of the Special Education Doctoral Program at the University of Florida are expected to demonstrate breadth and depth of knowledge and skills in the areas of research, teaching, and service. The following competencies are the indicators of the required knowledge and skills.

Developing a Critical Research Synthesis

1. Understands techniques for synthesis, including narrative reviews, vote counting methods, best evidence reviews, and meta—analyses.
2. Conducts a comprehensive literature review using library searches and electronic data bases.
3. Organizes findings from a body of literature.
4. Develops a written summary of literature from a comprehensive review by presenting common themes, strengths, and gaps in the literature (both conceptual and methodological).
5. Draws valid conclusions from the literature.
6. Develops rival hypotheses to explain discrepant findings within a body of literature.
7. Draws logical implications from a body of literature and translates them into questions for subsequent study.
8. Develops at least two literature syntheses about key issues/practices in special education.
9. Writes technically and with fluency using appropriate and sufficient primary sources.

Generating Research Question(s)

1. Uses critical analysis to identify gaps in a body of professional literature.
2. Uses professional literature to develop or select a theoretical and conceptual framework for situating the study.
3. Translates logical implications drawn from the literature into possible questions for subsequent study.
4. Generates researchable question(s)/ hypotheses.

Designing a Study Using Appropriate Methodology

1. Proposes a method effective for answering research questions, including appropriate sample selection and data collection procedures.
2. Proposes measures or data collection techniques that are reliable and valid (or trustworthy and credible) for answering the research questions.
3. Proposes data analysis techniques appropriate for answering the research question(s).

Conducting the Study Effectively

1. Knows and adheres to established standards of ethical research practice.
2. Completes an appropriate training on human subjects' protection.
3. Completes and submits an IRB proposal with appropriate consent forms.
4. Understands the logistics of starting and organizing data collection.
5. Follows established data collection and data entry protocols.
6. Conducts appropriate analysis.
7. Reports results of quantitative and/or qualitative data analyses clearly and accurately.
8. Interprets results in light of relevant prior research and implications for future work.

Dissemination: Writing for Publication

1. Formulate a very clear and specific purpose for the paper.
2. Demonstrates comprehensive knowledge of seminal studies on topic.
3. Be able to synthesize all literature/research on topic to date.
4. Writes with clarity, precision, succinctness, and attention to the conventions of standard grammar.
5. Uses APA manual for style with fluency and appropriately cites sources (e.g., avoid plagiarism).
6. Knows elements of various kinds of technical papers (literature reviews, arguments, research reports, etc.).
7. Understands how elements of technical or empirical papers are related.
8. Knows common outlets for professional writing.
9. Understands the submission, review, and publication process.
10. Writes technically and with fluency using appropriate and sufficient primary sources.
11. Appropriately paraphrases the writing of other scholars.
12. Submits manuscript for publication and responds appropriately to reviewers' comments.

Grant: Writing Proposals for Extramural Funding

1. Identifies potential funding sources, including private foundations.
2. Matches research interests with appropriate funding sources.
3. Develops general understanding of proposal requirements and submission guidelines for key agencies.
4. Analyzes key elements of research proposals and their interrelationships.
5. Addresses criteria for each element of the proposal in their written application.
6. Develops detailed budgets according to agency guidelines.
7. Understands department, college, and university roles in submission process.
8. Demonstrates knowledge of the grant review process and writes concise, valid, and constructive reviews.
9. For funded proposals, describes the actions necessary for successful project implementation.

Dissemination: Presenting Papers at Professional Conferences

1. Takes leadership in developing a proposal for submission to a conference.
2. Knows common forums for presenting technical and practitioner focused papers.
3. Can prepare a presentation with minimal assistance.
4. Presentation is clear and focused.
5. Presentation addresses needs of the intended audience.
6. Develops presentation into a paper for publication.

Professional Development: Teaching Adults

1. Uses research—based principles when designing, delivering, and evaluating professional development, including preservice teacher preparation.
2. Uses strategies that promote learning for novices.
3. Writes appropriate instructional objectives that are aligned with learner objectives.
4. Uses objectives to generate detailed outline of content coverage (e.g., syllabus).
5. Aligns PD practices (research based when possible) with anticipated learner impacts/outcomes.
6. Considers participants' characteristics (e.g., headstart teachers, parents) and the type of organization (e.g., home interventions, k—12 schools, prisons) to design, deliver, and evaluate culturally responsive professional development.
7. Develops methods of assessment to evaluate learner performance on learning objectives or learning competencies.
8. Demonstrates proficiency with use of technology for instructing preservice or in-service teachers (change to for professional development).

Professional Development: Techniques of Supervision and Advisement (Optional depending on students' educational experiences and goals)

1. Interacts effectively with protégés.
2. Uses systematic observation procedures and protocols for judgments of teaching competence.
3. Provides effective support and constructive feedback to learners in applied settings using appropriate procedures and data/evidence.
4. Demonstrates the ability to collaborate with other professionals, regardless of differences in background and perspective.

Collaboration

1. Demonstrates understanding of how to establish collaborative networks.
2. Demonstrates understanding about how to conduct scholarship in a participatory manner.
3. Demonstrates ability to work effectively in groups.
4. Demonstrates understanding of leadership roles in special education.

5. Demonstrates understanding of the opportunities and processes associated with contributions to committees and professional organizations.
6. Demonstrates understanding of the processes associated with ethical and informed advocacy.

Ethical Conduct

1. Commit to developing the highest educational and quality of life potential of individuals with disabilities.
2. Promote and maintain a high level of competence and integrity as leaders and researchers in special education.
3. Engage in professional activities that benefit individuals with disabilities, their families, other colleagues, student, or research participants.
4. Exercise objective professional judgment as leaders and researchers in special education.
5. Commit to personal advancement of professional knowledge and skills.

Knowledge Competencies

1. Demonstrates knowledge of the legal foundation for special education practice and current policy trends.
2. Demonstrates knowledge of major trends in the history of special education and the philosophical positions underlying these trends (e.g., normalization, least restrictive environment, mainstreaming, Regular Education Initiative, Inclusion, Response to Intervention).
3. Demonstrates knowledge of changes in educational practice that occurred as a result of these historical trends (e.g., deinstitutionalization, diagnostic labels/terminology, nondiscriminatory assessment & over—representation of minority students, curriculum—based measurement, co—teaching, universal design for learning, tiered intervention).
4. Demonstrates knowledge of major trends in the preparation of special education teachers and implications of those changes.
5. Demonstrates knowledge of key issues in the delivery of services to young children, school—aged children, and youth transitioning into postsecondary environments.
6. Demonstrates knowledge of key issues in the delivery of services to students with low incidence and high incidence disabilities.
7. Demonstrates knowledge of major issues facing special education practice currently and the implications of those issues for policy and practice in special education.
8. Demonstrates knowledge of the different views of knowledge and ways of knowing underlying quantitative and qualitative research methodologies.
9. Demonstrates deep knowledge of at least 4 practice or policy issues in special education.

Faculty Members with Graduate Faculty Status in Special Education

Mary Brownell	Distinguished Professor	mbrownell@coe.ufl.edu
Nelson Brunsting	Assistant Professor	n.brunsting@coe.ufl.edu
Matt Burns	Professor	burnsm1@ufl.edu
Kristi Cheyney-Collante	Graduate Coordinator & Clinical Associate Professor	cheyneyk@coe.ufl.edu
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Cynthia Griffin	Professor	ccgriffin@coe.ufl.edu
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Tara Mathien	Clinical Assistant Professor	tmathien@coe.ufl.edu
Erica McCray	Professor & Associate Dean	edm@coe.ufl.edu
James McLeskey	Professor	mcleskey@coe.ufl.edu
Paige Pullen	Research Professor	ppullen@coe.ufl.edu
Stephen Smith	Professor	swsmith@coe.ufl.edu
Tina Smith-Bonahue	Associate Professor	tsmith@coe.ufl.edu
Patricia Snyder	Distinguished Professor & David Lawrence Jr. Endowed Chair in Early Childhood Studies	patriciasnyder@coe.ufl.edu

REM Courses (as of 8/15/23)

Quantitative Classes

EDF 6400 – Foundations in Educational Research: Overview
EDF 6402 - Quantitative Foundations in Educational Research: Inferential Statistics
EDF 6403 – Quantitative Foundations in Educational Research (only 3 credits count beyond the EDF 6400 requirement)
EDF 6436 – Theory of Measurement
EDF 6471 – Survey Design and Analysis in Educational Research
EDF 6481 - Quantitative Research Methods in Education
EDF 7405 – Advanced Quantitative Foundations of Educational Research
EDF 7412 – Structural Equation Modeling
EDF 7413 – Advanced Topics in Structural Equation Modeling
EDF 7435 – Rating Scale Design and Analysis in Educational Research
EDF 7439 – Item Response Theory
EDF 7474 – Multilevel Models
EDF 7482 – Quasi-experimental Design and Analysis in Educational Research
EDF 7491 – Evaluation of Educational Products and Systems
EDF 7932 – Multivariate Analysis in Educational Research

Qualitative Classes

EDF 6475 – Qualitative Foundations of Educational Research
EDF 7483 — Qualitative data collection
EDF 7479 — Qualitative data analysis

EDF 6938 Course Options

The REM program sometimes offers specialized methods courses as Special Topics courses under EDF 6938. These courses can often count toward the COE policy on Minimum Research Requirements for Doctoral Students. To see if a particular offering can count, students should contact the REM Program Coordinator. The REM Program Coordinator will work with REM faculty on course approval.

Non-REM Courses

COE faculty offering a research methods course can propose the course to be considered by an FPC adhoc committee of three representatives (one from each School) in consultation with the Dean for approval and addition to the list of Non-REM methods courses.

Fall 2023 Calendar

Dates and deadlines for future terms will be posted to the Graduate School website:

<https://catalog.ufl.edu/graduate/calendar/>

August 2023

Date	Hour	Event
August 4, Friday	5:00 p.m.	Deadline for requesting transfer of credit (for fall degree candidates)
August 22, Tuesday	5:00 p.m.	Last day for thesis and dissertation students to clear prior to the fall semester with the Graduate School Editorial Office. *See http://graduateschool.ufl.edu/editorial/deadlines for more information
August 22, Tuesday	11:59 p.m.	Registration deadline (Late fee assessed for registrations occurring after 11:59 p.m.)
August 23, Wednesday		Classes start Drop/add starts Late registration starts (Late fee assessed.)
August 29, Tuesday	11:59 p.m.	Drop/add ends
	11:59 p.m.	Late registration ends (Late fee assessed)
	11:59 p.m.	Deadline to withdraw with no fee liability

September 2023

Date	Hour	Event
September 1, Friday	3:30 p.m.	Fee payment deadline
September 1, Friday	5:00 p.m.	Residency reclassification deadline for receiving the request and all documents
September 4, Monday		No classes – Labor Day
September 8, Friday	5:00 p.m.	Deadline for Graduate Student Records to review/approve S/U Option Application for courses with this grading scheme
September 15, Friday	5:00 p.m.	Deadline to withdraw with 25% refund (W symbol assigned) https://registrar.ufl.edu/services/withdrawals.html
	5:00 p.m.	Degree application deadline for degree award this term www.graduateschool.ufl.edu/graduation/checklists https://one.uf.edu/
September 29, Friday	5:00 p.m.	Last day to submit Transmittal Letter and doctoral dissertation for initial review by Graduate School Editorial Office http://graduateschool.ufl.edu/graduation/checklists

October 2023

Date	Hour	Event
October 6, Friday		No classes – Homecoming Parade (Saturday 10/8 – Homecoming Football Game)
October 12, Wednesday		Midpoint of term Deadline to finalize all data (except Final Exam) in SIS (the Student Information System) for all degree applicants Late degree application deadline for degree award this term https://registrar.ufl.edu/services/degree-application
October 25, Wednesday	5:00 p.m.	Last day to submit successfully defended master's thesis for review by Graduate School Editorial Office http://graduateschool.ufl.edu/graduation/checklists
	5:00 p.m.	Deadline for final exam milestone to be completed in SIS (the Student Information System) for thesis students
	5:00 p.m.	Deadline for thesis students to submit the UF Publishing Agreement in GIMS (the Graduate Information Management System)

November 2023

Date	Hour	Event
November 10, Friday		No classes – Veterans Day
November 17, Friday	5:00 p.m.	Deadline for final exam milestone to be completed in SIS (the Student Information System) for dissertation, non-thesis, project and project-in-lieu-of-thesis students
	5:00 p.m.	Deadline for ETD Signature Pages to be posted in GIMS (the Graduate Information Management System) for thesis and dissertation students
	5:00 p.m.	Deadline for doctoral dissertation students to submit the UF Publishing Agreement in GIMS (the Graduate Information Management System)
	5:00 p.m.	Deadline for thesis and dissertation students to submit final pdf document for review by the Graduate School Editorial Office in order to qualify for degree award this term. No exceptions can be granted. http://graduateschool.ufl.edu/editorial/deadlines www.graduateschool.ufl.edu/graduation/checklists
November 20, Monday	11:59 p.m.	Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.) Last day to withdraw (all courses) without failing grades via ONE.UF https://registrar.ufl.edu/services/withdrawals.html

November 22-25
Wednesday-Saturday

No Classes - Thanksgiving

December 2023

Date	Hour	Event
December 6, Wednesday		Classes End
	5:00 p.m.	Deadline for requesting transfer of credit (for spring degree candidates)
	5:00 p.m.	Last day to drop a course and receive W on transcript via college petition to the Registrar, Room 222 Criser
	5:00 p.m.	Last day to withdraw (all courses) without failing grades via College petition to the Registrar, Room 222 Criser
	5:00 p.m.	Deadline for thesis and dissertation students to receive confirmation of Final Clearance status with the Graduate School Editorial Office to remain eligible for a degree award this term. No exceptions can be granted. http://graduateschool.ufl.edu/editorial/deadlines
December 7-8, Thursday-Friday		Examination reading days (no classes)
December 9-15, Saturday-Friday		Final examinations
December 15-16, Friday-Saturday		Commencement Ceremonies ¹ See commencement schedule for specific dates: https://www.commencement.ufl.edu
December 18, Monday	12:00pm	Final term grades due
December 19, Tuesday		Degree certification
December 20, Wednesday		Unofficial transcript with grades and remarks available via one.uf

¹ Projected dates. Specific dates and times of ceremonies for colleges and schools will be made available at <https://www.commencement.ufl.edu> once approved by the University Commencement Committee and as soon as plans are finalized. Please do not anticipate exact dates and times until the website has been updated.

NOTES: All dates and deadlines are subject to change and will be updated accordingly. Up-to-date calendars can be found at <https://catalog.ufl.edu/graduate/calendar/>

UF Travel

UF GO is a single portal for travel creation (airfare, car rental, lodging). The portal is within a system called Concur and is supported by the World Travel Services agency. For more complex travel, you have the option to contact World Travel Services directly. World Travel will *not* be matching any prices you find from other sites. The idea is for UF to realize the efficiencies of working with one portal (less of your time and administrative staff time) and eventually realize volume discounts by leveraging travel volume data.

Register and take the UF training course [UGO100 – Introduction to UF GO](#) (<15 minutes)

****NOTE – Airfare, Hotel & Rental Cars MUST be booked through UF GO!! The only exception to booking a hotel outside of Concur is to book at one of the conference hotels (you must provide a list of the conference hotels).**

Please email sespecsstaff@coe.ufl.edu for travel information, **PRIOR** to making any travel arrangements!

Important Links

UF Institutional Review Board (The Behavioral/Non-Medical IRB – IRB02):
<https://irb.ufl.edu/irb02.html>

CEC Website:
<https://exceptionalchildren.org/>

CEC Application:
<https://exceptionalchildren.org/sites/default/files/2022-03/Graduate%20Student.pdf>

UF Travel Checklist & Guide
<https://www.fa.ufl.edu/wp-content/uploads/2019/12/Travelers-Checklist-and-Guide.pdf>

Active Shooter Brochure:
<https://police.ufl.edu/wp-content/uploads/resources/brochures/Active-Shooter-Guidelines-PDF-Version.pdf>

GatorSAFE app:
<https://police.ufl.edu/support-services/community-services-division/gatorsafe-app/>

UF Emergency Management:
<https://emergency.ufl.edu/>

Dining on campus:
<https://dineoncampus.com/uf/>

SESPECS faculty, staff, and student website:
<https://education.ufl.edu/sespecs/the-team/>

SESPECS staff email (to be used for all staff requests):
sespecsstaff@coe.ufl.edu

University of Florida Health & Safety Resources

Disability Resource Center	352-392-8565 accessuf@ufsa.ufl.edu	https://disability.ufl.edu/
Field & Fork Pantry		https://pantry.fieldandfork.ufl.edu/
Gatorwell Health Promotion Services	352-273-4450	https://gatorwell.ufsa.ufl.edu/
Recreational Sports		https://recsports.ufl.edu/
Student Health Care Center	CALL FIRST in order to be seen: 352-392-1161	https://shcc.ufl.edu/
UF Alert		https://ufalert.ufl.edu/
UF Counseling & Wellness Center	352-392-1575	https://counseling.ufl.edu/
UFPD Office of Victim Services	352-392-5648 ovs@mail.ufl.edu	https://police.ufl.edu/about/divisions/office-of-victim-services/
UMatter We Care	352-294-CARE (2273) umatter@ufl.edu	https://umatter.ufl.edu/
University Police Department	Emergency: 911 Non-emergent calls and assistance: 352-392-1111	https://police.ufl.edu/

Alachua County Health & Safety Resources

Alachua County Crisis Center	352-264-6789	https://alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx
Alachua County Sheriff's Office	Emergency: 911 Non-emergent calls and assistance: 352-955-1818	https://acso.us/
Alachua County Victim Services and Rape Crisis Center	352-264-6789	https://alachuacounty.us/Depts/CSS/VictimServices/Pages/VictimServices.aspx
AlertAlachua		https://alachuacounty.us/Depts/EM/Pages/AlertAlachua.aspx
Gainesville Police Department	Emergency: 911 Non-emergent calls and assistance: 352-955-1818 Front Desk: 352-393-7600	https://www.gainesvillepd.org/
Peaceful Paths Domestic Abuse Network	Emergency: 911 Helpline: 352-377-8255	https://www.peacefulpaths.org/

How to Protect Yourself in A Parking Garage

Utilizing parking garages is often a necessity on campus. Following these safety techniques could be your best defense.

- Look around your vehicle for any suspicious activity. If you see someone loitering around your vehicle, walk past until they leave.
- Don't park next to a van's sliding door.
- Change from high heels to low flats or even sneakers when leaving work. They are better to run in.
- At night, leave your office or building in the company of others. Don't leave alone after dark. If possible, have someone from your building security escort you, or call for police assistance.
- Approach your vehicle with your keys already in your hand.
- Do a quick scan of your vehicle's interior before unlocking the door. Be sure to look in the back seat.
- Keep your doors locked and your windows shut.
- Be suspicious of anyone approaching your vehicle, whether passing out leaflets or asking for donations. Always leave the car windows up.
- If you must leave a key with a parking attendant, leave only your vehicle's ignition key. Do not leave anything attached to it with your name and address.

For further information on this or other safety topics please visit <https://police.ufl.edu/resources/> or contact the University of Florida Police Department's Community Services Division or 352-392-1409.

Fire Alarm/Building Evacuation

When the Building Fire Alarm System Sounds:

- Immediately begin to evacuate the area.
- If accessible, grab important personal items such as keys, purse, wallet and cellphone.
- If circumstances permit, secure your area by closing and locking doors if you would normally do so when leaving for the day.
- Ensure all stairwell doors in your means of egress are also closed.
- As you are evacuating, inform co-workers, students and visitors that they must evacuate immediately.
- If the corridor is filled with smoke, stay low and crawl out. If it is too much smoke or too hot return to your office. Call 911 and inform them you are still in the building, provide them floor and room number. Wait for assistance.
- Once out of the building meet in the pre-designated area.
- Your unit's pre-designated areas should be at least 100' from the building. The area should not block egress from the building or access to the building by emergency personnel or vehicles.
- Attempt to determine if all occupants in your area have evacuated.

Do Not:

- Do not stop to investigate if the alarm is real or false. Always evacuate.
- Do not use the elevator to evacuate the building.
- Do not wait to shut down your computer; however, it is recommended to lock your computer if immediately accessible.
- Do not return to your work area to retrieve personal belongings.
- Do not attempt to extinguish the fire with a portable fire extinguisher unless you have been trained in its use and the fire is small.
- DO NOT RE-ENTER THE BUILDING FOR ANY REASON, until the all clear signal is given.
- As you evacuate the building it is not your responsibility to insure other occupants evacuate. Your own safety is the highest priority.
- Do not open windows or leave doors open to assist with ventilation. Firefighters will ventilate the building if necessary.

To Report a Fire

If you discover a fire in a University of Florida building:

- Pull the fire alarm and call 911.
TIP – Fire alarm pull stations are normally located near each exit. If the building is not equipped with a fire alarm system, notify other occupants as you exit the building.
- Remain calm while talking to the operator. Be prepared to answer several questions as to location, size of fire, your name, number of persons in building (if known) and any injuries. Remain on the line until the operator is finished.

Link to UF Emergency Management Take Action:

<https://www.ehs.ufl.edu/emergencies/fire-alarm-building-evacuation/>

Source: UF Environmental Health & Safety