

THE Ph.D. PROGRAM IN SPECIAL EDUCATION

**Department of Special Education
Florida State University**

ABOUT OUR DOCTORAL PROGRAM:

The Faculty in the Department of Special Education at Florida State University takes great pride in the role we play in preparing future leaders in Special Education through our Ph.D. program. We seek students who want to develop both a breadth and depth of knowledge that will allow them to function successfully in a variety of roles for which the Ph.D. is necessary. Our graduates have become leaders in many major universities and in public educational systems around the country and the world.

Students who are interested in pursuing a Ph.D. will find many positive aspects about the program offered in our Department. It is a program that emphasizes support and cooperation among doctoral students and faculty so that individual and collective success is ultimately achieved. Our program has traditionally been small in comparison to other nationally recognized programs, enrolling generally between 10 and 15 full time students at one time. This small number allows faculty to spend a great deal of individual time with students to better help them achieve success in the program and reach their individual academic goals. We try to match students and faculty who share common academic interests so that they can work collaboratively on research and other scholarly activities. It is very typical for clusters of faculty and doctoral students to engage in research projects that are ultimately published in the major journals in the field of special education with due recognition (i.e. authorship) given to all who participate. In fact it is our intention that every doctoral graduate leave our program with refereed publications and other scholarly products in order to be competitive in the post-doctoral job market.

In order to reach the success with our doctoral students for which we strive, we use three tactics. First we carefully examine students before we admit them. For this reason you will find that we put much emphasis on our application and admission procedures. Second, we require students to take a set of required courses to insure broad, general knowledge (Level A courses); but also allow students to develop unique knowledge by taking courses pertinent to their particular academic interests both in special education and in related areas (Level B courses). Finally we require students to build an individual Ph.D. portfolio that will provide evidence of their skills when they are ready to enter the job market. Using the portfolio, students can monitor their own development as they progress through the three-year program sequence and, simultaneously, faculty can formatively evaluate students and assist them in any areas requiring improvement.

Our department is a member of the Higher Education Consortium in Special Education (HECSE), an organization that consists of universities with major comprehensive doctoral programs in special education. Since 1968 we have awarded over 70 Ph.D. degrees in Special Education.

THE DOCTORAL PROGRAM GOAL:

The doctoral program in special education is intended to develop leadership personnel who will provide service to the profession through preparing new professionals, conducting research, and serving in administrative and policy-making roles. The Ph.D. degree represents the highest academic attainment possible. Those who receive it must have a broad knowledge of the field of special education, in-depth knowledge in a particular aspect of the field, and the ability to create new knowledge.

ADMISSION:

Individuals who wish to be considered for admission to the doctoral program in special education should submit a university application to the FSU Graduate School, Florida State University, Tallahassee, Florida 32306. This form may be requested from the Special Education Department. Additionally, the applicant should submit the following material directly to the Doctoral Program Coordinator, Department of Special Education, 205 Stone Building, Florida State University, Tallahassee, Florida 32306.

1. Transcripts of all college work
2. Three letters of recommendation reflecting academic and direct service ability.
3. GRE results with a minimum score of 1000¹
4. A typewritten paper that addresses specifically each of the following topics:
 - a. specific area(s) of interest and why the applicant wishes to gain more knowledge in this area.
 - b. strengths in providing direct service to individuals with special needs.
 - c. reasons for pursuing a doctoral degree.
 - d. a statement of professional goals.
 - e. personal philosophy of special education.
5. A published article, recent term paper, or another sample of academic writing to demonstrate writing ability.
6. Evidence of ability to work as part of a team in a collaborative, collegial manner;
7. Evidence of potential to successfully complete doctoral-level work.
8. Evidence of professional behavior in interactions with faculty, students, and school-related personnel.

When the above materials have been received by the Doctoral Program Coordinator, they will be reviewed by the faculty serving as a committee of the whole and a preliminary decision will be made about the application. Students will be informed after the review whether or not they have been tentatively accepted. Students who are tentatively accepted will be asked to complete two additional steps:

1. An on-campus interview with the faculty will be arranged and the applicant will be asked to visit the campus and meet with several faculty members.
2. During the visit to the campus, the applicant will be asked to take the *Departmental Doctoral Diagnostic Exam*. This exam will consist of questions on the following five areas:
 - a. Knowledge of typical and atypical human development.
 - b. Knowledge of applied behavior analysis.
 - c. Knowledge of recent developments in special education.
 - d. Knowledge in one of the following specific areas of special education (to be selected by the applicant): mental disabilities, learning disabilities, emotional handicaps, visual disabilities, early childhood special

¹ Students who do not meet the GRE requirement may apply to the department appeals committee for reconsideration.

education, transition in special education, or technology in special education.

- e. Use of logic in problem solving. The student will be given a potential problem and be asked to design a procedure to find and test an answer.

The applicant will be asked to write for about one hour on each question in order to demonstrate a Master's degree level of knowledge or competence in each. Each answer will be read blindly by two faculty members who will grade it on a 1 (low) to 5 (high) point scale. The combined score of the two readers must total 7 for the applicant to pass the item. The applicant must pass at least three of the items to be admitted to the program. Items that are not passed will later be addressed for learning in the student's program of study.

In order to prepare for the Diagnostic Exam, students may wish to review some current readings in appropriate areas of Special Education. Upon request, a bibliography of readings in each of the above areas will be sent to applicants in order to facilitate their preparation.

Foreign applicants or other applicants for whom travel to Tallahassee to interview and complete the Diagnostic Exam will present undue hardship, may request initial admission into the Master's or Specialist Degree Program. Admission will be based on a review of credentials as previously described. During their first semester of course work, these students will take the Diagnostic Exam and be admitted into the doctoral program upon successfully passing it.

PROGRAM CONTENT:

The doctoral program in Special Education is intended to develop a high level of knowledge primarily in three areas: research, personnel preparation (teacher education), and at least one area of special education offered within the Department of Special Education. Additional areas of knowledge may be pursued outside of the Department. In each of the three areas of research, personnel preparation, and special education content, *all* students must take *Level A* courses as indicated below. Specific *Level B* courses will be taken as directed by the major professor and doctoral committees for individual students in accordance with the student's academic interest (see table on the next page).

In the area of research, students must develop a general knowledge of research procedures in order to comprehend a variety of research methods reported in the literature (Level A). Additionally, they must develop in-depth knowledge and skills in at least one method of research (Level B) in order to use this method when conducting research for the dissertation.

In the area of personnel preparation, students must take the Departmental seminar (EEX 6426) and then complete at least one semester of supervised teaching under their major professor (EEX 5866r) (Level A). Additional courses and or teaching experiences will be included at the discretion of the supervisory committee (Level B).

The special education content courses required of all students, EEX 6342, EEX 6341, and EEX 6301r (Level A), will cover various topics and disability areas. Level B course selection will be developed by the major professor and the doctoral committee to emphasize content in one or more disability areas. The content developed in this area will relate directly to the dissertation. Courses included here are intended to reflect the student's unique academic interest.

Research	Personnel Preparation	Special Education Content
Level A Courses (to be taken by all students)		
EDF 5481: <i>Meth. of Ed. Res.</i> EDF 5400: <i>Des. & Inf. Stat.</i> EDF 5401: <i>Gen. Linear Mod. Appl.</i> EDF 5612: <i>Ed. & Culture</i> EDF 6475: <i>Qual. Meth. in Ed. Res.</i> EEX 6306: <i>Sgl. Subj. Res. Des. in Spec. Ed.</i>	EEX 6426: <i>Spec. Ed. Pers. Dev.</i> EEX 5866r: <i>Super. Teach.</i>	EEX 6342: <i>Adv. Study. of Spec. Ed.</i> EEX 6341: <i>Crit. Rev. of Spec. Ed. Res.</i> EEX 6301: <i>Spec. Ed. Res. Colloquium</i> (min. 4 hrs.)
Level B Courses (to be taken according to academic interest)		
At least one area of research tool concentration: Quantitative: EDF 5410: <i>Nonpara. Analysis</i> EDF 5402: <i>ANOVA Applications</i> Qualitative: EDF 5630: <i>Soc. of Education</i> EDF 5935: <i>Spec. Topic in Foun. of Education (Select Sections)</i> Single Subject: EAB 5796: <i>Res. Meth. in ABA</i> In addition, all students must take EEX 5911: <i>Supervised Research</i> with their major professor.	Other courses as identified by the doctoral committee that will result in the ability to teach higher education courses and workshops, write and manage grants, and a knowledge of what is involved in a university position	Students, their major professors, and committee members must develop a program of studies to reflect the development of knowledge in at least one of the following areas: <ul style="list-style-type: none"> • <i>Mental disabilities (severe)</i> • <i>Learning disabilities-emotional handicaps</i> • <i>Visual disabilities</i> • <i>Early childhood/special education</i> • <i>Secondary/transitional special education</i> • <i>Technology in special education</i> • <i>An approved related area</i>

COURSES and TITLES:

- EDF 6475 Qualitative Methods in Educational Research
- EDF 5400 Basic Descriptive & Inferential Statistics Applications
- EDF 5401: General Linear Model Applications
- EEX 6306 Single Subject Research Design in Special Education
- EEX 5911 Supervised Research
- EDF 5410 Nonparametric Analysis Applications
- EDF 5481 Methods of Educational Research
- EDF 5612 Education and Culture
- EDF 5935 Special Topics: Advanced Qualitative Research Design
- EDF 5401 General Linear Model Applications
- EDF 5402 Advanced Topics in Analysis of Variance Applications
- EAB 5796 Research Methods in Applied Behavior Analysis
- EEX 5866r Supervised Teaching
- EEX 5911 Supervised Research
- EEX 6426 Special Education Personnel Development
- EEX 6341 Critical Review of Special Education Research
- EEX 6301r Special Education Research Colloquium
- EEX 6342 Advanced Study of Special Education

FIRST YEAR OF STUDIES:

Doctoral students can begin only in the Fall semester. In order to promote uniformity among programs during the first year of studies, the first year's courses *must* be taken in the sequence outlined below. The Fall and Spring semesters of Year 1 will count toward residency requirements. Students should confer with the Doctoral Program Coordinator who will oversee students' compliance with these requirements.

First Year Requirements:

Fall Semester:	Spring Semester:	Summer Semester:
Research: EDF 5481 (3) EDF 5630 (3)	Research: EDF 5400 (4) EEX 6306 (3) ²	Research: EDF 6475 (3) EDF 5401 (3)
Special Education: EEX 6342 (3) EEX 6301 (1) Content Course(s) of Choice (3-6)	Special Education: EEX 6301 (1) Content Course(s) of Choice (3-6)	Special Education: Content Course(s) of Choice (3-6)
TOTAL: 13-16 hrs.	TOTAL: 11-14 hrs.	TOTAL: 9-12 hrs.

First Year Review:

A first year review will be held after the Spring Semester by the Doctoral Program Coordinator and faculty to assess each student's performance during the first year of the program. This review will determine continuance in program or, if so warranted, possible dismissal. Academic performance will be reviewed and program continuation will be voted on by faculty. The review will evaluate satisfactory completion of courses, reasons for any incompletes or grades below B, and the student's commitment to doctoral studies. We are very interested in seeing all doctoral students succeed and encourage a particularly high degree of attention to doctoral studies by students in their first year of studies. The degree of success a student achieves during this first year is often an important predictor of how well the student will do in the remaining portions of the program. Students must understand that *employment or other commitments inside or outside of the Department will not diminish the level of performance expected for continuance in the program. Students are urged to consider the impact of any employment upon the pursuit of the degree.* Various options, including alternative degrees, may be considered for students who do not receive a satisfactory review.

Following a satisfactory First Year Review, a major professor will be identified, a committee will be selected, and a Program of Studies will be filed with Office of Student Services in the College of Education. This process is explained in the following section.

MAJOR PROFESSOR, DOCTORAL COMMITTEE, and PROGRAM OF STUDIES:

It is the student's responsibility in the first year to become acquainted with individual faculty members and their areas of expertise and research interest. (Faculty Vitae are available in the office of the Departmental Office Manager for review.)

After successful completion of the first year of the program, the doctoral student may ask a particular faculty member to serve as major professor, with the understanding that only faculty with doctoral directive status (DDS)³ may serve as a major professor. The faculty member that agrees to

² The order of EEX 6306, 6426, and 6341 may vary depending on demand in a given semester.

³ Doctoral directive status is awarded by the FSU Graduate Policy Committee based on the research and graduate instructional experience of the faculty member.

serve as major professor will assist the student in developing a program of studies that will include all additional required courses and seminars, as well as those that will allow the student to develop expertise in the chosen area. The major professor will also recommend to the student additional members of the doctoral committee.

Selection of a major professor is an important matter that warrants careful deliberation. Students should spend some time and reflect carefully prior to asking a faculty member to serve as major professor. Students are advised to:

- Become familiar with the professors and their interests during courses and through conversations.
- Review faculty vitae.
- Read faculty publications.
- Ask to see dissertations of previous students.
- Interview faculty concerning their views on the tasks of being a major professor, research styles and interests.
- Consider the faculty member’s current teaching and advisement load, the number of other doctoral students, and other time commitments.
- Evidence of ability to work as part of a team in a collaborative, collegial manner.
- Evidence of professional behavior in interactions with faculty, students, and school-related personnel.

The doctoral committee will include the major professor and at least three other faculty members. In addition to the major professor, at least one of the committee members must also have DDS and come from within the Department, and at least one must come from outside of the Department and also have DDS. The fourth member does not need to have DDS and may come from within or outside of the Department. More committee members can be included if the major professor and the doctoral student mutually agree that there should be more. The major professor and other committee members must sign the student’s program of studies indicating their approval of the courses to be completed including all of the Level A courses and the selected Level B courses. After the program of studies has been signed by the major professor and the committee members, it must be signed by the Department Chair. The signature of the Chair indicates his or her approval of the student’s program of studies, the chair of the committee, and the committee members.

SECOND YEAR OF STUDIES:

Throughout the second year of the program, students complete the remaining Level A courses and also all Level B courses as indicated on their program of studies. The second year of studies will typically appear as below:

Second Year Requirements:

Fall Semester:	Spring Semester:	Summer Semester:
Research: EDF 5402 (3) or EDF 5935 (3) or EAB 5796 (3) and EEX 5911 (3)	Research: EDF 5410 (3) (if chosen)	Research: Begin dissertation prospectus
Personnel Preparation: EEX 6426 (3)	Personnel Preparation: EEX 5866r (3)	Personnel Preparation: None
Special Education: EEX 6301 (1) Content Courses of Choices (3-6)	Special Education: EEX 6341 (3) EEX 6301 (1) Content Courses of Choice (3-6) EEX 8964 (0) (Preliminary Exam)	Special Education: Content Course of Choice (3-6)
TOTAL: 13-16 hrs.	TOTAL: 13-16 hrs.	TOTAL: 3-6 hrs.

PRELIMINARY EXAMINATION:

The student will register for Preliminary Exams Spring Semester of the second year. Successful completion of the exam elevates the student to the level of doctoral candidacy. If the exam is not passed, the student will be asked to take all or part of the exam over before being admitted to candidacy. If, after an additional attempt, the student does not successfully pass the exam, he or she will be asked to leave the program. The exam consists of two components: a) The Written Exam or "6000" paper and b) The Doctoral Portfolio.

Written Exam or "6000" Paper: The written exam is the most traditional form of preliminary exam. Students tested in this fashion will be required to answer several questions about the content of their doctoral program. Questions are submitted by the major professor and committee members (approximately two questions each), and students typically answer each in a 2 to 3 hour period. Students must cite relevant literature when writing their answers and demonstrate thorough knowledge of the content. Students will usually request committee members to indicate the area(s) their questions will cover and then spend about one semester preparing for the exam. After the written exam has been completed and read by doctoral committee members, an oral exam is scheduled.

The "6000" paper is an in-depth critical review of the literature on a topic approved by the major professor and the committee. The student conducts the literature review and writes the paper independently. The paper is typically 40 to 50 pages in length and contains sufficient content to warrant publication in a professional journal. (In fact, students are generally encouraged to edit their paper to a suitable length and then submit it for publication in a refereed journal.) After the paper is finished, it is presented to the doctoral committee for review and after all have had sufficient opportunity to read it, the student is required to orally defend the paper.

The Doctoral Portfolio: At the oral defense of the written exam or the 6000 paper, the student will submit a formal Portfolio to the committee and other faculty and will explain or defend any portion of the portfolio. A STUDENT MAY NOT PRESENT THE PORTFOLIO UNTIL ALL INCOMPLETES HAVE BEEN RESOLVED. Items that must be included in the portfolio will be developed throughout the previous two year period and will include all of the following:

1. A syllabus designed for a course taught.
2. A video tape demonstrating teaching skill.
3. Evaluations of courses taught.
4. A review of the literature manuscript.
5. A single subject research study.
6. A qualitative mini-study.
7. A written product reflecting quantitative analysis of research data.
8. A level B research study (demonstrate advanced research specialization area).
9. A grant proposal (research or personnel preparation).
10. Evidence of a conference presentation (catalog and paper, ratings if available.)
11. Two or three page self-critique of materials presented.
12. Professional quality resume'.

A student may not present the portfolio until all incompletes have been resolved.

YEAR THREE: THE DISSERTATION:⁴

Upon admission to candidacy, the student may pursue a dissertation. The first stage in this process is to have a study approved during the presentation of the portfolio. Typically this is done by presenting committee members with a one or two page description of the study and how it will be conducted. Once the concept has been approved, the candidate will prepare a dissertation prospectus. Essentially the prospectus is a detailed document that states precisely what the problem is, what information is provided in the related literature, and what procedures and methods will be used to conduct

⁴ Students should review the University Bulletin, Graduate Edition, and other pertinent documents to determine appropriate timelines for completing the dissertation in order to graduate at a specific time.

the study. Although the student may use any acceptable method of research to undertake the dissertation study, he or she must have taken sufficient course work in order to use the data collection and analysis procedures required for the study that will be undertaken.

The completed prospectus will be presented to the committee and orally defended. The committee must approve and sign the prospectus (as must the Department Chair) before the study may be initiated. Quite often at the defense of the prospectus, procedural changes will be suggested or required by the committee before the prospectus will be approved.

Once a prospectus is approved, the doctoral candidate may initiate the study including collecting data and implementing any treatment or intervention called for by the study. Before doing so however, he or she must receive the approval of the University Human Subjects Committee and the research committee of the school district or agency in which the study will be conducted.

In order to complete the dissertation, data are collected in accordance with the type of the study the student is doing. During this time the student works in close contact with the major professor in order to receive advice and direction. The student, however, is responsible for the final product.

After the study has been completed, the student will write the final portions of the dissertation. This will include a description (quantitative or qualitative) of the results and a discussion of the significance of the results with respect to the questions, hypotheses, and/or objectives of the study and to previous research in this area. The total complete dissertation consists of the portion that was written for the prospectus as well as the final results and discussion.

The completed dissertation is submitted to the major professor and the committee for their review and a dissertation defense date is set and publicly posted. (The defense may be attended by any faculty member in the University, although normally only the committee members and the candidate attend.) At the defense the student is asked to explain the study and the results. The committee will ask questions and seek clarification to the extent they desire. The student may be asked to re-write certain portions of the dissertation before receiving final approval. When all on the committee agree that the dissertation is sufficiently complete, they will sign it. The dissertation will then be forwarded to the Department Chair for final approval. When these final signatures are placed on the dissertation, and other necessary procedural paperwork completed, the Ph.D. degree has been earned.

FINANCIAL SUPPORT:

The Department makes every effort to offer financial support to students who have been admitted to the doctoral program. A commitment of this support can often be made prior to the student entering the program. However, the Department cannot guarantee funding throughout the program of the student.

There are typically three sources of funding for doctoral students that are controlled by the Department⁵. One source is federally supported **leadership personnel preparation grants** that provide us with funds to support doctoral students in specific areas of study. A second source is **research or demonstration grants** received from federal, state, or private agencies that include a category of funding for doctoral student assistants. Both of these sources are entirely dependent on the success of faculty members in winning such grants. The third source is **OPS funding** received by the Department from the College to fund instruction in classes that are not covered by faculty members.

In order to receive funding from any of these sources, the student must meet certain criteria. For funds to be received from a grant, the student must have a particular emphasis or area of study, or be able to carry out the required functions of the grant. The grant's project director will be able to state whether a student qualifies for support from a particular grant. In order to receive OPS funds, the student must be able to operate in the capacity for which the funds are generated, i.e. be able to teach a particular course. The Department Chair is responsible for employing individuals using OPS funds. As stated

⁵ Other sources of support may be available from the Office of Financial Aid.

above, the Department makes every effort to fund doctoral students but students must understand the limitations of the funding sources. Students who are supported by grant funds or OPS funds will also have their tuition paid by the Department up to the number hours allowed by the College. Credit hours beyond this number must be paid for by the student.

Students should realize that sometimes they may be funded from more than one source. For example a student may be funded by a grant and also funded one semester to teach a particular course. To the extent possible this situation is avoided in order to distribute funds as broadly and equitably as possible. However it does occasionally occur and when it does the student must be aware that he or she is responsible for performing distinct functions for the different sources of funds. Performing these duties does not relieve the student from completing courses or other academic responsibilities and students are advised not accept an offer for OPS funding to teach a course (or other job responsibilities outside the department) if it will interfere with academic responsibilities.

ABOUT THE DEPARTMENT OF SPECIAL EDUCATION:

In addition to the doctoral degree, the Department of Special Education offers undergraduate and master's degrees. These degrees are awarded in three major areas of study: Learning Disabilities/Emotional Handicaps (LD/EH); Mental Disabilities (MD); and Visual Disabilities (VD). In the LD/EH program, students enter in their junior year and remain in the program for three years and are simultaneously awarded the B.S. and M.S. degrees upon completion of the program. In the other two areas (M.D. and V.D.) students finish their undergraduate program with a B.S. degree and there are separate master's degree program. At the M.S. level, in addition to course work in the major areas, we also offer specialization courses in Early Childhood Special Education, Technology in Special Education, and Secondary/Transitional Special Education. Courses in any or all of these areas may also be taken by doctoral students.

The Department has eleven full-time faculty members (see below) and, at any given time there are about 150 undergraduate students, about 60 master's students, and about 10 to 15 doctoral students.

The Department of Special Education at Florida State University has existed since 1958 and has earned a strong reputation in the state, as well as regionally and nationally, for the quality of its graduates at all levels and in all areas. We are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the Southern Association of Schools and Colleges (SACS), and the Florida Department of Education. Graduates of our teacher preparation programs (B.S. and M.S. degrees) are certified in the State of Florida and are in high demand as special education teachers in public schools.

ABOUT THE SPECIAL EDUCATION FACULTY:

The Faculty in Special Education includes the following:

NAME: Dr. Barbara Edwards, Associate Professor, Ed.D., University of Kentucky, 1989

INSTRUCTIONAL AREA(S): Learning Disabilities, Emotional Handicaps Assessment, Special Education Technology

RESEARCH AREA(S): Effective use of technology by persons with disabilities, Special Education teacher training

NAME: Dr. Mary Frances Hanline, Associate Professor, Ph.D., University of California, Berkeley and San Francisco State University, 1985

INSTRUCTIONAL AREA(S): Early Childhood Special Education, Severe Disabilities

RESEARCH AREA(S): Integrated preschool education, play-based early intervention.

NAME: Dr. Mark A. Koorland, Professor and Chair, Ph.D., University of Florida, 1977.

INSTRUCTIONAL AREA(S): Learning Disabilities, Emotional Handicaps, Applied Behavior Analysis

RESEARCH AREA(S): Stimulus control in instruction.

NAME: Dr. Sandra Lewis, Assistant Professor, Ed.D. University of California, Berkeley and San Francisco State University, 1993

INSTRUCTIONAL AREA(S): Visual Disabilities.

RESEARCH AREA(S): First year teachers, quality services to students, student outcomes.

NAME: Dr. Patricia Mathes, Assistant Professor, Ph.D., Vanderbilt University, 1992

INSTRUCTIONAL AREA(S): Learning Disabilities, Direct Instruction

RESEARCH AREA(S): Peer tutoring in inclusive settings.

NAME: Dr. Bruce Menchetti, Associate Professor, Ph.D., University of Illinois, 1987

INSTRUCTIONAL AREA(S): Mental Disabilities, Transitional Special Education

RESEARCH AREA(S): Effective transitional approaches, Self-directed IEPs.

NAME: Dr. Andrew Oseroff, Associate Professor, Ed.D., University of Pittsburgh, 1971

INSTRUCTIONAL AREA(S): Learning Disabilities, Emotional Handicaps, Assessment

RESEARCH AREA(S): Child abuse and emotional disabilities.

NAME: Mr. Purvis Ponder, Associate Professor, M.S. Western Michigan University, 1964

INSTRUCTIONAL AREA(S): Orientation and Mobility

RESEARCH AREA(S): Orientation and Mobility

NAME: Dr. Louis Schwartz, Professor, Ed.D., Columbia University, 1956.

INSTRUCTIONAL AREA(S): Gifted Education and Legal Issues in Special Education

RESEARCH AREA(S): Underachieving and potentially gifted students.

NAME: Dr. Pearl Tait, Professor, Ph.D. Ohio State University, 1970.

INSTRUCTIONAL AREA(S): Human Development, Visual Disabilities, Multi-sensory Disabilities.

RESEARCH AREA(S): Cognitive and sensory functioning.

NAME: Dr. David Westling, Professor. Ed.D., University of Florida, 1976

INSTRUCTIONAL AREA(S): Mental Disabilities, Severe Disabilities

RESEARCH AREA(S): Parents of Students with Mental Disabilities; Inclusion; Special Education Teachers

Vitae of specific faculty are available for review within the Department or by request.

ABOUT FLORIDA STATE UNIVERSITY:

The Florida State University is a comprehensive, graduate-research university with a liberal arts base. It offers undergraduate, graduate, advanced graduate and professional programs of study, conducts extensive research, and provides service to the public in accord with its state-wide mission. The University's primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.

In accordance with the University's mission, faculty members have been selected for their commitment to excellence in teaching, their ability in research and creative activity, and their interest in public service. Among the faculty are recipients of many national and international honors, who have included four Nobel laureates and eight members of the National Academy of Sciences.

The University's location in the State's capital provides great opportunity for service and interaction among governmental agencies and the social science and professional schools, especially the Colleges of Business and Law and the Pepper Institute on Aging and Public Policy. Special resources, such as the Supercomputer Computations Research Institute and the Florida State Conference Center, enhance its ability to deliver such service. The University is strongly committed

to its mission in international education. It provides study-abroad opportunities for its students and faculty through the Florence and London Study Centers, which it operates for the State University System, and through programs in Barbados; Costa Rica; the Republic of Panama; Switzerland; Russia; Cetamura, Italy; Oxford, England, and in Central and Eastern Europe. The University co-sponsors Florida bi-national linkage institutes in Costa Rica and France.

As a major comprehensive residential state university, Florida State attracts students from every county in Florida, every state in the nation, and more than 100 foreign countries. The University is committed to high admission standards that ensure quality in its student body, which currently includes some 192 National Merit and National Achievement scholars, as well as students with superior creative talents. It also provides alternative admission and highly successful retention programs for special student populations. Most students pursue a full-time course of study in normal progression from high school or undergraduate institutions. Graduate students, who comprise 20 percent of the student body, are enrolled in 191 graduate degree programs, of which 67, covering 120 fields, are doctoral. The median age of all students is 22, and about 24 percent, mostly graduate students, are over 25 years old.

ABOUT TALLAHASSEE:

Tallahassee is Florida's State Capital. The 250,000 people who live in the Tallahassee Metropolitan Area are proud that the community is a great place to live and do business. The area enjoys a stable economy and comparatively low unemployment. The work force in Leon County is largely professional and white collar because government and education centers are the primary employers. Local government is financed largely through utility revenues, property and sales taxes, and impact and service fees, and state revenue-sharing dollars.

Tallahassee is accessible by air, rail and four major highways. The new Regional Airport is minutes from downtown and provides a full schedule of flights with most major air carriers. Passenger rail service is available on AMTRAK's Sunset Limited, a transcontinental route from Los Angeles to Miami. Tallahassee is a three-hour drive from Jacksonville and Pensacola and a five-hour trip from Tampa, Orlando and Atlanta. Rich in cultural diversity, Tallahassee has a number of community and university art, dance, music and theater groups as well as a symphony orchestra.

Tallahassee is the county seat of Leon County and is located in North Central Florida, the center of the Florida "Big Bend." The area is characterized by hilly terrain and prizes its canopy roads, moss-draped oaks and springtime profusion of dogwoods, azaleas and wisteria. It will seldom be debated that Florida's greatest natural resource is its climate. Tallahassee has the mild, moist climate characteristic of the Gulf States, and experiences a subtropical summer similar to the rest of Florida. However, in contrast to the Florida peninsula itself, Tallahassee experiences four seasons. Prevailing winds average 6.5 miles per hour. They are from a southerly direction in the spring and summer and then shift toward a more northerly direction near the end of the year.