



College of Education
PhD in Education
Exceptional Education Track
Handbook

A guide for doctoral students pursuing the
PhD in Exceptional Education

Lisa Dieker, PhD
Wilfred Wienke, PhD

Project LEAD –
Leadership in Exceptional Education
Advancing Diversity

Manuscript Preparation (2007)

Kimberly Davis
Sara Aronin
Kimberly Pawling

Manuscript Preparation (2006)

Chris O'Brien
Kimberly Davis

Manuscript Preparation (2005)

Kimberly Zgonc
Chris O'Brien

Manuscript Preparation (2004)

Kimberly Zgonc



Dear Ph.D. Student,

Welcome to the Ph.D. Program in **Education** – Exceptional Education Track at the University of Central Florida. We in the Department of Child, Family and Community Sciences look forward to helping you further **your** professional development. This handbook is a supplement to your official Ph.D. in Education Program Handbook and will help guide you through your program. This handbook is intended to serve as a description of specific requirements in the Ph.D. Exceptional Education Track including the coursework sequence, assistantships, co-teaching experience, intern supervision, student organization and outside activities.

We look forward to working with you toward your endeavors and wish you much success! We hope you will let us know if you **have** any questions or concerns throughout this collaborative journey between doctoral students and faculty as you **prepare** for a future leadership role in the field of special education.

Sincerely,

Lisa Dieker, Associate Professor
Ph.D. Program Coordinator and Project LEAD Coordinator

Wilfred Wienke, Professor
Project LEAD Director

UCF, College of Education

Conceptual Framework

Approved: Fall 2004

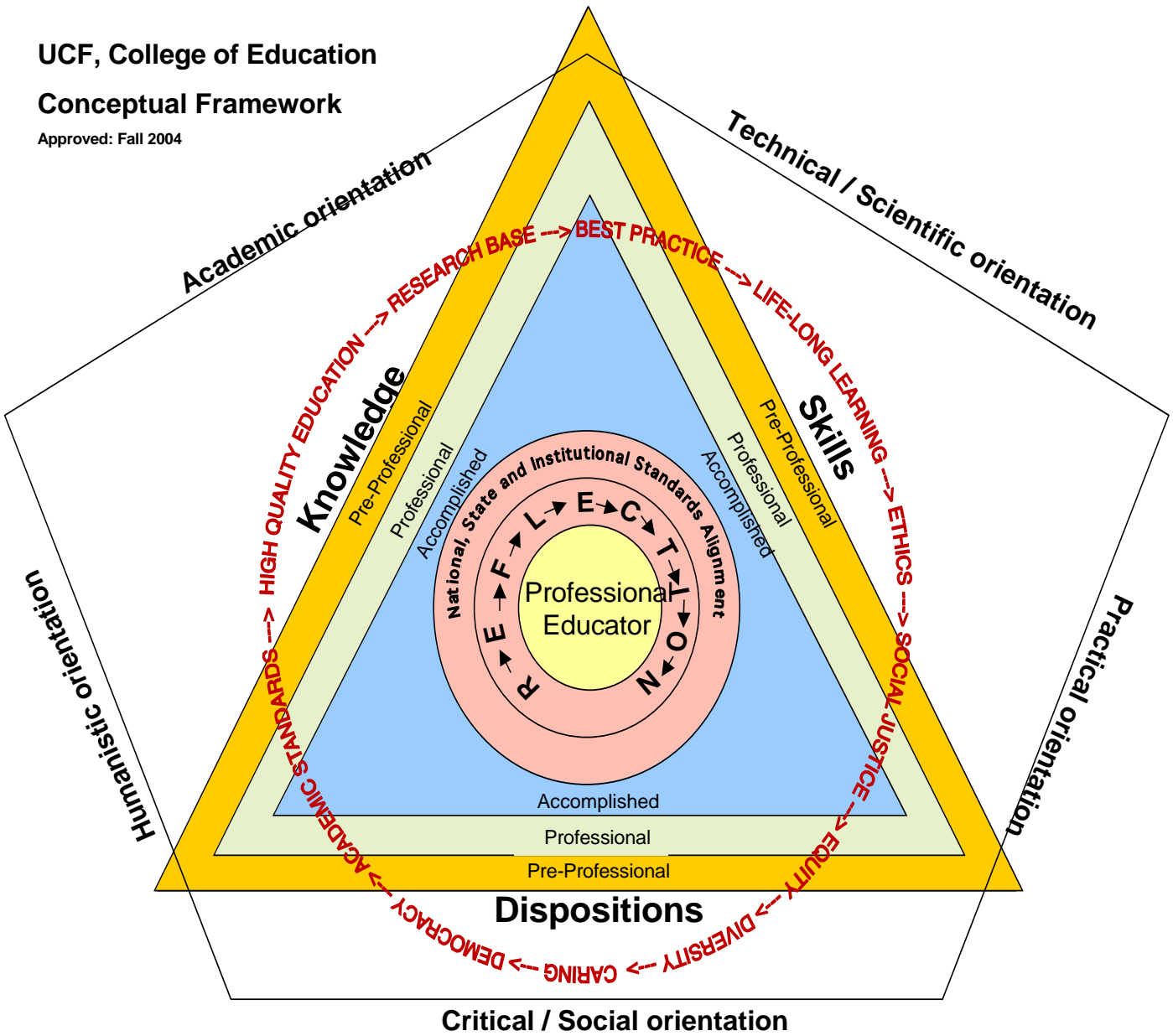
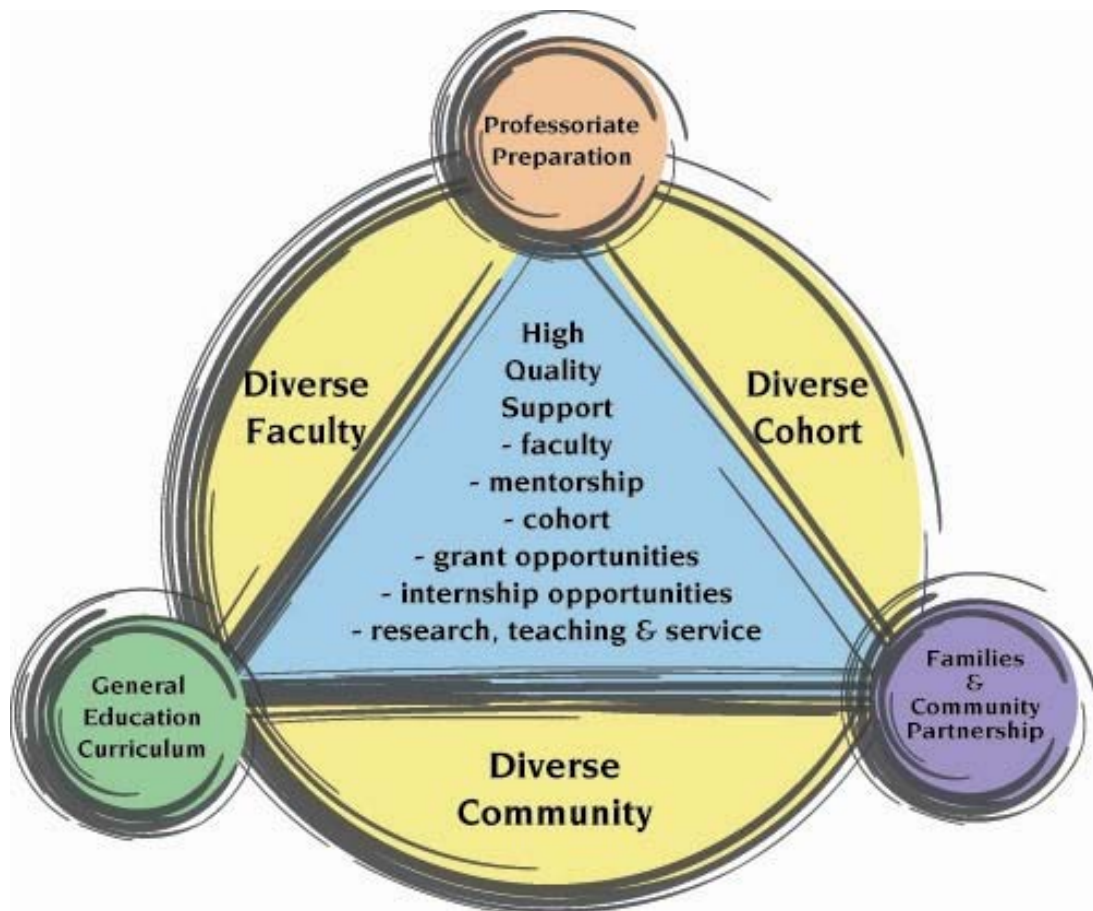


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Framework of Support Structure for Ph.D. track in Exceptional Education

This image was created to represent the focus on our program related to diversity and strong support structure provided for your future role in higher education. Components of this structure are described in further detail throughout this handbook.



Who's Who in **Exceptional Education** at the University of **Central Florida**?

The Department of Children, Family and Community Sciences includes faculty from the disciplines of physical education, counseling, school psychology and exceptional education. Although you may work with faculty across the Department, across the College of Education, across the campus and across the state, we would like to highlight the roles, background and experience of faculty in the area of exceptional education. From these descriptions you will see that you will be working with faculty with a wide range of backgrounds, experiences, and leadership roles that range from local to international foci.

Exceptional Education Faculty and Staff Biographies:

Mrs. Linda Alexander is the office manager for the Department of Child, Family, and Community Sciences. She is a UCF alumna with an undergraduate degree in Elementary Education and several years of teaching experience. She has been on staff at UCF since 2002 and handles administrative tasks for Exceptional Education faculty and students.

Dr. Roanne Brice is the Assistant to the Chair for the Department of Child, Family, and Community Sciences. Dr. Brice received her bachelor's and master's degrees in Communicative Disorders and Ph.D. in Exceptional Education from the University of Central Florida. Previous experience includes teaching in general and exceptional education settings. Dr. Brice is also a Speech-Language Pathologist with nine years of experience working with children, adults, and families in the school and medical settings. Her research interests include phonemic awareness, literacy, spoken and written language, language learning for bilingual students, and traumatic brain injury.

Dr. Lee Cross is an Associate Professor. She received her undergraduate from Hanover College and master's degree from University of Illinois and doctoral degree from University of North Carolina at Chapel Hill. Her research interests focus on Early Childhood Education and teacher preparation.

Dr. Lisa Dieker is an Associate Professor and Lockheed Martin Eminent Scholar at the University of Central Florida. She received her undergraduate and master's degree from Eastern Illinois University and her Ph.D. from the University of Illinois. Her primary area of research focuses on collaboration between general and special education at the secondary level with a specific interest in the unique opportunities that exist in urban schools in the areas of mathematics and science. She also has a passion for how technology and specifically virtual classrooms can be used to impact teacher preparation. Dr. Dieker was just recently selected the Director of the Lockheed Martin Mathematics and Science Academy. In this new role she directs a K-8 teacher leadership program as well as a Transition to Mathematic and Science Teaching (TMAST) program which both focus on teacher preparation in mathematics and science education. The TMAST program focuses on bringing in new teachers to urban middle school settings. Dr. Dieker continues to coordinate the doctoral program in special education reflecting

her interdisciplinary work across mathematics, science and special education. In fall 2005 Dr. Dieker was instrumental in bringing together the Colleges of Engineering, The Institute of Simulation and Technology and the College of Education to develop a Memorandum of Understanding with The Haberman Educational Foundation (HEF). In collaboration with the HEF Dr. Dieker is leading work to create a simulated classroom environment that will prepare mathematics, science and special education teachers for urban settings. Dr. Dieker has received more than \$3 million in grant funding in her career and has produced 3 books and a national video focused on effective strategies for inclusion at the secondary level and co-teaching. She has published numerous articles focused on interdisciplinary collaboration, serves on numerous editorial boards and leadership roles and is an Associate Editor for the *Journal of Psychological and Educational Consulting* and serves as Co-Editor for the *Journal of International Special Needs Education* (JISNE) and *Focus on Exceptional Children*.

Dr. Susan Donovan is a grant director and adjunct faculty. She received her undergraduate degree from the University of Rhode Island, masters from the University of Southern Maine, and doctorate in early intervention/special education from Boston University. Her research interests focus on family involvement in early intervention/early childhood, inclusion, and the role of public policy in systems change. She has worked overseas in the U.S. military early intervention program and has an interest in international programs focusing on individuals with disabilities. She has developed on-line curriculum modules for pre-service teachers and modules for professional development of staff working in the field of early intervention.

Dr. Dan Ezell is an Associate Professor. He received his undergraduate and master's degrees from the University of Louisiana at Monroe and doctoral degree from The University of Alabama. His research interests focus on portfolio assessment with individuals with mental retardation and developmental disabilities (MR/DD). His current research projects include using magic tricks with individuals with MR/DD as a self-confidence booster and as a method to enhance friendship among children with disabilities and their non-disabled peers. In addition, he has combined the use of puppets, Black Light Theater, animal balloons and magic tricks with children's books as storytelling and character education to create an ultraviolet fun and educational experience for children with cognitive and developmental disabilities. At the national/international level Dr. Ezell served six years as treasurer of the Division on Developmental Disabilities (DDD) of the Council for Exceptional Children (CEC). At the state level he served as president of the Florida Federation Council for Exceptional Children (FF-CEC) and secretary of the Florida Division on Developmental Disabilities (FL-DDD). At the local level, he is the faculty advisor of the Student Council for Exceptional Children (SCEC) Chapter 1050 (Brevard). Dr. Ezell is also the university faculty site coordinator of the UCF/OSC Holmes Partnership PDS School at Enterprise Elementary in Port St. John, Florida in Brevard County.

Dr. Rebecca Hines is an Associate Professor. She received her undergraduate degree from Florida State University and her master's and doctorate degree from the University of South Florida. Her primary research interests include examining the effectiveness of the co-teaching model for students with disabilities, and exploring strategies for working with students with emotional/behavioral disorders. Service interests include improving the quality of life for adults with exceptionalities through age-appropriate leisure activities, and mentoring young adults

transitioning from high school. Currently Dr. Hines is the project director for the federal grant program Preparing Diverse Special Educators Using Alternative Delivery Modes and Mentoring.

Dr. Ernestine Kessel served as Assistant Professor at UCF in Exceptional Education, Early Childhood, and Educational Foundations. She received her undergraduate degree from Marshall University, master's degree from the University of West Virginia, College of Graduate Studies and doctoral degree from Nova Southeastern University. Her research interests focus on infants and toddlers with special needs, family coaching, and transdisciplinary practice. In addition to her teaching responsibilities at UCF, Dr. Kessel served as the Principal Investigator and Coordinator for a Florida Department of Health curriculum development project for the state's Part C program as well as Planning Coordinator for the Toni Jennings Exceptional Education Institute. She is active in state, national, and international early intervention training and program development. She lived and worked in Europe and Asia for several years under contract as the Training Coordinator for the U.S. Department of Defense, Part C program.

Dr. Mary Little is an Associate Professor. She received her undergraduate degree from the State University College at Buffalo, her master's degree from State University College at Buffalo, and her doctorate from the University of Kansas. Her interests include program evaluation, teacher efficacy, and student impact related to professional development. She is very involved with the process of classroom action research, both with product development and research. She teaches courses at the graduate and undergraduate levels, specifically in assessment, instruction, and program evaluation. In addition, she serves as the Principal Investigator for one of the state of Florida's largest professional development projects in special education, Project CENTRAL, which is beginning its seventh year. The Purpose of this project is to provide professional development, products, research, and resources to ensure quality outcomes for all students in Florida, including students with disabilities. For more information about Project CENTRAL, check the website at <http://reach.ucf.edu/~CENTRAL>

Dr. G. Richmond Mancil is an Assistant Professor. He received his undergraduate and master's degree from Georgia Southern University and his Ph.D. from the University of Florida. His primary area of research focuses on children with autism spectrum disorders (ASD) and their families. He also has an interest for how technology via online courses impact teacher preparation. Prior to UCF, he was a research assistant at the University of Florida where he developed the autism online endorsement and worked on several research grants related to examining the social communicative behaviors of young children with ASD. He serves on several organizational boards in many capacities such as the *President of the Florida Division for Developmental Disabilities* and a member of the *Division for Developmental Disabilities Publications Committee*. In addition, he serves on numerous editorial review boards such as *Beyond Behavior*.

Dr. Suzanne M. Martin is a professor of Exceptional Education in the college of Education at the University of Central Florida. She has a B.S. degree in Elementary Education, a M.Ed. degree in Special Education/ Learning Disabilities and Behavioral Disorders and a Ph.D. in Special Education Administration with cognates in research and curriculum. Dr. Martin has a long history of leadership activities in higher education as well as educational organizations. She is Past President of the Council of Exceptional Children; Past President of the Teacher Education

Division; Past President of the Alabama Federation of CEC; former Governor of the Alabama Federation to CEC; former educational specialist for the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs; and former Branch chief of the Leadership Branch of the Personnel Preparation Division in the OSEP at the U.S. Department of Education. In her career, Dr. Martin has taught elementary school students, junior high school students with special needs, community college students preparing to be paraprofessional in special education classroom, undergraduate students, and graduate students. She has been awarded grants from the U. S. Department of Education that has allowed her to pursue her work in teacher education. She currently directs an OSEP funded leadership grant project entitled, "The National Urban Special Education Leadership Initiative". She is the recipient of many awards and the author of numerous articles on teaching and leadership. She currently is co-authoring a book entitled, "Special Women, Special Leaders: The Special Education Connection". She is chairing doctoral committees, serving as a member on doctoral committees and is looking forward to continuing her work with the doctoral students.

Dr. Cynthia Pearl is Project Director for two OSEP funded personnel preparation grants, Project ASD, Preparing Teachers to Work with Students with Autism Spectrum Disorders, and Project SPD, Preparing Personnel to Serve Students With Severe/Profound Disabilities. These projects are designed to increase the number, qualifications, and diversity of special education teachers prepared to work with students with Autism Spectrum Disorders and Severe or Profound Disabilities. Dr. Pearl received her Master's Degree and Doctorate from the University of Central Florida. Her eighteen years as a special educator included five Orange County Public Schools and teaching experience in the areas of Learning Disabilities, Emotional Handicaps, and Varying Exceptionalities. Her research interests include teacher preparation in the areas of inclusion, co-teaching, preparation to work with students with Autism Spectrum Disorders and Severe or Profound Disabilities, and Special Education Legislation.

Dr. Jennifer Platt is Professor and Executive Associate Dean for Academic Affairs in the College of Education. She attended Central Connecticut State University where she earned a B.S degree in Elementary Education. She completed an M.S. degree in Special Education in the area of Emotional Disturbance at the University of Kansas and a doctorate in Special Education/Learning Disabilities with a minor in Reading at West Virginia University. Her primary area of research focuses on the recruitment and retention of special populations, such as paraeducators and mid-career professionals, into education. Having been both a general education and special education teacher, a second area of interest involves strategies for meeting the needs of diverse learners in K-12 classrooms. She co-authored Teaching Children and Adolescents with Special Needs in its 5th (Prentice Hall) and Teaching Adolescents with Mild Disabilities (Wadsworth). She served as co-principal investigator of the PreK-20 Partnership Initiative to address the critical shortage of teachers in Florida and completed a Teach for Florida grant to prepare mid-career professionals for Florida's classrooms. She currently serves as co-principal investigator of a U.S. Department of Education grant to prepare paraeducators to be special education teachers (PACE – Paraeducators Acquiring Certification in Exceptional education) and directs a Provost's initiative (STEP - Supporting Teacher Education Pre-professionals), which focuses on the recruitment and retention of freshmen into education and assisting them to become teachers particularly in critical shortage areas. Dr. Platt is the President-elect of the Florida Association for Colleges of Teacher Education.

Dr. Maria E. Reyes-Blanes is an Associate Professor. She received her undergraduate degree from University of Puerto Rico, Mayaguez Campus, and master's degree from Fordham University and doctoral degree from University of Florida. Her research interests focus on culturally diverse families of children with disabilities. She has worked closely with Latino families of children with disabilities studying their needs and sources of support.

Dr. Jamia Thomas-Richmond is a Visiting Assistant Professor at UCF Daytona. She received her undergraduate from the University of South Florida in Specific Learning Disabilities and master's degree from the University of Central Florida in Varying Exceptionalities and doctoral degree from the University of Central Florida in Education, specializing in Exceptional Education. Her research interests focus on home-school partnerships in urban settings, parental involvement, recruiting/retaining diverse populations in education. Her service activities include membership and participation in CEC divisions (DLD, TED, DDL), Urban Network to Improve Teacher Education, Holmes Partnership, and Holmes Scholar Alumni.

Dr. Wilfred Wienke completed his BS in Elementary Education and Special Education at the State University College at Buffalo. In the city of North Tonawanda he taught adolescent students requiring special education services. His doctoral study was completed at the University of Northern Colorado with a major in Special Education and a minor in research methodology. His post-doctoral study was completed at the University of California at Santa Barbara. He has taught at San Jose State University and Bowling Green State University, and chaired the Department of Special Education at West Virginia University before coming to the University of Central Florida to chair the Department Child, Family & Community Sciences. During his career he has guided the development of curricula and programs to prepare special educators to serve students from infancy through adulthood. He has also prepared programs to prepare students at the doctoral level in special education. Over the years he has authored or co-authored grants to support programs at each of these levels.

Current Grants and Ongoing Projects

| Grant | Faculty | Synopsis |
|---|----------------|--|
| Co-teaching in middle school mathematics classrooms | Wienke Davis* | This special initiative is to provide professional development to a group of teachers who are providing services to students in inclusive environments. The effort hopes to improve the practice of co-teaching teams to directly impact students with mild disabilities. |
| Development of an Effective Training Model for Improving Knowledge and Skills of Teachers Working with Students with Disabilities in Beijing, China | Martin Bai Hu* | The purpose of this project in year 1 is to plan, develop, implement, and evaluate an effective training model for improving the knowledge and skills of teachers who work with students with disabilities in China. The project in year 2 includes surveying and conducting focus groups of teachers and families in Orange County Public Schools, Orlando, Florida and continuing to conduct partnership activities with Beijing Normal University and United Teachers College. Year 3 will provide additional professional development activities in Beijing, China and Orlando, Florida. |
| FITS (OSEP funded) Family Infant Toddler Developmental Specialists (F) | Cross Hartle | Prepares personnel involved in Part C programs to receive endorsement for Medicaid reimbursement. The grant involves 6 courses one of which is taught by the school of nursing focusing on working with children birth to five with disabilities. |
| The "Learning Stream" (L) | Dieker | Focuses on the development of a process to create video for teacher education that impacts student learning in math, science and reading. |
| National Urban Special Education Leadership Initiative: A Model (N) | Martin | This effort is designed to address the critical gaps between the traditional preparation of urban special education mid-level administrators and the skills, knowledge, and dispositions needed for full implementation of the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. |
| PACE Paraprofessional Grant (P) | Cross Platt | Designed to help paraprofessionals become certified special education teachers |
| PDP (State funded) Professional Development Partnership (P) | Cross | This grant supports the recruitment and retention of special education personnel in the 7 county UCF area. One of our initiatives has been the support of a cohort of paraprofessionals to become teachers. Another focus has been to support secondary special education teachers in becoming highly qualified through providing opportunities for them to complete the reading endorsement program. This project is in its 10th year. |
| PIPS Project (OSEP funded) (P) | Cross Young * | Grant focuses on preparing teachers of young children with disabilities to work in inclusive settings. Teachers |

| | | |
|--|----------------|---|
| | | will receive their PK disabilities endorsement as a result of this project. |
| Preparing Diverse Special Educators Using Alternative Course Delivery Modes and Mentoring (P) | Wienke Hines | This innovative program offers out-of-field ESE teachers quality online instruction combined with live meeting opportunities through state funded training and support of on-site mentors. |
| Preparing Highly Qualified Personnel to Serve Students with Severe/Profound Disabilities (P) | Wienke | The purpose of this project is to prepare highly qualified educators to work with students with severe/low incidence disabilities with emphasis on recruitment of individuals from underrepresented populations. |
| Project ASD – Preparing teachers to work with students with Autism Spectrum Disorder (P) | Wienke Pearl | Designed to increase the number, qualifications and diversity of special education teachers prepared to work with students with Autism Spectrum Disorders |
| Project CENTRAL (P) | Little | The purpose of this project is to provide professional development, products, research, and resources to ensure quality outcomes for all students in Florida, including students with disabilities. |
| Project ESTEP (P) | Wienke | Project focuses on bringing individuals from backgrounds outside education into the special education workforce. |
| Project LEAD (P) | Wienke Dieker | A doctoral program designed to prepare highly competent special education leadership personnel, from culturally and linguistically diverse populations, for university faculty positions or for service in training positions in agencies or school systems. |
| Project Nuestros Niños/Our Children (P) | Blanes | Works with Latino Families who have children attending pre-school. |
| Project STARS (P) | Blanes Whitby* | Project STARS (Students, Teaching, Assessment, Recruitment, and Strategies) is designed as a triad of interaction and collaboration between a university, public schools, and families of children with special needs. STARS is a multifaceted educational project focused on Students, Teaching, Assessment, Recruitment, and Strategies through research, service, and partnership opportunities. |
| SIG (state funded) State Improvement Grant- (S) | Cross | This grant is part of the central Florida PDP and has focused on the retention of special education teachers in a 7 county area through aligning our coursework with National Professional Board standards and completion of a master's degree. |
| STAR (S) | Dieker | The Virtual STAR Classroom Simulator will provide dynamic interactive trainer tools that can trigger and |

| | | |
|---|--|--|
| | | direct the virtual class behavior, providing for the most appropriate situations for learning. |
| TATS – Technical Assistance Training System (T) | Cross | Designed to develop a coordinated technical assistance and training system to respond to district needs for technical support in providing services to pre-kindergartners with disabilities and their families. |
| Toni Jennings Clinic (T) | Dieker | The goal of this project is to create an interdisciplinary partnership between doctoral students in mathematics, science, and exceptional education by providing tutoring services to middle and high school students in the Toni Jennings Exceptional Education Clinic. |
| Washington Internships (W) | Wienke | Policy Internships in Washington, DC will be available at a variety of sites during the second or third summer of the program. |
| Water’s Journey through the Everglades (W) | Smith Hughes Cavendish Dieker | Water’s Journey through the Everglades uses emerging augmented reality technology and dynamic real-world data to allow learners to extend the breadth, depth, and appeal of informal science exhibit experiences in the new EcoDiscovery Wing at the Museum of Discovery and Science in Ft. Lauderdale, Florida. |

* Doctoral Students involved in procuring funding and directing the project.

Important **Dates** to Consider

Toni Jennings Exceptional Education Institute (TJEEI) Grants

These are useful for projects and dissertations. The deadline for this competition typically occurs in the spring. Further information will be provided through e-mail when these awards are available.

Teacher Education Conference – Typically doctoral students attend the Council for Exceptional Children Teacher Education Conference that is held annually in various locations. The conference typically is held sometime in early to mid November and is attended by people who are focused on preparing special education teachers in higher education. Although funding for conferences is not guaranteed various avenues are available to support students attending this conference.

Council for Exceptional Children – Typically doctoral students attend the Council for Exceptional Children held annually in various locations. The conference typically is held early to mid April and is attended by teachers, administrators, parents and faculty. Although funding for conferences is not guaranteed various avenues are available to support students attending this conference.

Timeline for PhD program in Exceptional Education

Sample Dissertation Timeline

Dear Doctoral Student,

Congratulations on your acceptance into the doctoral program! **Later in the doctoral program** you will be determining a topic for your dissertation study with the guidance of your advisor and/or dissertation committee Chair. **In the future**, as you begin preparing for your dissertation study, you may be encouraged to set up a timeline. I wanted to pass along this helpful timeline I developed in the process of completing my dissertation study. The use of this timeline kept me moving in a constant forward direction and allowed me to attend to the many required details. If you and your dissertation Chair believe the timeline would be useful, please change this document to reflect the needs of your study. **Be sure to check with your dissertation advisor/Chair to know what changes to the timeline the Chair/committee would like to implement.** Also, go to the website listed below to update the information with the newest Graduate Studies criteria for the dissertation format/dates. (I submitted paper copies but I understand you will be submitting electronic copies. Therefore, some of the information may not apply to you). I will maintain an electronic version and will be happy to send you the Word document via e-mail.

This will be an exciting time for you. Take advantage of the many opportunities that will be presented to you as you progress through the doctoral program. And when the time comes, enjoy the learning experience and excitement of your dissertation study and the writing process! If you have any questions or need assistance, please call, e-mail, or come by my office. The best of luck!

Sincerely,
Roanne Brice, Ph.D.
Assistant to the Chair
Dept. of Child, Family & Community Sciences
(407)823-0664
robrice@mail.ucf.edu
Office Location: ED 206D

| X | Action Points | Time estimate | Due Date |
|---|---|---------------|----------|
| | Download and print all information regarding dissertation formatting from the UCF Graduate Studies Website http://www.graduate.ucf.edu/ | | |
| | Complete Draft of Chapter 1 | | |
| | Obtain feedback on Chapter 1 | | |
| | Make revisions to Chapter 1 | | |
| | Complete Draft of Chapter 2 | | |
| | Obtain feedback on Chapter 2 | | |
| | Make revisions to Chapter 2 | | |
| | Complete Draft of Chapter 3 | | |
| | Obtain feedback on Chapter 3 | | |
| | Make revisions to Chapter 3 | | |
| | Obtain UCF IRB Forms and School District Approval Forms for conducting studies | | |
| | Meet with Statistics advisor to discuss Methodology and SPSS | | |
| | Turn in Chapters 1-3 to Chair/Co-Chair | | |
| | Prepare <u>Table Of Contents</u> , <u>Tables List</u> , & <u>Figures List</u> for Chapters 1-3 | | |
| | Revise and complete Chapters 1-3 and Table of Contents based on feedback from Committee Chair, Co-Chair, and Members | | |
| | Submit prospectus to all members of the committee | | |
| | Prepare PowerPoint and Handouts for Proposal Defense | | |
| | Proposal Defense Day! | | |
| | Contact the school district for their IRB forms, procedures, and contact person (If needed) | | |
| | Prepare School District IRB (If needed) | | |
| | Submit School District IRB (If needed) | | |
| | Prepare UCFIRB Application, Forms, & Letters (Check UCF due date: In 2004 was by the 1 st of the month) | | |
| | Turn in UCF IRB Application | | |
| | Have Parental Consent Letter and Task Directions translated into another language (If needed) | | |
| | Meet with faculty at study location to discuss study with teachers, obtain information, etc. | | |
| | Give a copy of Dissertation Proposal to anyone who is a major supporter of the study (e.g., school principal) | | |
| | Obtain parental consent for students to participate Begin as soon as IRB approval is obtained (If needed) | | |
| | Conduct pilot study (if needed) | | |
| | Data Collection at _____ (location). (Input data as you collect it, if possible!) Time allowed for data collection: ____ days | | |
| | Input final data into SPSS / Double check | | |
| | Meet with Statistics advisor to discuss the Data Analysis | | |
| | Data analysis | | |

| X | Action Points | Time estimate | Due Date |
|---|---|---|----------|
| | Begin writing Chapters 4 & 5 | | |
| | Obtain your Advisor's Signature on "Intent to Grad. Form" (Yes... you can see the light!!!) | | |
| | Submit Draft of Chapter 4 to Chair and/or Committee (Continue to write Chapter 5 up to) | | |
| | File "Intent to Graduate Form" with _____ (name) Due by: _____ (date) | | |
| | Order cap, gown, announcements, etc. at the UCF Bookstore (Check early for deadlines: _____ date) | | |
| | Request a Defense date from Dissertation Chair by _____ (date) (Defense must be on or before _____) | | |
| | Prepare Approval Page on Watermark Paper to take to defense | | |
| | Make any suggested revisions to Chapter 4 and Complete draft of Chapter 5 | | |
| | Submit Drafts of Chapters 4&5 to Chair and/or Committee | | |
| | Submit completed entire revised dissertation (Chs. 1-5): a. To committee b. To Dissertation Editor for format review | Two weeks before defense | |
| | | | |
| | Meet with Committee Chair and/or members for feedback before final preparation for defense | | |
| | Reserve a conference room for defense | | |
| | Reserve technology equipment for the dissertation defense day (computer, projector, etc.). | | |
| | Prepare PowerPoint, videos, handouts, etc. for final dissertation defense. (Make sure to prepare Approval Page on Watermark paper to take to dissertation defense. The signatures will be obtained the day of defense) | | |
| | ___ Prepare defense announcement ___ Ask Committee Chair to approve the announcement ___ Send it to _____ as an e-mail attachment | Approx. two weeks before defense date | |
| | Dissertation Defense Day!!! (Last possible date is _____) Obtain all signatures (black ink) on the Approval page (watermark paper) from the committee | | |
| | Complete all revisions suggested at defense and those suggested by the dissertation editor | | |
| | Obtain all forms required for submission with dissertation. | | |
| | Check degree audit; make sure all is in order for graduation | | |
| | Begin making dissertation copies for binding and place in envelopes as soon as revisions are complete | | |
| | Pay binding fee (\$____ ea.) at Cashier's office and obtain a receipt. (This may not apply if using electronic submission) | | |
| | Obtain a \$____ cashier's check (Payable to UMI) from the UCF Credit Union for the microfilming fee and copyright fee. | | |
| | Submit final copies of dissertation on dissertation paper: 100% cotton, min. 20 lb weight, watermarked | | |
| | Graduation Day! | | |

Coursework Sequence

| Semester | Elements in Course of Studies | Faculty | Credits | Total |
|-----------|---|--|-------------------|-------|
| Fall 06 | EEX 7936 Current Trends & Issues in SpEd. IDS 7501 Issues and Research in Education EDF 6401 Statistics for Educational Data | Dieker Education faculty Research faculty | 3 3 3 | 9 |
| Spring 07 | EEX 7867 Personnel Preparation in Special Education EDF 7403 Quantitative Educational Research EEX 7766 Technology Res./Prep. Special Education ADL 5000 Adv. Distributed Learning Tech. | Cross Research faculty Fuller CDWS faculty | 3 3 3 NA | 18 |
| Summer 07 | EEX 7527 Prof Writing/Grant Writing SpEd EDF 7463 Analysis of Survey & Qualitative Data | Wienke Research faculty | 3 3 | 24 |
| Fall 07 | EEX 7865 College Teach. Intern. in Special Education EDF 7475 Qualitative Research in Education IDS 7500 Research Seminar in Education | Ex Ed faculty Research faculty Education faculty | 3 3 3 | 33 |
| Spring 08 | EEX 7866 Internship in Supervision EEX 7320 Program Evaluation & Plan. in Special Education IDS 7939 Research Seminar Cluster IDS 7500 Research Seminar in Education | Ex Ed faculty Little Cross/Dieker Education faculty | 3 3 3 | 42 |
| Summer 08 | IDS 7502 Case Studies in Educational Research | Education faculty | 3 | 45 |
| Fall 08 | EEX 7980 Dissertation | Ex Ed faculty | 12 | 57 |
| Spring 09 | EEX 7980 Dissertation | Ex Ed faculty | 12 | 69 |
| Summer 09 | EEX 7980 Dissertation (if necessary) | Ex. Ed. faculty | TBD | |

Doctoral Comprehensive Examination Process

Ph.D. in Exceptional Education Track

There will be a three phase assessment process for the exceptional education track of the Ph.D. Prior to admission to candidacy the student must complete all three phases at a satisfactory level. The students in the exceptional education track will fill out the Application for Doctoral Examination and inform hi/her advisor* at the beginning of the semester he/she intends to take comprehensives.

Phase 1-Permanent Product Portfolio

The compilation of the Permanent Product Portfolio will be an on-going process beginning with the first semester of study and culminating during the final semester. The student will present products from the portfolio at the end of each year of study to a faculty committee composed of the student's advisor* and other graduate faculty. The student will formally present his/her portfolio during the oral examination. The student will give his/her portfolio to his/her advisor* at least three weeks before the oral examination. The advisor* will share the portfolio with faculty who will be part of the student oral examination. The portfolio should include at minimum the following products:

- A syllabus that the student has developed including the evaluation of student activities, products, performances and knowledge
- Evidence of proficiency in utilization of technology in delivering university coursework or staff development (more than PowerPoint slides)
- A research proposal
- An article submitted for publication
- A copy of a grant proposal
- A copy of a conference presentation
- Other items selected by students

Phase 2-Take Home Examination

The advisor* in consultation with the student will identify the date for the take home examination. The student will have one week to complete the take home examination. At least four weeks prior to the date of the Take Home Examination, the advisor* in consultation with the student will identify 6-10 questions which will be included in the examination process. The student in consultation with the advisor* will identify those questions which he/she would prefer be addressed during the take home and those that he/she would prefer to address during the oral examination phase. The take home will address such topics as:

- Critical issues in the field of education, teacher education and special education
- Significant research in the student's field of study
- The design of a research study within the student's area of expertise
- The development of a course syllabus

The advisor* and two other graduate faculty will read the take home examination and evaluate the responses with a rubric. The advisor* and other readers will note areas of concern and responses which might need further elaboration during the oral examination. The overall examination will be rated as satisfactory, conditional, and unsatisfactory.

If two faculty reviewers rate the student's overall responses as satisfactory and one reviewer rate as unsatisfactory or conditional, then the overall evaluation should be considered as a satisfactory pass and the concerns from the one reviewer will be addressed in the oral exam.

If two faculty reviewers rate conditional, and one faculty reviewer rate satisfactory, then the student's responses should receive an overall conditional pass and the concerns of all the reviewers will be addressed in the oral exam.

If two reviewers rate unsatisfactory, and one review satisfactory or conditional, then the student will have to retake the exam.

If two reviewers rate conditional and one unsatisfactory, then the student will have to retake the exam.

In the case that all readers feel that the responses were unsatisfactory, the student must retake the written take-home examination during the next semester. In situations in which responses were rated as conditional, the student will be asked to clarify his responses during the oral examination.

Phase 3-The Oral Examination

Within 3 weeks after completion of the Take Home examination the student will complete a 2-4 hour oral examination. The examination will focus on:

- The questions/areas identified by the advisor* and student not included in the take home
- The presentation of the permanent product portfolio
- A discussion and elaboration of questions on the take home examination

The student's advisor* will schedule, convene and facilitate the oral examination. The advisor* in consultation with the student will choose 2 additional faculty to formally be part of the oral examination process. The faculties will rate the student's responses during the oral examination. At the completion of the oral examination the advisor* will inform the student of the overall assessment results.

The three members who review the take home exam will assume the major responsibility for attending and assessing the performance on the oral examination with the input of others faculty members in attendance. All faculty that attend the oral examination should be asked to rate the overall student performance as pass or not pass, but the advisor and the two faculty members who reviewed the take home exam should cast the three official votes. The performance on the oral examination will be rated as pass or not pass and be based on majority vote. The three-committee members review and consider all faculty feedback prior to the final assessment. The student would need two of the three votes to be rated pass to get an overall pass for the oral exams.

*Advisor – Students in the PhD track in special education are assigned an advisor during their first year of study. The role of the advisor is to assist the student with the development of a course of study and provide general advice during the first two years of study. This advisor may or may not be the advisor of the student's dissertation committee. The student is free to choose the chair of his/her dissertation from eligible faculty in special education. At the time of the Take Home and Oral Examinations, the student may have chosen an advisor for his/her dissertation committee. In that case the advisor of the student's dissertation committee and members of the committee would be responsible during the assessment process.

Developed by Exceptional Education Faculty September 2002

Formally Approved 10/25/02

Competencies Checklist

Doctoral Student _____

Special Education Faculty Review

Year 1 _____

Year 2 _____

Year 3 _____

General Education Faculty _____

| Competencies | Evidence | Year 1 & 2 | Year 2 & 3 | Year 3 & 4 |
|------------------------------------|--|---|---|---|
| Instruction and Supervision | Clinical Educator Training Certificate | Complete Clinical Educator Training | Teach a class under the supervision of special education faculty. | Delivery of professional development in partnership schools |
| | Internship I & II Supervision Reflections | Supervise the Internship I experience of six pre-service special education teachers | Masters course evaluation rubric and indicators | Supervise the Internship II experience of four pre-service special education teachers |
| | College Instruction Reflections | Co-teach with Special Education Faculty | Prepare a reflective journal on college teaching experience | Teach a Master's Level Course in Exceptional Education |
| | Internship Supervision Resource Guide | Design a syllabus for a Master's level special education course | | |
| | Course Syllabus | | | |
| | Course Evaluations and Materials Developed | | | |
| | Evaluation Rubric | | | |

| | | | | |
|---|---|---|---|--|
| Research/ Scholarly Productivity | Professional Code of Ethics Position Papers UCF IRB Training Certificate Manuscripts Prepared For Submission Personnel Preparation Grant Proposal Research Grant Proposal Conference Presentation Proposal. Conference Papers and Handouts Manuscript for Qualitative Research Study including observations interviews, focus groups Manuscript for Quantitative Research Study Survey instrument | Complete UCF IRB Training Collaborate with a team of doctoral students to conduct and write up a quantitative research study Prepare First Author Manuscript Prepared and submitted for peer reviewed journal Participate as a member of a Grant Writing Team to develop a project and prepare an application based on request for proposals guidelines Co-present at a state or national conference with a special education faculty member or fellow doctoral student | Manifest a personal code of ethics and values Prepare a first or second author manuscript prepared in collaboration with a faculty member Work with special education faculty to conduct an interdisciplinary research study and prepare and submit manuscript for peer reviewed journal Work with faculty in another area of education to conduct a research study and prepare and submit manuscript for peer reviewed Submit a proposal as lead presenter at a state or national conference Participate in survey research project | Design a research proposal Comprehensive Examination Submit a proposal for a Student Initiated Grant for dissertation funding Submit a Toni Jennings Exceptional Education Institute research proposal for dissertation funding Research conducted in partnership schools and/or selected internship site Dissertation Prepare and submit first author manuscript from dissertation research |
| Service | Membership Certificates for State and National Organizations | Apply for membership in two national organizations serving students with disabilities | Assist faculty in school partnership activities | Option for Washington D.C. Internship CEC or OSEP Attendance at Teacher |

| | | | | |
|--------------------------------------|--|--|--|--|
| | <p>Recruitment Materials/ Multimedia</p> <p>Professional Development Materials/ Multimedia</p> <p>Reflection/ Journal</p> | <p>Participate in the service activities of the Association for Doctoral Students in Exceptional Education, a Student Government Association Club founded by previous project participants</p> <p>Attendance at Teacher Education Division Conference or CEC Conference</p> | <p>Conduct professional development workshops in partnership schools and internship sites</p> <p>Attendance at Teacher Education Division Conference or CEC Conference</p> | <p>Education Division Conference or CEC Conference</p> |
| Technology | <p>e-Portfolios</p> <p>Online Course Modules</p> <p>Graphics, Audio, and Video Media Files</p> <p>Multimedia Presentations</p> <p>Evaluation of Assistive Technology</p> | <p>Demonstrate competencies to use technology for research, writing, and communication in doctoral preparation</p> <p>Demonstrate competencies to develop and maintain personal e-Portfolio</p> <p>Complete a university wide course designed to develop high level competencies in the design and delivery of online learning</p> | <p>Demonstrate the use of multimedia in course delivery</p> <p>Assist special education faculty with online delivery of a special education course</p> <p>Design five modules incorporating multi-media for an online special education course</p> | <p>Teach or assist with an online course</p> <p>Demonstrate the use of multimedia in conference presentation</p> |
| Under-represented Populations | <p>Recruitment Materials and Presentation</p> <p>Position Papers</p> | <p>Participate as part of a team in the development of a recruitment presentation for a conference or school</p> | <p>Prepare a Resource Guide for Special Education Teachers in High Poverty Urban/Multicultural Settings</p> | <p>Assist with research and activities at partnership school or internship site serving students from</p> |

| | | | | |
|--------------------------|---|--|--|---|
| | Resource Guide Presentation Materials | district activity Prepare a position paper related to underrepresented populations Prepare a position paper related to diversity | Assist with research or personnel preparation project with diversity focus | culturally and linguistically diverse backgrounds. |
| Disability | Position Papers Family-focused Employment Education (birth to college) | Understanding of legislation nationally Family project to increase understanding Paper on issues related to employment Paper on issues across the life-span | Compare and contrast legislation across states Family project for schools or agencies Project focused on increasing employability Transition project and accommodations in college course | Advocate for policies and practices Research that includes and represents families Address in submission of grant Prepare for employment and role in relation to education |
| General Education | Concept Papers Evaluation of competencies in pre-service teachers Reflection from seminars Materials included in e-port Comprehensive exams | Understanding of national standards Evaluation project Reflections on issues related to math, science and reading | Relation of standards to special education Evaluate intern teachers Reflections on how content impacts families and agencies Prepare readings for comprehensive exams | Advocate for policies and practices Teach courses that infuse competencies in general education Reflections on how national policy impacts content Demonstrate evidence in comprehensive exams |

Exceptional Education Assistantships

The majority of the students in the Exceptional Education Doctoral Program hold assistantships. The scope of work conducted as a graduate assistant ranges from supporting teacher preparation efforts, teaching courses, working with funded teacher preparation and research grants, supervising student teachers, supporting faculty in state or national leadership initiatives as well as numerous other teaching, research and service opportunities. These assistantships are provided to indoctrinate students into the field of exceptional education as they are being prepared to become faculty members in higher education. The assistantships are designed to provide both a depth and breadth of preparation experiences. Students with full time assistantships typically work 20 hours a week for 12 months.

Students' responsibilities as a Graduate Assistant include but are not limited to:

- ✓ Ensure ongoing communication and collaboration with assigned faculty member(s)
- ✓ Provide blocks of time on a regular basis to complete tasks as assigned
- ✓ Maintain the highest level of professionalism related to all assigned task
- ✓ Ensure strict confidentiality of all matters and materials related to assigned role
- ✓ Pursue opportunities provided that will enhance overall preparation experience
- ✓ Share concerns that arise with assigned faculty member or Ph.D. Program Coordinator
- ✓ Follow all guidelines as outlined in the Graduate and College of Education material related to assistantships

Typically students are assigned to a faculty member or a group of faculty to work with for their assistantship. Faculty members assigned graduate assistants should follow all guidelines as presented in the Graduate and College of Education material. In addition, faculty members with assistants assigned to them should:

- ✓ Provide ongoing activities for students that will enhance their preparation as future leaders in exceptional education
- ✓ Regularly communicate with the assistant about tasks needing to be performed or any concerns that arise
- ✓ Serve as a mentor for induction into the profession
- ✓ Share updates with the Ph.D. Program Coordinator regarding performance or any concerns that arise

Co-Teaching Experience

Supervised co-teaching experience in design, delivery, and evaluation of a college course in special education or disability services. Variable Credit, up to 15 semester hours, minimum 2 semester hours.

Course Objectives:

Upon completion of this course the student will be able to:

1. identify, sequence and elaborate content in the area of special education or disability services for delivery in a college course;
2. select methods and materials to motivate adult learners of diverse cultural groups;
3. prepare a syllabus and other learning materials for a college course;
4. select appropriate techniques to present course content, including lecture, discussion, demonstration, media presentations, and guest speakers;
5. maintain a classroom climate conducive to learning through interactions with students as individuals and groups;
6. develop formats for assessing student knowledge and skills, including quizzes, exams, and interviews;
7. develop formats for evaluating course content and instructor effectiveness; and
8. maintain accurate student records for assignment of course grades.

Required assignments will include keeping a reflective journal and assisting in a variety of ways with plans, teaching and assessment.

Intern Supervision Experience

Supervised experience in observing, supervising and evaluating internship performance in a practicum setting in special education or disability services.

Course Objectives:

Upon completion of this course, the student will be able to:

1. provide supervision of interns and cooperating professions during clinical experiences in a special education public school classroom or disability services setting;
2. review and critique individual and group lesson plans prepared by interns;
3. select appropriate observation instruments to record and assess teaching events;
4. identify the components of the clinical educator model;
5. analyze and discuss observation data with interns and cooperating professionals;
6. conduct supervisory conferences to provide feedback to interns on their teaching performance;
7. prepare written evaluation of intern performance; and
8. review observation records and teaching products to document the attainment and demonstration of the Florida Educator Accomplished Practices and Florida Sunshine State Standards.

Internship Opportunities for Doctoral Students

| | Math | Science | Reading/Language Arts |
|----------|---|--|--|
| Teaching | <ol style="list-style-type: none"> 1. Lockheed Martin 2. Supervision Course 3. Supervision of Interns 4. EEX 4003 5. Holmes Partnership School | <ol style="list-style-type: none"> 1. Lockheed Martin 2. Supervision Course 3. Supervision of Interns 4. EEX 4003 5. Holmes Partnership Schools | <ol style="list-style-type: none"> 1. Project CENTRAL 2. Reading Endorsement 3. FLaRE 4. Florida Inclusion Network 5. ESOL online 6. CSTeP Grant 7. EEX 4003 8. Holmes Partnership Schools |
| Research | <ol style="list-style-type: none"> 1. Learning Stream 2. Holmes Partnership Schools | <ol style="list-style-type: none"> 1. Learning Stream 2. Holmes Partnership Schools | <ol style="list-style-type: none"> 1. Learning Stream 2. Holmes Partnership Schools 3. Project Central |
| Service | <ol style="list-style-type: none"> 1. TJEEI 2. Holmes Partnership Schools | <ol style="list-style-type: none"> 1. TJEEI 2. Holmes Partnership Schools | <ol style="list-style-type: none"> 1. TJEEI 2. Holmes Partnership Schools |

POLICY INTERNSHIPS IN WASHINGTON, DC.

Policy Internships in Washington, DC will be available at a variety of sites during the second or third summer of the program. Interns are invited to attend events as schedules permit; including but not limited to, enhanced programs such as the Presidential Lecture Series, The Verizon Congressional Speaker Series, and the Embassy Visits Program. Plans are that 4.5 days will be spent at internship sites allowing .5 day for The Washington Center (TWC) events. Additional services include: housing near metro stations, local contact for problem solving or emergency information such as medical needs, and local arrangements made via TWC.

Listed below are four excellent sites which have agreed to accept applications from Education Doctoral Students at the University of Central Florida.

Organization and General Description of Experiences Available as Provided by Sites:

1. American Association of Colleges for Teacher Education

- engage in policy relevant research and prepare reports
- develop written materials to communicate with a policy audience
- participate in policy coalitions with other national organizations
- develop communications in collaboration with legislative personnel

2. Council for Exceptional Children

- provide 'hands on' experience with development of public policy both with the Congress and the Administration.
- provide experience with a full array of advocacy strategies at the federal, state and local level, including aspects of supporting a grass-roots network

3. National Association of State Directors of Special education

- collect and disseminate research, reports and resources and general information from IHE's, DOE's, LEA's, national and regional centers and organizations on:
 - personnel needs in special education related professions
 - best practices and research on effective strategies in recruitment and preparation
 - preparation program descriptions

4. U.S.Department of Education, Office of Special Education Programs

- opportunity to engage in wide ranging activities aligned with the OSEP mission including the discretionary grants process.
- interns may shadow senior officials in their daily work
- may be assigned to specific work related to policy including policy implementation
- may participate in policy briefings by senior Department officials

Dissertation Information

Before being admitted into candidacy, students must:

1. Complete requirements for Live text Portfolio
2. Written competency examination
3. Two Hour oral competency defense

24 Credit Hours Minimum

Doctoral students must present a prospectus for the dissertation to the doctoral advisor, prepare a proposal and present to the dissertation committee, and defend the final research submission with the dissertation committee.

As stated in the PhD in Education Handbook:

Dissertations are required in all doctoral programs. College of Education candidates will follow the current APA (American Psychological Association) guidelines and the UCF Dissertation and Thesis Handbook and can be found at, www.graduate.ucf.edu.

Selecting a Dissertation Advisor:

Your dissertation advisor may or may not be the same person as your program advisor. Your dissertation advisor should be a College of Education faculty member who is qualified to direct dissertations and with whom you share a common research interest.

When you are ready to find a dissertation advisor, you should first discuss your need with your program advisor and with the Coordinator of the Doctoral Program. You may have a particular faculty member in mind with whom you would like to work. A faculty member might request that you work with him or her. That information should be shared with your program advisor and with the Coordinator of the Doctoral Program. The Coordinator will then initiate the Change of Advisor procedure. Changes in advisors must be approved by the Coordinator of the Doctoral Program and the appropriate Department Chair.

Selecting a Dissertation Committee:

Once you have a dissertation advisor, you will select a dissertation committee. Your dissertation committee will include a minimum of four faculty members, one of whom must be a faculty member from outside your program track. The typical committee however, is a five-member committee. Such a configuration serves as a precautionary measure in the event that a committee member leaves the university, becomes ill, or for some other reason cannot continue on the dissertation committee.

The selection of your committee members is a joint decision made by you and your dissertation advisor. Committee members are generally selected because of their research interests and expertise. Once you and your dissertation advisor have discussed your options, you are responsible for contacting the individual faculty members to see if they are willing to serve on your committee. After you have their consent, you should file the Dissertation Committee Appointments Form with the Doctoral Studies Office. This form requires that you list the names of your committee members and get approval (initials indicating approval) of the department chair (s) for the faculty serving on your committee. The committee must also be approved by the Ph.D. Program Coordinator.

Your topic choice drives the selection considerably, but so does your ability to work with people. Who have you worked with well in the past? To you, what are the most important characteristics of an advisor/committee? Who do you know that fits some or all of those characteristics?

Sometimes you have limited choices available for your committee. Flexibility is important in these scenarios. Interdisciplinary topics may require more committee members from more than one department or college.

Committee Member & Student Responsibilities:

Once a faculty member agrees to serve on a dissertation committee, he/she provides appropriate feedback to the student on the proposal and on the dissertation. Committee members will be expected to attend a minimum of two committee meetings: the proposal presentation and the dissertation defense. The committee members may provide their feedback about your progress either directly to you or through the dissertation advisor. Such procedural functions should be agreed upon at the proposal presentation.

ADSEE

Association of Doctoral Students in Exceptional Education

The Association of Doctoral Students in Exceptional Education (ADSEE) was established in 2002. The mission of ADSEE is to assist College of Education doctoral students in the successful completion of their doctoral program and transition to professional employment.

The purpose of the ADSEE is to provide a support network for College of Education doctoral students and doctoral candidates whereby issues related to achieving a doctoral degree and finding a post-doctoral employment can be addressed and resolved with group support. Activities would include assistance with academic progress (tutoring), dissertation research and writing, presentation of papers, interview preparation, access to research materials, transitioning into doctoral program, and other support and benefits to assist College of Education doctoral students in completing the requirements of their doctoral programs. The organization shall also serve as an official channel of communication with the university and other entities.

2006-2007 Officers

President – Peggy Schaefer Whitby
pschaeffe@mail.ucf.edu

Vice President – BiYing Hu
bhu@mail.ucf.edu

Treasurer – Sara Aronin
saronin@mail.ucf.edu

Secretary – Beth Christner
bchristn@mail.ucf.edu

Travel Coordinators– Kara Rosenblatt and Kimberly Pawling
krosenbla@mail.ucf.edu and kpawling@mail.ucf.edu

Professional Development- Kara Rosenblatt
krosenbl@mail.ucf.edu

Historian–Sara Aronin
saronin@mail.ucf.edu

Outside Activities

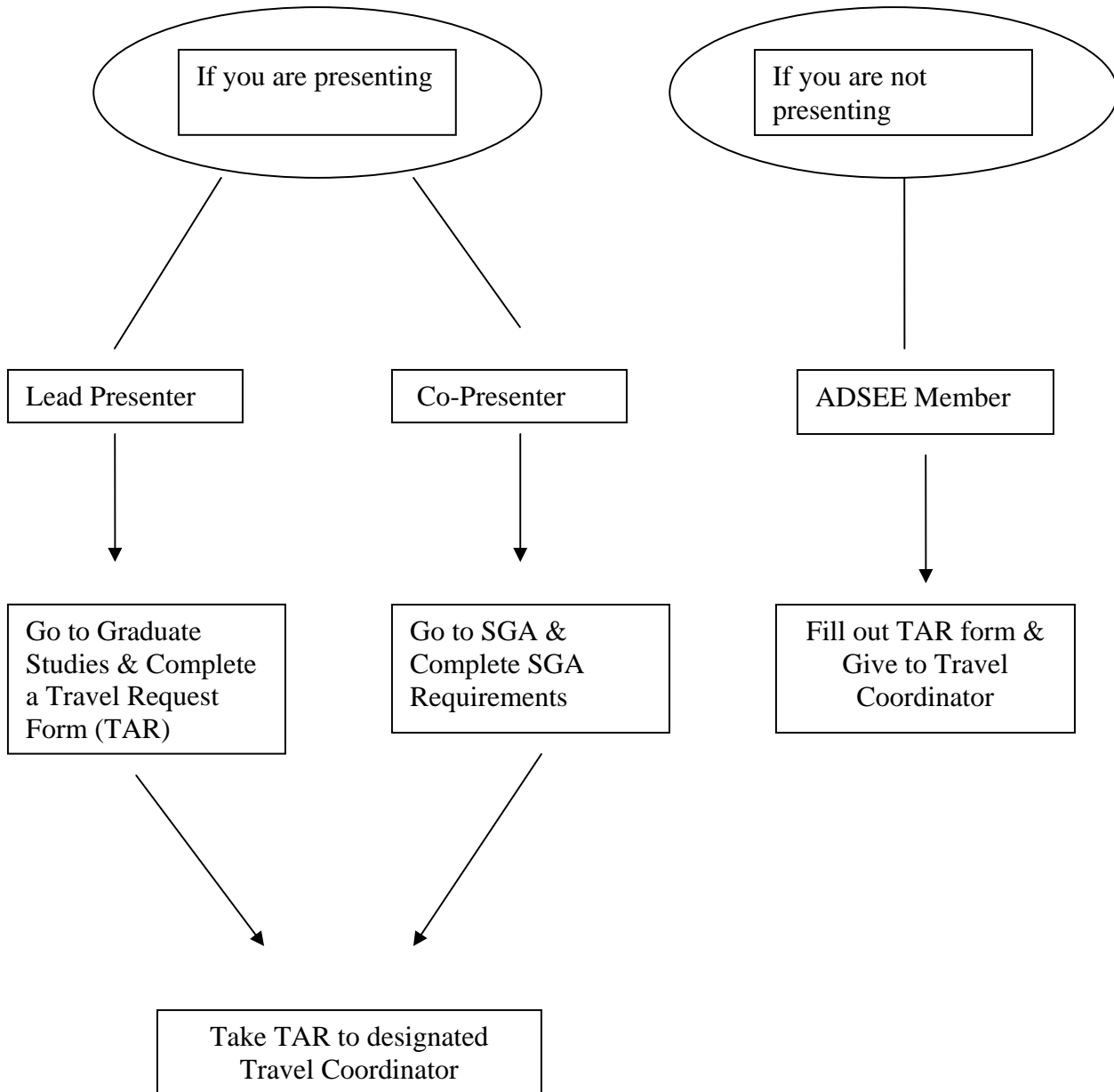
(Conferences, Scholarships, Internship Opportunities, Partnerships, etc.)

| Dates 2007/2008 | Conference or Activity | Location |
|------------------------|---|-------------------------|
| October 11-13, 2006 | FFCEC Annual Conference (Florida Federation Council for Exceptional Children) | Fort Lauderdale, FL |
| November 1-2, 2006 | DLD Conference (Council for Exceptional Children Division of Learning Disabilities) | San Antonio, TX |
| November 7-10, 2006 | TED Conference (Council for Exceptional Children Teacher Educator Division) | Milwaukee, WI |
| December 1, 2007 | TJEEI Behavior Conference (Toni Jennings Exceptional Education Institute) | UCF Teaching Academy |
| July 13-16, 2008 | NSDC (National Staff Development Council) | Orlando, FL |
| March 12-15, 2008 | ACRES Conference (Rural) | Charleston, WV |
| April 2-5, 2008 | CEC National Conference (Council for Exceptional Children) | Boston, MA |
| | Jane West/CEC Headquarters | Washington DC |
| March 24-28 2008 | AERA (American Education Research Association) | New York, NY |

Travel Protocol

Everyone is responsible for registering for conference, making hotel reservations, and obtaining plane ticket. ASAP for best rates

Pre-Register/Register Period



Upon Return

1) Collect and copy all receipts associated with travel including, registration form, plane ticket, taxi receipt, hotel receipt with zero balance, parking fee, and food receipts. Some if not all purchases will be reimbursed. Keep copy for your records.

2) Fill out Travel Reimbursement Form and attach **original receipts** to form. Please give to travel coordinator within 48 hours of return.

Who's Who in Exceptional Education at the University of Central Florida? Ph.D. Student Biographies

Former Students

Dr. Monika Shealey, graduated fall 2003, is an assistant professor at the University of Milwaukee-Wisconsin and University of South Florida

Dr. Roanne Brice is the Assistant to the Chair for the Department of Child, Family, and Community Sciences. At the University of Central Florida

Dr. Kimberly Carper, graduated in summer 2004 and is the Coordinator of Training and Research Programs at the University of Central Florida, Center for Autism and Related Disabilities

Dr. Cynthia Pearl, graduated in spring 2004 and is a Project Coordinator at the University of Central Florida

Dr. Jamia Thomas-Richmond, graduated in spring 2004 and is a Visiting Professor at the University of Central Florida, Daytona Campus

Dr. Mike (Chang-Hui) Lin graduated summer 2005 and is currently an instructor at the Brigham Young University at Hawaii. He received his undergraduate degree from BYU-Hawaii and master's degree from UNLV. His research interests focus on The Effectiveness of Early Childhood Special Education, Early Childhood Transition/Activities, and Early Intervention Services in Pre-K Public School Setting.

Dr. Geraldine Perez-Turner graduated spring 2005. She received her undergraduate and master's degree from Georgia State University. Her research interests focus on low incidence disabilities, curriculum development for LD and transition issues.

Dr. Mary Senne graduated spring 2005. In 1992, she began working in the disability community in central Florida. Her efforts included development of a behavioral center for children with a diagnosis of autism, followed by the creation of a Center for Autism and Related Disabilities (CARD). During this same time worked closely with the local school systems and other community agencies to build capacity. Founded the Jennings Exceptional Education Institute in 1998 at the University of Central Florida with the goal of better preparing teachers to work with families of children with disabilities.

Dr. Leslie Sena graduated spring 2006. She received her undergraduate degree from the University of Colorado and master's degree from University of Central Florida. Her research interests focus on inclusion, technology, and community involvement. She is currently a professor at Bethune-Cookman College in Daytona Beach, Florida.

Dr. Michelle Urquhart graduated summer 2006. She received her Bachelor's and Master's Degree in Elementary Education from the University of Florida. She also received her Master's Degree in Exceptional Education from the University of Central Florida. Her research interests include a focus on the education of minority students in exceptional education in relation to overrepresentation, family

involvement, and innovative practices that have been demonstrated by research to increase achievement for these students.

Dr. Nancy Aguinaga graduated summer of 2006. She received her undergraduate in Psychology and master's degree in Exceptional Education from UCF. Her research interests include Autism Spectrum Disorders, Behavior Disorders, Animal assisted therapy, and Inclusive education. She is currently a professor at the University of Southern Indiana

Dr. Laura King graduated summer 2006. She received her B.S. degree in Special Education at the University of North Carolina, Pembroke and M.Ed in Varying Exceptionalities; Exceptional Education at the University of Central Florida. Her research interests include assistive technology, working with students with multiple impairments, and disability awareness issues within the educational setting. She is currently a professor at East Carolina University.

Dr. Chris O'Brien graduated summer 2006. He received his undergraduate degree from UCF in 1998 in Communicative Disorders studying Speech-Language Pathology and Audiology. He returned to UCF again receiving his master's degree in Communicative Disorders in 2000 with emphasis on Speech-Language Pathology. He is currently a professor at the University of North Carolina at Charlotte.

Dr. Charissa Marrah graduated summer 2007. She earned her bachelors and masters degrees in Varying Exceptionalities and Specific Learning Disabilities respectively at the University of South Florida. She is currently a professor at the College of Charleston in Charleston, SC.

Dr. Mayra A. Ruiz graduated summer 2007. She received her undergraduate degree in Psychology and her Master's degree in Varying Exceptionalities from the University of Central Florida, as well. Mayra is currently an assistant professor at Lynn University in Boca Raton, Florida and continues her work on a TJEEI grant she received during her doctoral studies here at UCF.

Dr. Todd Sundeen graduated summer 2007. He received his undergraduate and master's degree from the University of Central Florida as well. He continues to work at UCF on numerous grants including ESTeP and Next Step, grants he wrote in collaboration with Dr. Wilfred Wienke.

Dr. Kimberly Zgonc graduated spring 2007. She received her undergraduate degree from Florida State University in Psychology and master's degree from the University of Central Florida in ESE. She is currently a professor at Georgia Southern University in Savannah, Georgia.

Current Students

Willette Young is 4th year doctoral candidate and Holmes scholar at the University of Central Florida. She received a Master of Science in Education from the University of Miami and Bachelor of Science from Florida International University. Willette's research focus is on improving collaboration skills and practice among general and special educators in inclusive community-based settings. Prior to entering the doctoral program, Willette was an exceptional educator with the Dade County Public Schools in Miami, Florida.

Caroline Marrett is a 4th year Ph.D. student. She received her undergraduate degree from the State University College at Buffalo in *Elementary Education* and a master's degree from Teacher's College, Columbia University in *Specific Learning Disabilities*. She also holds a professional diploma from St. John's University in *School Administration and Supervision*. Her research interests focus on special education administration, parent involvement and teacher preparation. Ms. Marrett's teaching and work experience include teaching various subjects to high school students, serving as a liaison for parents of students with special needs, coordinator for transition services, teacher trainer, and assistant principal. Currently, she serves as the Director of the Toni Jennings Exceptional Education Institute at the University of Central Florida, College of Education.

Karen Wagner is currently completing her dissertation. She received her undergraduate degree in psychology from the University of Central Florida and her master's degree in Mental Health Counseling, also from UCF. Her research interests focus on Behavior Analysis in education. Her educational/teaching experience includes 25 years working with Developmentally Disabled adults and children in various settings as well as teaching classes in behavior analysis. She is the Florida Federation Council for Exceptional Children Student Advisor and she is President (2006-2007) of the Florida Association for Behavior Analysis. In addition, Karen has a company in Brevard County that provides in-home behavior analysis services as well as an Adult Day Training program for adults with disabilities who also have significant behavioral barriers.

Heather Batchelder is a 3rd year Ph.D. student. She received her undergraduate degree in Telecommunication from the University of Florida and her Master's degree in Varying Exceptionalities from the University of Central Florida. Her research interests in Early Childhood focus on multicultural early childhood inclusion, emergent literacy, family involvement, and social justice issues. Heather taught ESE Pre-kindergarten in Volusia County prior to entering the doctoral program.

Kimberly E Bryant Davis is a third year PhD student. She received her Bachelors and Masters degrees from the University of Florida. There she was enrolled in a unified early childhood special education PROTEACH program. As a result she holds a BA in special education and MEd in early childhood education. Her research interest is co-teaching in middle school mathematics classrooms. She also has research interests in collaboration, inclusion, and diversity issues in special education. She is the graduate assistant for Project LEAD and a Holmes Scholar. This past summer she interned within the Office of Special Education Programs (OSEP) within the Department of Education in Washington, DC. There she worked under Dr. Bonnie Jones. This 10 week long experience in DC was taken on in addition to her coursework back at the University of Central Florida. Her work experience includes teaching a Varying Exceptionalities class at a middle school, co-teaching in middle school science classes and teaching kindergarten at an elementary school all in Seminole County, Florida. Kimberly has also had experience working with the Education Development Center and the Urban Collaborative with Dr. Lisa Dieker and her Leadership Institutes. She has also attended and presented at numerous national and local conferences and in-services.

David Grant is a doctoral candidate at the University of Central Florida majoring in exceptional education. He is a native of St. Louis, Missouri and has been in the field of exceptional education for five years. He has provided academic instruction and guidance to students classified as emotionally disabled in urban settings. His research interest is focused on the educational achievement and development of Black male youth identified as emotionally disabled. His goal is to establish an academy for Black male students focused on academic excellence and personal development.

Marcey Kinney is a third year doctoral student. She is currently working on her dissertation, focusing on the effects of mathematics curriculum training on secondary co-teaching algebra teams. She received both her undergraduate and master degrees from UCF in exceptional student education. Her research interests include secondary students with high incidence disabilities, technology, and curriculum issues.

Christine R. Ogilvie is a 3rd year doctoral candidate in Exceptional Education. She relocated from Massachusetts where she taught for 8 years. Her areas of interest include the inclusion of children with Autism Spectrum Disorders. She worked previously in Newburyport, MA, leading a middle school program for children with Autism Spectrum Disorders included in the general education classroom. She hopes to focus her studies in this area.

Ric Reardon is a 3rd year Ph.D. candidate at the University of Central Florida in Orlando. His area of expertise is in best practices for inclusive education. He is currently working as an Assistant Professor at Castleton State College in Castleton, VT. He has helped to develop an internal assessment tool that allows schools and districts to identify areas of strength as well as areas in need of improvement as they move to become more inclusive. He has also worked as a consultant for the Florida Inclusion Network, working in counties throughout the state and assisting them with best practices for inclusive education.

Shelby Colleen Robertson, a Doctoral Candidate in the Exceptional Education program. She received her undergraduate and master's degree from the University of Central Florida. She is currently the Project Coordinator for Project CENTRAL, UCF in Daytona Beach. She has been the Project Coordinator for Project AdD for two years. Her research interests include professional development for educators, specifically in strategies in mathematics as well as behavior disorders and a focus on increasing students' engaged time and achievement in mathematics. Her teaching experience includes 5 years at the elementary level teaching students with autism. She taught students with autism for five years in Seminole County, FL prior to entering the Ph.D. program. Her dissertation focus is on achievement gains in algebra along with engaged time utilizing the Concrete-to-Representational-to-Abstract instructional model in mathematics. She has served as President of the Student Council for Exceptional Children at UCF and Travel and Professional Coordinator of ADSEE for the past year.

Sara Aronin is a 2nd year PhD student. She received her bachelor's degree in special education with a focus on emotional disturbed and behavior disorders from Bradley University and her master's degree in educational administration from Cambridge College. She recently relocated from Maui, Hawaii where she worked for an educational services company in public schools to change undesirable classrooms into positive teaching environments. Sara is the graduate assistant for the Lockheed Martin Mathematics and Science Academy and for the STAR Virtual Classroom. Her research interests focus on inclusion in inquiry based science classrooms. A current service contribution includes President of the Florida Association of the Student Council for Exceptional Children (FA-SCEC).

Beth Christner is a 2nd year Ph.D. student. She received her undergraduate degree from Penn State University and her master's degree in Elementary Education from UCF. She taught Pre-K, 1st, and 3rd grade as a general educator, and Kindergarten, 1st, and 5th as a special educator. Currently she is employed by the Seminole County School District as an Elementary Math and Reading Specialist with the responsibility of ensuring implementation of Response to Intervention (RTI). Her research interests

include math and reading interventions for students with learning disabilities, bridging the gap between research and practice, and enhancing relationships between special and general educators.

Bi Ying Hu is a 2nd year PhD student. She finished both her Bachelor's and Master's degree in Special Education from UCF. For the last four years she has worked with children and youth with significant disabilities at both residential and general education settings. Growing up in China, she went to college and studied International Business at Ninbo University in China. Her goal is to go back to China and help the government to establish teacher- training programs in the field of Special Education.

Kara Rosenblatt is a 1st year PhD student. She received my undergraduate and graduate degrees from Florida State University. Both of her degrees are in leaning disabilities and emotional handicaps. She taught middle school for four years in Hillsborough County in a variety of special education settings, although she enjoyed her experiences with varying exceptionalities. She is interested in students with learning disabilities. Last year, she taught eighth grade in Montgomery County (just outside of DC), Maryland. Her focus is on students with learning disabilities making the transition from high school to post high school life.

Peggy J. Schaefer Whitby is a 2nd year doctoral student in the department of exceptional education. Ms. Whitby received a bachelors of science from St. Cloud State University and a master's degree from the University of Houston-Clear Lake. Her interests are in the area of Behavior Management, Asperger Syndrome, and other Autism Spectrum Disorders. Prior to starting her doctoral studies she worked as a behavior/autism support teacher for Orange County Public Schools. Her research focuses on developing instructional and behavior strategies for the inclusive environments to support children with Asperger syndrome and high functioning autism.

Peña Bedesem is a first year Ph.D. student. Prior to entering the program, I taught 6-8th grade varying exceptionalities for Orange County Public Schools for two years. My time spent in an urban setting was exciting and eye-opening. My next three years I taught 5th grade varying exceptionalities for Lake County School Board. My first year there we practiced a resource/pull-out model. The last two years I was able to co-teach in a general education setting. I am excited to be in the program at the University of Central Florida. I am hoping to gain the tools and knowledge to enable students with disabilities become successful, not only in the classroom, but in society

Joyce Haddock is a first year doctoral student. She has a B.S. in English and Elementary Education from University of Maine at Machias, a M.Ed. in Special Education from University of Maine, and an M.S. in Counseling and Psychology from Troy University. She has taught both regular and special education at both the elementary and high school levels, been an adjunct instructor at Seminole Community College for the last eight years, and an administrator at University of Central Florida, Troy University, and University of South Carolina.

Angel L. Lopez, Jr. is a 1st year PhD student. Angel received his BA from Cleveland State University, in Ohio and his MEd in Exceptional Education from UCF. Angel taught for five years in Osceola County as both a regular education and special education teacher. His research interest will focus on working with Emotionally Behavior Disordered (EBD) Hispanic males.

Tanya Moorehead, a first year Holmes Scholar, is pursuing a Ph.D. in Exceptional Education. She received her Associates Degree in Business Management from Johnson & Wales University in Providence, RI. After her studies in Rhode Island she attended the University of Connecticut and

received her Bachelors Degree in Education and her Masters Degree in Special Education. She taught middle school students with learning disabilities for seven years in the Bloomfield, Connecticut public schools. In addition to teaching she mentored teens in various community programs. Her research interests focus on middle school literacy skills and inclusion in urban schools.

Kimberly Pawling is a 1st year doctoral student in exceptional student education. She is interested in secondary transition for students with disabilities, particularly, behavioral disorders and vision loss. Kimberly has her B.S. and M.S. in Special Education: Learning Disabilities / Behavioral Disorders from Florida State University. She taught high school students with learning disabilities in Seminole County, Florida for two years, before she returned to Florida State University to earn an M.S. in Visual Impairments: Rehabilitation Therapy and Orientation and Mobility. She worked full-time for the Lighthouse of Central Florida, formerly CITE, for two years. Kimberly's passion is high school students; therefore, she returned to the classroom. After two years as a teacher and two years as a dean in Osceola County, she decided to pursue her Ph.D. at the University of Central Florida. She is currently the Florida Student Council for Exceptional Children Secretary.

Wanda Wade is a 1st year PhD student. She received her Bachelors degree in Special Education from Shaw and North Carolina State University. She completed her Masters degree at University of Central Florida in Exceptional Education with a concentration in Varying Exceptionalities. She is interested in student athletes with learning disabilities and urban education. Prior to enrolling at UCF, she worked in Mental Health Services in Durham, North Carolina.