

## **Mission Statement, Rationale, Impact, and Description of Programs**

### ***Mission Statement:***

The Mission of the School of Human Development and Organizational Studies in Education is to prepare exemplary, culturally-responsive scholars and professional practitioners to serve within diverse community, educational, and research environments. The faculty generate, use, and disseminate knowledge and inform public policy about human development and organizations, as well as educational research methods to enrich the quality of life for all people. Furthermore, the faculty collaborates with others to solve critical personal, family, group, and organizational problems in a diverse global community. Academic programs housed within the School to accomplish this mission consist of Marriage and Family Counseling, Mental Health Counseling, School Counseling and Guidance, Counselor Education, Educational Leadership, Higher Education Administration, Student Personnel in Higher Education, Educational Psychology, and Research and Evaluation Methodology. All of these programs are described in more detail below and further within this document:

### *Master's (M.A.E/M.Ed.) Programs*

- [Educational Psychology](#)
- [Educational Leadership](#)
- [Marriage and Family Counseling](#)
- [Mental Health Counseling](#)
- [Research and Evaluation Methodology](#)
- [School Counseling and Guidance](#)

### *Master's (M.Ed. Only) Programs*

- [Student Personnel in Higher Education](#)

### *Educational Specialist (Ed.S.) Programs*

- [Educational Leadership](#)
- [Higher Education Administration](#)
- [Marriage and Family Counseling](#)
- [Mental Health Counseling](#)
- [School Counseling and Guidance](#)

### *Doctoral (Ph.D.) Programs*

- [Educational Leadership](#)
- [Educational Psychology](#)
- [Higher Education Administration](#)
- [Marriage and Family Counseling](#)
- [Mental Health Counseling](#)
- [School Counseling and Guidance](#)
- [Research and Evaluation Methodology](#)

### *Doctoral (Ed.D.) Programs*

- [Educational Leadership](#)
- [Higher Education Administration](#)

### ***Rationale:***

During the summer of 2008, the University of Florida and the College of Education reorganized. As a result, three former departments of the college came together to form the School of Human Development and Organizational Studies in Education. As mentioned in the mission statement above, these three departments identified common threads to their previously diverse programs. Thus, Counselor Education, Education Administration and Policy, and Educational Psychology united to operate as a single entity with a common mission. Although the individual

programs will continue to operate, there is a genuine willingness to look at new variations in program structure as we continue to develop our new initiatives. Each of the original programs organized under the three departments are listed and described below.

***Impact of Name Change on Faculty, Staff, Students, and Other Units:***

As best we can judge at this time, the impacts of the change and the development of the new school have all been positive. Faculty have come together in a truly collaborative effort to make sure that we are successful. Students will benefit from a wider collection of courses and faculty with which to work. In addition, though the number of staff associated with programs has only been reduced by one person, efforts are being made to make sure there is cross-training for those staff members to ensure more efficient functioning. Services at all levels are being delivered very successfully thus far. In consultation with other units potentially affected by the name change, recommendations were made by both Psychology and Business that the word, "Education" somehow be included in the name of the School to delineate our unit from similar foci within their respective areas. However, in consultation with our faculty, there was a feeling that, since the School is housed within the College of Education, to include "Education" in the name of the School would be redundant and overcomplicate the title.

***Reactions from Other Pertinent Units based on Consultation about Name Change:***

**Department of Psychology:**

Our developmental psychology group was a little concerned about the wording "Human development" because it seems like the more usual application of this term is in the context of "study of individuals and families across the lifespan, the development and evaluation of prevention programs for individuals and families at risk, and the development and application of new methodological approaches for these areas." ...this text taken from the website of one of the best such programs nationally: <http://www.hhdev.psu.edu/hdfs/grad/index.html>. The College of Education, as I understand it, has a narrower focus than the above description, and so we are concerned that the "HD" aspect might be slightly confusing to web surfers. "HD" is in fact dealt with in several other units on campus (including our own developmental program). The term "School" certainly would not encourage prospective students to look further if SHDOS turns out not to encompass their interests. From our perspective, seems like "education" should be in the title. So, the "School of Education, Development, and Organizational Studies in Education" would make more sense.

**School of Business:**

I have discussed the proposed name with the Dean and with the Chair of the Management Department. We have a sub-area in the Department of Organizational Behavior and have an assigned CIP of 52.1003 (Organizational Behavior Studies). As you might expect, this aspect of business is an important research and educational topical area. We are concerned that the new School with its title including an unmodified Organizational Studies will add confusion to an already confusing landscape. I believe we would all benefit with more specificity, i.e. Organizational Behavior in Business or Organizational Studies in Education. I am not sure how to cure our concern without overloading the School name. However, I wanted you to be aware of our concern should it surface in the consideration and approval process.

***Description of Process:***

Faculty met on September 8<sup>th</sup> during a regularly scheduled faculty meeting to discuss and vote on a name for the new unit. The unit Transition Committee composed of program coordinators recommended three potential names to the faculty, whereupon four additional names were added for consideration through discussion. The total list of names was modified as per faculty request, then voted on through a step-wise process that yielded one resulting name. The faculty then voted unanimously to accept that name, the School of Human Development and Organizational Studies in Education, for the new unit.

## *Description of Programs:*

### *Counselor Education*

#### **Marriage and Family Counseling**

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The Marriage & Family Counseling/Therapy program specialization emphasizes relational/eco-systemic views and the use of postmodern approaches in the understanding of human problems and the generation of suitable solutions. The M.Ed./Ed.S. and M.AE./Ed.S. program in Marriage and Family Counseling is designed to equip students with the pre-professional competencies required for Registered Intern status and, following 2 years of post-degree supervised clinical experience, licensure in the State of Florida as Marriage and Family Therapists (LMFT) and/or Mental Health Counselors (LMHC). The 72-credit hour entry-level program prepares entry-level Marriage and Family Therapists for careers in public and private social service agencies, hospitals, churches, independent practice settings, government, and Employee Assistance Programs in business and industry.

#### **Mental Health Counseling**

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The M.Ed./Ed.S. and M.AE./Ed.S. program in Mental Health Counseling is designed to equip students with the pre-professional competencies required for Registered Intern status and, after 2 years of post-degree supervised clinical experience, (1) licensure in the State of Florida as Mental Health Counselors and (2) clinical membership in NBCC's Academy of Certified Clinical Mental Health Counselors. The entry-level 72-credit hour Mental Health Counseling program prepares students for positions as Mental Health Counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, couple, family, employment, health, multicultural, gerontological, substance abuse, and/or wellness counseling. Students who complete the program are eligible to take the National Counselor Examination (NCE) offered by the National Board For Certified Counselors (NBCC) in order to qualify for National Certified Counselor status. They are also eligible to become members of the American Counseling Association (ACA), and/or the American Mental Health Counselors Association (AMHCA).

#### **School Counseling and Guidance**

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The M.Ed./Ed.S. and M.AE./Ed.S. program in School Counseling and Guidance is designed to equip students with the pre-professional competencies required for Florida Department of Education Certification in School Counseling. The entry-level, 72 credit hour program provides students with the specialized knowledge and skills required for placements as school counselors in public or private elementary, middle, or secondary schools. Students enrolled in the School Counseling and Guidance program, a state-approved and NCATE (National Council for the Accreditation of Teacher Education) and CACREP (Council for the Accreditation of Counseling and Related Educational Programs) accredited school counselor preparation program, must provide passing scores for all pertinent sections of the Florida Teacher Certification Examination (FTCE) including the General Knowledge test (math, English language skills, reading comprehension, and essay), the Professional Education examination, and the Subject Area Examination in Guidance and Counseling K-12 prior to graduation from the program. Questions about this requirement or any other certification related questions may be addressed to the College of Education Office of Student Services or the Department of Counselor Education.

#### **Doctoral Program in Marriage and Family Counseling, Mental Health Counseling, or School Counseling and Guidance**

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The doctoral program prepares students for careers in academia and advanced clinical and administrative positions. Our program aligns with the University of Florida mission to prepare the next generation of scholars and professional leaders. Thus, our doctoral program is a good fit for individuals who want to fulfill the roles of counselor educators - research, writing, teaching, service, securing external funding to support scholarship, assuming professional leadership positions, and so on. The doctoral program, which allows specialization in School Counseling and Guidance, Mental Health Counseling, or Marriage and Family Counseling, is ideally suited for individuals with previously earned masters and at least two years of clinical experience. Doctoral students complete coursework, a doctoral clinical internship, participate in teaching and supervision, and conduct research leading to the completion of a dissertation. Students, many of whom balance work and school commitments, average 3 to 5 years to complete the doctorate.

## *Educational Administration and Policy*

Educational Administration and Policy offers programs leading to the degrees of Master of Education (M.Ed.), Master of Arts in Education (M.A.E), Specialist in Education (Ed.S.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.). Joint degree programs are also available. The following degrees are offered:

### **Educational Leadership**

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The Educational Leadership program is ideal for vice principals, principals, district directors and supervisors, assistant superintendents, school business managers, teachers aspiring to acquire administrative roles within the K-12 system, and educational leaders of other organizations.

### **Higher Education Administration**

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The Higher Education Administration program has been established for students aspiring to become community college and university professors, administrators, deans, and presidents.  
Institute of Higher Education

### **Student Personnel in Higher Education**

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The Student Personnel in Higher Education program is designed to prepare students for professional positions in student affairs in institutions of higher education.

## *Educational Psychology*

Educational Psychology engages in scholarship and research related to the cognitive, social, and emotional components of life-long learning and education. Faculty and graduate programs fall into two broad areas: Educational Psychology, and Research and Evaluation Methodology. Our graduate programs offer degrees at the master's, and doctoral level in each area. Undergraduate courses are offered in Educational Psychology, Development, Diversity, and Educational Measurement and Assessment.

### **Educational Psychology**

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The Educational Psychology program prepares students to become highly accomplished professionals dedicated to the production and application of research-based knowledge about human development and learning. Graduates of the program pursue careers in colleges and universities and in private and public local, state, and federal agencies. The program focuses on developing students' expertise in (a) investigating and developing knowledge that will enhance learners' cognitive, social, emotional, and motivational development and (b) determining how that knowledge can be applied to foster optimal teaching and learning and development. The educational psychology program offers the M. Ed., the M.A.E., and the Ph.D. degree in educational psychology. Specializations include learning and cognition, human development, and other areas specially designed to meet the individual student's interests and needs related to educational psychology. Students in the educational psychology program develop expertise in conducting research using a variety of experimental, qualitative, and quantitative methods. As part of the program students collaborate with faculty to research topics of shared interest, including the psychology of reading and memory, the development of logical reasoning, motivation, and social and emotional development in the context of education.

### **Research and Evaluation Methodology**

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The Research and Evaluation Methodology (REM) program offers masters (M.Ed. and M.A.E) and doctoral (Ph.D.) degrees to students interested in statistics, psychometrics, education measurement and assessment, evaluation, and educational research. Students in the REM program learn to design research projects, analyze data, develop assessment instruments, implement program evaluation, and conduct research about the efficacy of research methodologies. Students develop these skills through the courses offered by REM program faculty, by participating

in research projects with faculty, and by conducting their own research projects. Graduates of the REM program find work as researchers, psychometricians, and data analysts in testing companies, research and evaluation companies, universities, school districts, state and federal agencies. In addition to providing learning experiences for program majors, the REM program provides service courses in quantitative methodology and in qualitative methodology.

## ***School of Special Education, School Psychology, & Early Childhood Studies***

### **Mission Statement:**

The mission of the School of Special Education, School Psychology, & Early Childhood Studies is twofold. First, we strive to produce research that contributes to improving teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society. Second, we prepare reflective professionals and scholars who are informed by theory, research, and effective practice. These professionals provide leadership to the profession, inform educational and psychological theory and practice through research, and work collaboratively with a range of constituents to improve educational practice.

### **Academic Degree Programs:**

Academic degree programs that are included within the School include Special Education, School Psychology, and Early Childhood. Each of these programs is listed below and subsequently described in more detail.

#### Bachelor Degree Programs (B.A.E.)

- Special Education (Unified Early Childhood Program)

#### Masters Degree Programs (M.Ed.; M.A.E.)

- Early Childhood (Curriculum and Instruction – moving from the School of Teaching and Learning (STL))
- Special Education (Unified Elementary Proteach Program)
- Special Education – Traditional Masters

#### Masters Degree Programs (M.Ed. only)

- School Psychology

#### Educational Specialist Programs (Ed.S.)

- School Psychology
- Special Education

#### Doctoral Programs (Ph.D.)

- Early Childhood (Curriculum and Instruction – moving from STL)
- School Psychology
- Special Education

#### Doctoral Programs (Ed.D.)

- Special Education

**Rationale:**

The College of Education engaged in restructuring of Departments during the summer of 2008. At this time, faculty from programs in special education, school psychology, and early childhood discussed the possibility of merging into one department or school. These discussions led faculty in the respective program areas to the conclusion that they had many interests in common, and a long history of collaboration among the faculties of the respective programs. Given this context, the programs communicated with the dean and the COE Restructuring Committee a desire to merge into one department or school.

**Impact of the Name Change and Restructuring on Faculty, Staff, and Students:**

The impact of the merger to this point in time has been very positive. Faculty have engaged in discussions to create a new administrative structure, committee structure, and set of department policies for our new School of Special Education, School Psychology, and Early Childhood Studies. Moreover, faculty across program areas have written grant proposals collaboratively, and have begun to have discussions regarding more collaboration across program areas, as well as with programs outside of the school.

The impact on students to this point has been negligible, as we have worked with the College's Office of Graduate Studies to address logistical issues. For example, we have received clarification from the graduate school regarding who may serve as an 'outside' committee member on doctoral committee. This and other issues have been resolved to the satisfaction of students, as we have made every attempt to make the restructuring seamless for our undergraduate and graduate students.

**Reactions from other pertinent units regarding the name change:**

We have not consulted others regarding our name change, as we used the already existent names of our three programs in our new name.

**Description of the process used to change our name:** We began deliberations regarding a new name for our School in a faculty meeting on August 29, 2008. During that meeting, faculty agreed that an ad hoc committee should be appointed to generate a list of possible names for our new department or school. Three faculty, one from each program area, volunteered for this committee (Kristen Kemple from Early Childhood, Erica McCray from Special Education, and Tom Oakland from School Psychology). They agreed to have a recommendation for the 10/3 faculty meeting.

Over the next few weeks, this committee met several times and consulted with faculty about possible names for the new school. At the 10/3 faculty meeting, they presented several possible names for discussion. After considerable deliberation, the faculty agreed that two names should be put forward for a vote. These names were:

- School of Special Education, School Psychology, and Early Childhood Studies
- School of Prevention and Intervention Sciences

The proposed names were then sent to all department faculty for a secret ballot vote. The faculty voted 18–13 in favor of the School of Special Education, School Psychology, and Early Childhood Studies.

## **Description of Programs:**

### **Special Education**

Graduate Faculty 2008–2009

Professors: M. T. Brownell; J. L. McLeskey; P. T. Sindelar; S. W. Smith.  
Associate Professors: J. B. Crockett; C. C. Griffin; H. B. Lane; J. B. Repetto;  
D. L. Ryndak. Assistant Professors: M. K. Denney; J. C. Gagnon; E. D.  
McCray. Assistant Scholars: T. Butler, N. L. Corbett; P. R. Cox, A. P.  
Daunic; A. K. Emery; M. Kamman, M. Leko, T. K. Torode. Lecturers: M. B.  
League, M.A. Nelson.

Undergraduate Courses

EEX 3012 Introduction to Special Education  
EEX 3062 Early Childhood Special Education Curriculum  
EEX 3070 Teachers and Learners in the Inclusive School  
EEX 3226 Assessment in Early Childhood Special Education  
EEX 3257 Core Teaching Strategies  
EEX 3312 Exceptional People in School and Society  
EEX 3616 Core Classroom Management Strategies  
EEX 4018 Adaptations for Children with Special Needs (age 3–5)  
EEX 4064 Educational Programming for Infants and Toddlers with  
Disabilities  
EEX 4294 Differentiated Instruction  
EEX 4703 Application Experience: Theory to Practice  
EEX 4754 Family Focused Involvement in Early Childhood Special  
Education  
EEX 4790 Multicultural Issues in Early Childhood Special Education



EEX 4812 Practicum in Early Childhood Special Education  
EEX 4905 Individual Study  
EPH 4033 Children and Youth with Multiple Disabilities

#### Graduate Courses

EED 6241 Educational Programming for Children and Youths with Behavioral Problems  
EEX 5940 Supervised Student Teaching in Special Education  
EEX 6052 Historical and Contemporary Perspectives in Mild Disabilities  
EEX 6053 Students with Disabilities: Advanced Study of Characteristics and Services  
EEX 6072 Accessing Academic and Social Communities for Students with Disabilities  
EEX 6125 Interventions for Language and Learning Disabilities  
EEX 6219 Reading Assessment and Intervention for Students with Disabilities  
EEX 6222 Evaluation in Special Education  
EEX 6233 Assessment, Curriculum, and Instruction for Students with Mild Disabilities  
EEX 6234 Assessment, Curriculum, and Instruction for Students with Severe Disabilities  
EEX 6235 Students with Autism, Physical, and Severe Disabilities in Inclusive Settings  
EEX 6249 Advanced Strategies for Teaching Students with Disabilities  
EEX 6521 Organization and Program Planning in Special Education  
EEX 6661 Teaching and Managing Behavior for Student Learning  
EEX 6750 Families and Transition for Students with Disabilities  
EEX 6786 Transdisciplinary and Transition Services in Special Education  
EEX 6835 Practicum in Special Education: Severe Disabilities  
EEX 6841 Practicum in Special Education: Mild Disabilities  
EEX 6863 Supervised Practice in Special Education  
EEX 6905 Individual Work  
EEX 6910 Supervised Research  
EEX 6936 Special Topics  
EEX 6940 Supervised Teaching  
EEX 6971 Research for Master's Thesis  
EEX 6973 Project in Lieu of Thesis  
EEX 7303 Inquiry in Special Education: Analysis of the Literature  
EEX 7304 Introduction to Field of Inquiry in Special Education  
EEX 7526 Grant Writing Seminar in Education  
EEX 7787 School Improvement for All Students  
EEX 7865 Internship: Special Education  
EEX 7867 Teacher Education in Special Education  
EEX 7934 Seminar: Trends in Special Education

EEX 7979 Advanced Research  
EEX 7980 Research for Doctoral Dissertation  
EGI 6051 Education of the Gifted Child  
EGI 6245 Program Development for the Gifted

The mission of the Special Education program 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.

We employ a multifaceted approach to carry out our mission including excellent academic programs, practical application of knowledge in real world settings, and a variety of research opportunities.

Our undergraduate and master's degree programs prepare teachers to work effectively with students with disabilities in inclusive settings.

Our advanced graduate degrees prepare professionals for leadership roles in schools, school districts, and higher education. Additionally, faculty and doctoral students are involved in grant activities and other projects and scholarly pursuits designed to enhance the lives of students with disabilities and their success within academic and social contexts.

### School Psychology

Graduate Faculty 2008–2009

Professors: J. H. Kranzler; T. Oakland; Associate Professors: T. Smith-Bonahue; N. Waldron. Clinical Faculty: E. Colon; D. Joyce.

Undergraduate course transferring from Educational Psychology

EDG 2701 Teaching Diverse Populations

Graduate Courses

SPS 6905 Individual Study  
SPS 6910 Supervised Research  
SPS 6938 Special Topics  
SPS 6940 Supervised Teaching  
SPS 7979 Advanced Research  
SPS 7980 Research for Doctoral Dissertation

(Note regarding the courses listed above: The School Psychology Program previously used courses with each of the numbers and names listed above, but with an EDF prefix. These EDF courses are now in another department. UCC 1 forms have been completed and submitted to create new courses with SPS prefixes for each of these courses).

SPS 6052 Issues and Problems in School Psychology  
SPS 6191 Psychoeducational Assessment I  
SPS 6192 Psychoeducational Assessment II  
SPS 6193 Academic Assessment & Intervention  
SPS 6195 Developmental Psychopathology  
SPS 6197 Psychoeducational Assessment III  
SPS 6410 Direct Interventions I: Applied Behavior Analysis for School Psychologists  
SPS 6707 Interventions in School Psychology II: Cognitive Behavioral Interventions  
SPS 6708 Interventions in School Psychology III: System Level Interventions for Children and Youths  
SPS 6815 Law and Ethics in Psychology  
SPS 6941 Practicum in School Psychology  
SPS 6942 School Psychology Practicum II  
SPS 6945 Advanced Practicum in School Psychology  
SPS 7205 School Psychology Consultation  
SPS 7931 Seminar in School Psychology  
SPS 7949 Internship in School Psychology

The mission of the University of Florida's School Psychology Program (SPP) is to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well-being of children and youth.

The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between science and practice throughout all academic and professional preparation opportunities. Specialist training consists of 80 graduate credit hours, including a year-long internship, and leads to the Education Specialist (EdS) degree. Doctoral training consists of 136 graduate credit hours, including a year-long internship, early research experience, and dissertation, and leads to the Doctor of Philosophy (PhD) degree.

The EdS and PhD programs are fully accredited by the Florida Department of Education and approved as "Nationally Recognized" programs by the National Council for Accreditation of Teacher Education (NCATE) through the National Association of School Psychologists (NASP). The PhD program is also fully accredited by the American Psychological Association (APA).

## Early Childhood

Graduate Faculty 2008–2009

Professors: K. M. Kemple; P. Snyder. Associate Professors: H. A. Jones.  
Assistant Professors: C. Cavanaugh; M. Denney. Clinical Faculty: C.  
Benedict.

Undergraduate courses transferring from Educational Psychology

EDF 3122 The Young Child

EDF 3433 Introduction to Educational Measurement and Evaluation

Undergraduate courses transferring from the School of Teaching and Learning

EEC 3421 Teaching Math and Science in Early Childhood

EEC 3005 Professionalism in Preschool and Childcare

EEC 3209 Art and Music in the Preschool Years

EEC 3213 Language and Literacy Development in Preschool

EEC 3404 Families, Diversity and Multicultural Considerations in Early Childhood

EEC 3941 Practicum in Early Childhood Education

EEC 4204 Infant–Toddler Curriculum

EEC 4212 Mathematics and Science in the Preschool Years

EEC 4215 Early Childhood Science and Social Studies

EEC 4268 Play and Integrated Curriculum in the Preschool Years

EEC 4314 Behavior Management in the Preschool Years

EEC 4315 Promoting Social Competence in the Preschool Years

EEC 4712 Social Competence in Early Childhood

LIN 3710 Language Acquisition

Graduate courses transferring from the School of Teaching and Learning

EEC 6205 Early Childhood Curriculum

EEC 6304 Creativity in the Early Childhood Curriculum

EEC 6525 Issues in Child Care Administration

EEC 6615 Early Childhood Education: Background and Concepts

EEC 6946 Practicum in Early Childhood Education

RED 5316 Emergent Literacy

The Unified Early Childhood PROTEACH program is designed to prepare early childhood professionals who possess the competencies to provide

for the education and care of a diverse group of children within developmentally and individually appropriate programs.

The graduates of the Unified Early Childhood PROTEACH program will be professionals who possess the competencies to design and implement culturally sensitive inclusive early education programs for young children (birth through age eight) with and without disabilities.

Our advanced graduate degrees prepare professionals for leadership roles in public and private agencies, schools, school districts, and higher education. Additionally, faculty and doctoral students are involved in grant activities and other projects and scholarly pursuits designed to enhance the lives of young children and their families.