



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 (2008)

Kimberly Pawling

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

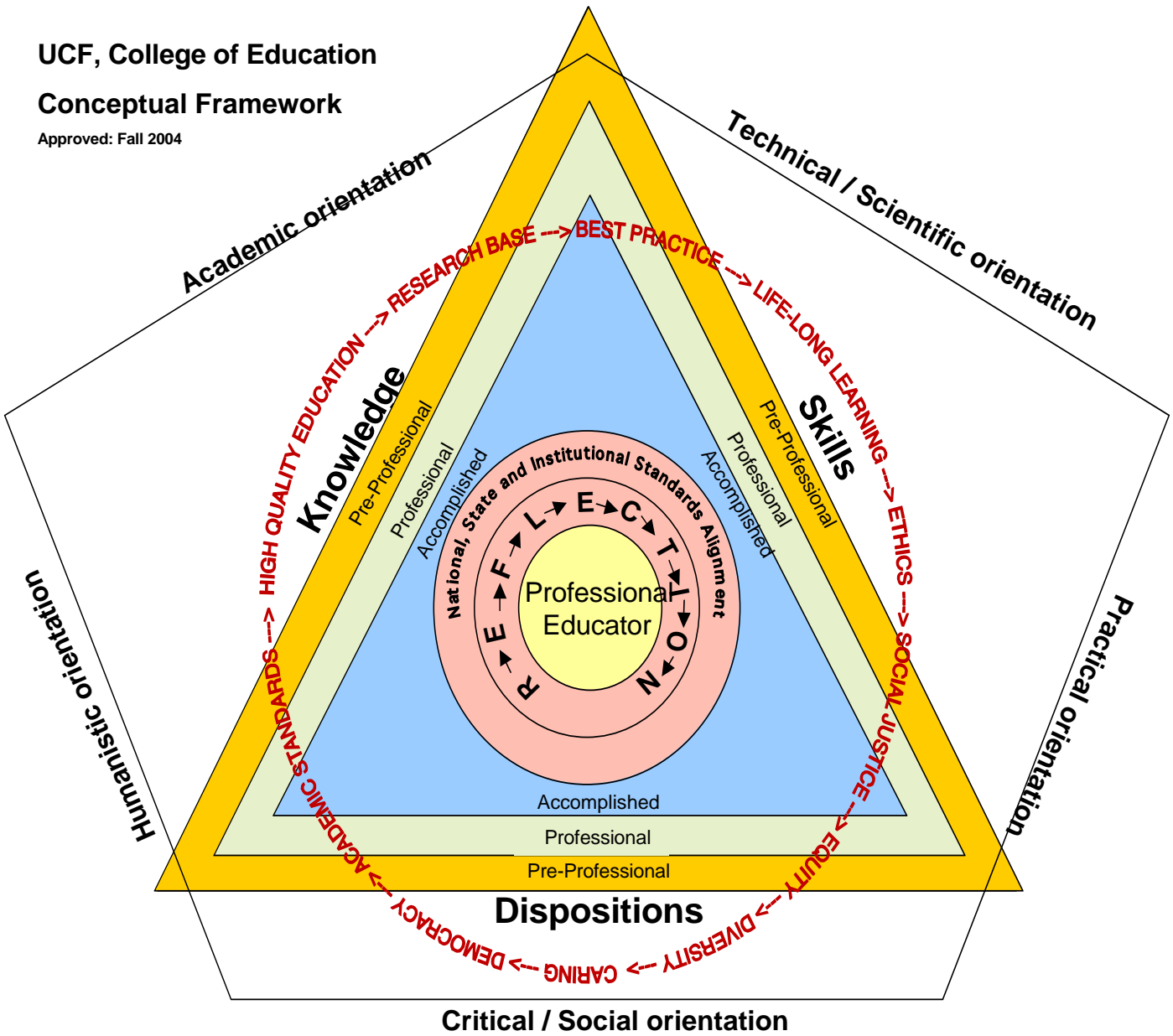
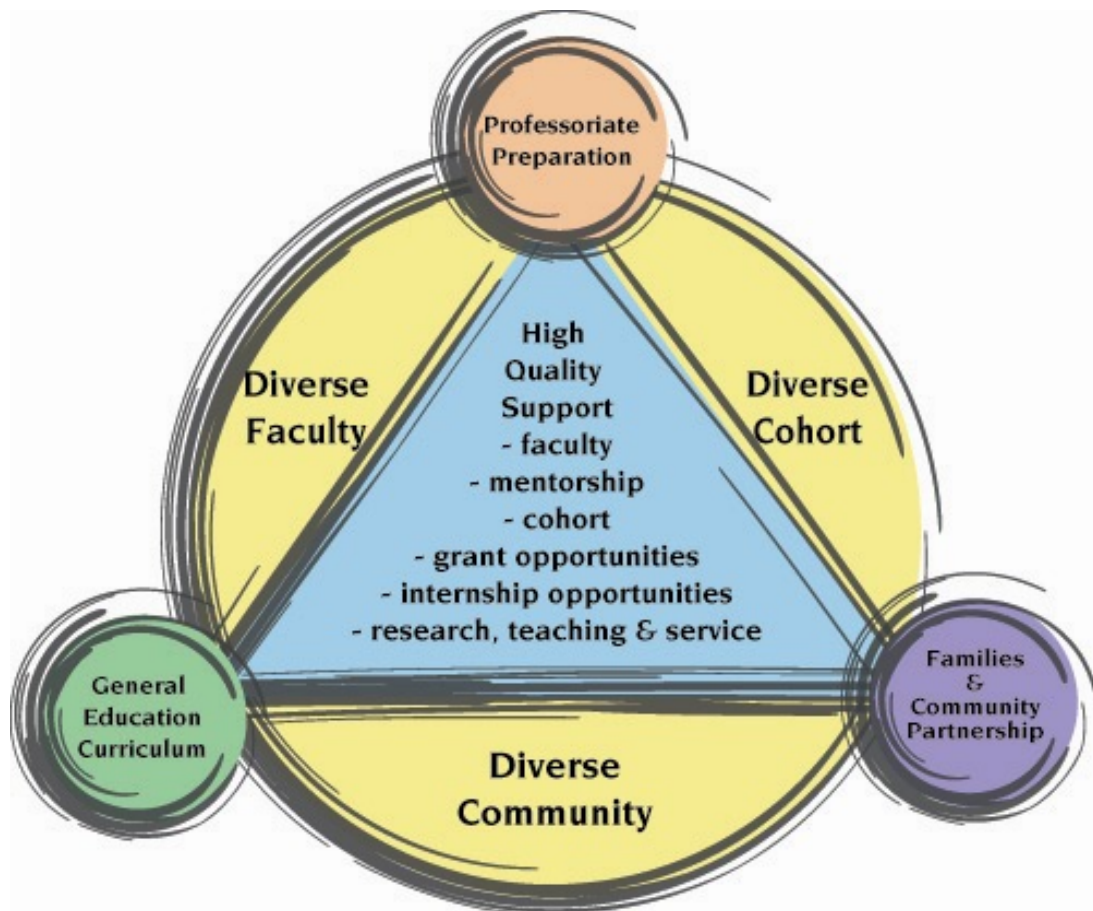


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Framework of Support Structure for Ph.D. track in Exceptional Education

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 an Academic Administrator 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 and learning for bilingual students, and traumatic brain injury.

Dr. Heather Batchelder is an Assistant Professor in Early Childhood and Special Education at UCF on the Palm Bay campus. Prior to entering the program, Dr. Batchelder worked in an elementary school in Volusia County for ten years. Her research interests include emergent literacy, teacher preparation, inclusion in early childhood, and the research to practice gap.

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. Kimberly E. Bryant Davis is a recent graduate of Project LEAD earning her PhD from the program in August of 2008. While in the program Kimberly interned with Bonnie Jones at the Office of Special Education Programs in Washington, DC. She was a Holmes Scholar. Kimberly had experiences working with the Education Development Center and the Urban Collaborative with Dr. Lisa Dieker and her Leadership Institutes. She also attended and presented at numerous national and local conferences and in-services. 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 currently working as the grant coordinator of the

National Urban Special Education Leadership Initiative grant with Dr. Suzanne Martin. She also teaches adjunct at the University of Central Florida.

Dr. Lisa Dieker is a 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 selected the Director of the Lockheed Martin Mathematics and Science Academy. 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. 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 two national videos focused on effective strategies for inclusion and co-teaching. She has published numerous articles focused on interdisciplinary collaboration, serves on numerous editorial boards and leadership roles including serving on the board of the Council for Exceptional Education Teacher Education Division.

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 evidence-based instructional practices, program evaluation, teacher efficacy, and student learning related to professional development. She teaches courses at the graduate and undergraduate levels, specifically in assessment, instruction, and program evaluation. In addition, she has received almost \$15 million in external funding for research and development from federal, state, and private funding agencies. Currently, she serves as the Principal Investigator for two federally-funded research projects through the Institute for Educational Sciences (IES) and the Office of Special Education Programs (OSEP). She is also Principal Investigator of the newly-funded Response-to-Intervention Teaching Learning Connections, a state-funded professional development project. The purpose of this project is to provide professional development, products, research, and resources to ensure quality outcomes in literacy and mathematics for all students in Florida, including students with disabilities, within the policy framework described in the Florida state plan for RtI. She has also developed modules and resources in classroom action research.

Dr. Suzanne M. Martin is a professor of Exceptional Education in the Child, Family and Community Sciences Department, College of Education at the University of Central Florida.

From 2000-20006, she served as the Assistant Dean of Education for the College. Prior to joining the College of Education, Dr. Martin served as a department chairperson and faculty member at other institutes of higher education. Dr. Martin has a long history of leadership activities in higher education as well as educational organizations. 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 served as a President of the International Council of Exceptional Children and as a Program specialist/ Branch chief at the U.S. Department of Education, Office of Special Education and Rehabilitative Services. She has been awarded grants from the U. S. Department of Education that have allowed her to pursue her work in teacher education and leadership training. She is the recipient of many awards and the author of numerous articles on teaching and leadership as well as a book on women in leadership.

Dr. Chrissy Ogilvie is a Visiting Instructor in the Exceptional Student Education Department. She graduated from UCF with her Ph.D. in August 2008 and is currently enjoying her many hats as undergraduate advisor, internship coordinator, and professor of 2 classes. The focus of Dr. Ogilvie's dissertation was the impact of video modeling and peer mentoring of critical social skills for middle school students with moderate Autism Spectrum Disorders in inclusive settings.

Dr. Cynthia Pearl is the Co-Principal Investigator and Project Director, for two personnel preparation grants through the U.S. Department of Education, Office of Special Education Programs. She has directed Project ASD, Preparing Teachers to Work with Students with Autism Spectrum Disorders, at the University of Central Florida since the fall of 2003 and Project SPD, Special Educator Preparation in Severe/Profound Disabilities, since the fall of 2007. In this capacity, she worked closely with special education faculty, school districts, local agencies and families to develop UCF's Graduate Certificate in Autism Spectrum Disorders and the Graduate Certificate in Severe or Profound Disabilities. Dr. Pearl currently several of the certificate courses at UCF. In addition, she has taught Nature of Autism: Theory and Educational Practice and Nature of Severe or Profound Disabilities: Theory and Educational Practice for the Virtual ESE Distance Learning Program, a collaborative effort among universities in Florida to provide graduate courses in special education through an online delivery system. She has eight years teaching experience in higher education and 18 years experience working in the field as a special education teacher and a behavior specialist with students with disabilities. Dr. Pearl is a published author and has given presentations on topics related to teacher preparation and evidence-based best practices for working with students with ASD at state and national conferences. She has received three grants through the Toni Jennings Exceptional Education Institute to support field research in ASD.

Dr. Jennifer Platt is Professor of Special Education and Executive Associate Dean for Academic Affairs in the College of Education at the University of Central Florida. 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 P-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 the STEP (Supporting Teacher Education Pre-professionals) Program, which focuses on the recruitment and retention of freshmen into education and assisting them to become teachers particularly in critical shortage areas. She provides oversight for the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program authorized under Title IV of the Higher Education Act. The TEACH Grant is a non-need-based grant which provides qualified individuals \$4,000 per year to prepare to teach in a high need field such as special education.

Dr. Platt is President of the Florida Association of Colleges for Teacher Education and the Southern Regional Representative of the Advisory Council of State Representatives, which is a part of the American Association of Colleges for Teacher Education. She coordinates the UCF College of Education Holmes Scholars program and serves on the executive committee of the UCF/Orlando Science Center Holmes Partnership.

Dr. Maria E. Reyes is an Associate Professor. She received her undergraduate degree from University of Puerto Rico, a master's degree from Fordham University, and a 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. She is the principal investigator for Project STARS which runs an assessment and strategies clinic for struggling learners in the community and their families.

Dr. Shelby Colleen Robertson is a graduate of the Doctoral Program in Exceptional Education. She received her undergraduate, master's, and doctoral degrees from the University of Central Florida. She is currently the Project Coordinator of the mathematics initiatives for RtI Teaching Learning Connections, UCF. Her research interests include professional development for educators, specifically in strategies in mathematics and technology, with a focus on increasing students' engaged time and achievement in mathematics. Her dissertation focus was a comparison between general and special educators and their use of research-based instructional practices in mathematics. Prior to entering the doctoral program, her teaching experience included 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.

Dr. Eleazar (Tre) Vasquez is a visiting assistant professor at the University of Central Florida where he teaches methods of behavior management and introduction to behavior management. Dr. Vasquez completed his PhD at Utah State University. He is a certified researcher; he spends most of his day on the computer analyzing data or looking up various research articles. Prior to working at UCF, he was associated with [Trisped](#), an organization which studies and conducts research on transition services for persons with disabilities. During

this exciting time he also worked with [WebAIM](#) learning how to make web sites accessible for persons with disabilities. Currently, he is working on a project to deliver supplemental reading instruction utilizing web conferencing software to elementary aged students in inner city Philadelphia and rural Utah who are at risk of reading failure.

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	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.

(P)		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/Profou nd 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.

FULL-TIME ENROLLMENT POLICY BEGINNING FALL 2009

Beginning with Fall 2009 LEAD cohort and effective for all cohorts thereafter, students entering the program participate, in addition to their courses, a 20-hour internship each semester of attendance (fall, spring, summer). Students must stay continuously enrolled in coursework and their 20-hour internship to continue in the Ph.D. in Education: Exceptional Education Track.

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 206

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		
	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)		

X	Action Points	Time estimate	Due Date
	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 2009	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 2010	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 2010	EDF 7463 Analysis of Survey & Qualitative Data IDS 7500 Research Seminar in Education	Research faculty Education faculty	3 3	24
Fall 2010	EEX 7865 College Teach. Intern. in Special Education EDF 7475 Qualitative Research in Education EEX 7527 Prof Writing/Grant Writing SpEd	Ex Ed faculty Research faculty Wienke	3 3 3	33
Spring 2011	EEX 7866 Internship in Supervision EEX 7320 Program Evaluation & Plan. in Special Education IDS 7502 Case Studies in Educational Research IDS 7500 Research Seminar in Education	Ex Ed faculty Little Ex Ed faculty Education faculty	3 3 3	42
Summer 2011	EEX 7939 Research Cluster/ Summer Internship	Ex Ed faculty/Wienke	3	45
Fall 2012	EEX 7980 Dissertation	Ex Ed faculty	12	57
Spring 2012	EEX 7980 Dissertation	Ex Ed faculty	12	69
Summer 2012	EEX 7980 Dissertation (if necessary)	Ex. Ed. faculty	TBD	

Doctoral Comprehensive Examination Process

Ph.D. in Exceptional Education Track

Committee Composition: The comprehensive exam committee must consist of at least three faculty members in the exceptional education track. Additional outside members or additional members are accepted at the discretion of the committee chair but must be approved as a member of the graduate faculty.

Exam Process: The comprehensive exams will be conducted in three phases. The student preparing for each phase should work closely with his or her committee chair as he/she moves through each phase of the process.

Phase I

Student must have submitted a paper to a peer-reviewed journal. The article does not have to be accepted but must be submitted and a copy of the paper under review be provided to the student's comprehensive exam committee.

Phase II

Students will be asked to write for 4 hours on each of three questions, which will be scheduled at the discretion of the committee chair.

Question 1 – Students will respond to a question related to an overview of the field of special education. Students may use a computer and bring in reference material but they will be expected to respond to a question created by the faculty with a 5-7 page double-spaced response using appropriate citations and APA format.

Question 2 – Students will be asked to respond to a question selected by their committee related to a content specific area. The focus of this question should relate to current issues in that topic area and reflect that in this area the student is ready to prepare highly qualified special educators. Students may use a computer and bring in reference material but they will be expected to respond to a question created by the faculty with a 5-7-page double-spaced response using appropriate citations and APA format.

Question 3- Students will be given a research topic and they will be asked to design a study providing the following: (could be related to their topic area but should not be the same type of design as the dissertation – committee discretion)

Rationale for the study

Research questions

Methodology

Subjects

Setting

Instruments

Methodology

Reliability

Validity

Fidelity of Treatment.

Phase III

Once the committee is satisfied with the responses from Phase II then the student can submit to complete the last phase of the comprehensive exam process. This phase is to help with the preparation of the dissertation topic but is not meant to replace the need for a dissertation proposal defense. During this phase the student will be asked to write a condensed version of their dissertation proposal, chapters 1, 2 and 3 (should be about 20-pages and recommend this is completed within one week). Once this paper is completed, they will meet with their committee including the outside committee member to review this final paper. This phase is again not to replace the actual dissertation proposal defense but is a chance to see a student's ability to write a full proposal and to encourage the student towards further development or remediation depending on the quality of the response.

NOTE: Students cannot enroll in dissertation credit hours until all three phases of the comprehensive exams are complete.

Once students have completed all three phases, then they are ready to finalize their full chapters 1, 2 and 3 and prepare for a proposal meeting for defense of their first three fully developed chapters.

Once students move into the dissertation proposal stage they must defend their proposal before submitting for IRB approval.

For final dissertation defense dates, the student must submit his/her completed dissertation to the committee at least 30 days prior to the final submission date of the university committee.

These policies are effective beginning December 2009.

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 educator 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. Complete Phase I, II, & III of competency examination

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.

Exceptional Education Track Dissertation Defense ADDITIONAL Guideline

Students, who plan to defend their dissertation proposal for graduation, must have all completed chapters submitted to their committee at least 30 days prior to the final “Graduate Dissertation Submission Deadline”. See UCF academic calendar for this date each semester.

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.

2008-2009 Officers

President – Pena Bedesem
Pbedesem@mail.ucf.edu

Vice President – Tanya Moorehead
tmoorehe@mail.ucf.edu

Treasurer – Kimberly Pawling
kpawling@mail.ucf.edu

Secretary – Tanya Moorehead
tmoorehe@mail.ucf.edu

Travel Coordinator - Wanda Wade
wywade@mail.ucf.edu

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

Historian - Kimberly Pawling
kpawling@mail.ucf.edu

Outside Activities

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

Dates 2009/2010	Conference or Activity	Location
October 23-25, 2009	FFCEC Annual Conference (Florida Federation Council for Exceptional Children)	Sarasota, FL
October 23-24, 2009	DLD Conference (Council for Exceptional Children Division of Learning Disabilities)	San Diego, CA
November 11-13 2009	TED Conference (Council for Exceptional Children Teacher Educator Division)	Charlotte, NC
December 2007	TJEEI Behavior Conference (Toni Jennings Exceptional Education Institute)	UCF Teaching Academy
December 5-9, 2009	NSDC (National Staff Development Council)	St. Louis, MO
March 12-15, 2008	ACRES Conference (Rural)	Charleston, WV
April 21-24, 2010	CEC National Conference (Council for Exceptional Children)	Nashville, TN
	Jane West/CEC Headquarters	Washington DC
April 30-May 4 2010	AERA (American Education Research Association)	Denver, CO

LEAD TRAVEL POLICY

1. LEAD travel requests are accepted *only* with verification that you *submitted a proposal* to present at the event you wish to attend
2. Funds are based on your *submission of proposal*; funds *do not require* your proposal's *acceptance*. You are *not required* to be the Lead Presenter on the proposal you may be listed as a co-presenter.

** Exception: 1st year students are encouraged, *not expected* to present *during the 1st Fall Semester* **

TRAVEL PROTOCOL

BEFORE YOU TRAVEL

1. Register for conferences during *pre-registration*
2. Make necessary flight/lodging reservations in advance
3. *When possible*, at check-out, ask the hotel to divide the total bill between the number of individuals in the room and have each person pay his/her bill
4. Save and Print receipts for items you are requesting reimbursement
(no receipt = no reimbursement)
5. COMPLETE TRAVEL REQUEST FORM & SUBMIT to LEAD assistant - 2 WEEKS BEFORE TRAVEL – include a print copy of your proposal submission

*if you do not submit request on time, you MUST speak to Dr. Dieker & Dr. Wienke

***NOTE: submitting the Travel Request form does not guarantee reimbursement submitting the Request make reimbursement possible

AFTER YOU RETURN from TRAVEL

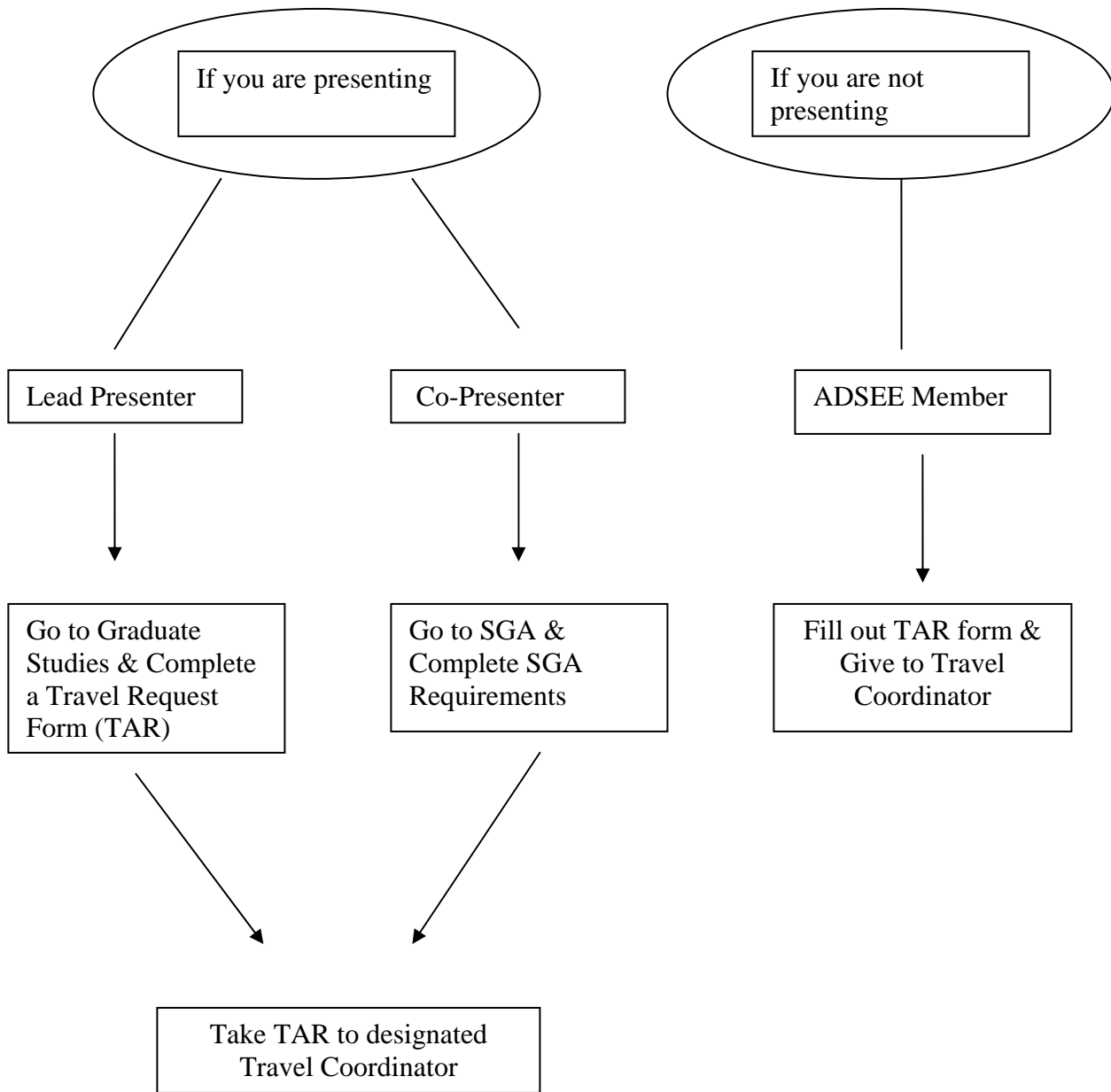
YOU HAVE 2 WORK DAYS TO COMPLETE:

1. Complete and SUBMIT to LEAD assistant - Travel Reimbursement Form
 2. Attach ALL Receipts. No receipt = No reimbursement
- 2 work DAYS after your return to ORLANDO:
return Sunday - MUST HAVE BY TUES.
return Monday - MUST HAVE by WED.

* NOTE travel funds are subject to availability and the amount may change

Travel Protocol

Pre-Register/Register Period



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 is an assistant professor at Northern Colorado University. Prior to his employment at Northern Colorado University, Dr. Sundeen facilitated Project NeXT STEP and NUSELI for UCF.

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.

Dr. Caroline Marrett graduated in spring 2008. 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*. Currently, she serves as the Director of the Toni Jennings Exceptional Education Institute at the University of Central Florida, College of Education.

Dr. Karen Wagner graduated in spring 2008. 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. Dr. Wagner is the Florida Federation Council for Exceptional Children Student Advisor, and she has served as President of the

Florida Association for Behavior Analysis. Currently, Dr. Wagner 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.

Dr. Heather Batchelder graduate in summer 2008. 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. She is currently teaching at UCF Palm Bay.

Dr. Kimberly E Bryant Davis graduated in summer 2008. 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. While enrolled in Project LEAD, Dr. Davis interned within the Office of Special Education Programs (OSEP) within the Department of Education in Washington, DC. Dr. Davis has also had experience working with the Education Development Center and the Urban Collaborative with Dr. Lisa Dieker and her Leadership Institutes. Currently, Dr. Davis is the Project Coordinator for the National Urban Special Education Leadership Institute grant under Dr. Suzanne Martin.

Dr. David Grant graduated in summer 2008. He is an assistant professor at the University of Nevada, Las Vegas. 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.

Dr. Marcey Kinney graduated in summer 2008. 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. Dr. Kinney is currently working with Project CENTRAL at UCF.

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.

Dr. Shelby Colleen Robertson graduated in summer 2008. 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 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.

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.

Sara Aronin is a 3rd year doctoral candidate. 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. Her research interests focus on inclusion in inquiry based science classrooms through universal design for learning and working with NASA. A current service contribution is a student representative to the Teacher Education Division of CEC.

Beth Christner is a 3rd 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 3rd year doctoral candidate. Bi Ying Hu is an international student from mainland China. Having traveled alone to the United States nine years ago, she has spent all her time learning about teaching children with disabilities. Her work experiences included two years of teaching in an early childhood center for children with autism and developmental delays as well as two years of working with middle school students with severe and multiple disabilities. Bi Ying's research interests include early childhood special education and inclusion with an international research focus. Her dissertation title is: "Exploring Teacher Variables in Facilitating Early Childhood Inclusion in China."

Kara Rosenblatt is a 3rd year doctoral candidate. She received her undergraduate and graduate degrees in learning disabilities and emotional handicaps from Florida State University. Kara taught middle school in Florida and Maryland for five years. Her focus is on secondary students with high incidence disabilities, transition from high school to college and technology.

Angel L. Lopez, Jr. is a 2nd year PhD student. Angel received his BA from Cleveland State University, in Ohio and his MEd in Exceptional Education from the University of Central Florida. Angel taught for five years in Osceola County as both a regular education and special education teacher prior to beginning his doctoral studies. His research interest focuses on teacher preparation to work with Latino males with Emotional Disturbances (ED) in secondary settings.

Peggy J. Schaefer Whitby is a 3rd year doctoral candidate 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 research interests are in the development and adaptation of cognitive strategy instruction and meta-cognitive strategy instruction for children with

high functioning autism and Asperger syndrome in the inclusive setting. Prior to starting her doctoral studies she worked as a behavior/autism support teacher for Orange County Public Schools.

Peña Bedesem is a 2nd year Ph.D. student. She received her bachelor's degree in criminal justice from the University of Central Florida and her master's degree in varying exceptionalities also from the University of Central Florida. She relocated from Clermont, Florida where she co-taught 5th grade for Lake County Public Schools. Her research interests focus on students with emotional/behavioral disorders and the integration of mobile technology as an instructional and behavioral tool. Peña's current service contributions include President of the Association for Doctoral Students in Exceptional Education and the membership chair for the Student Council for Exceptional Children UCF chapter

Angel L. Lopez, Jr. is a 2st 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, is a 2nd year PhD student. She received her undergraduate degree in Education and her Master of Art in Special Education from the University of Connecticut. Before entering the doctoral program, Tanya was a middle school special education teacher for 7 years in Bloomfield, Connecticut. She is a Holmes Scholar and the secretary of the Holmes Partnership. Tanya is the coordinator of the Toni Jennings Teaching and Learning Tutoring Clinic. Recently she had the opportunity to do an internship at Lockheed Martin's Simulation and Training department. Her research interest focus on the achievement of students with disabilities in secondary co-taught science classrooms.

Kimberly Pawling is a 2nd year doctoral student in exceptional student education. She is interested in applying the Principle of multiple means of representation to secondary social studies content instruction. Kimberly earned 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 two years, before she returned to Florida State University to earn an M.S. in Visual Impairments: Rehabilitation Therapy and Orientation and Mobility. After working for the Lighthouse of Central Florida for two years, Kimberly returned to the classroom. Four years later, (two years as a teacher, two years as a dean) she decided to pursue her Ph.D. at the University of Central Florida. She is currently the Florida Student Council for Exceptional Children CAN Representative and treasurer for the Association of Doctoral Students in Exceptional Education (ADSEE).

Wanda Wade is a 2nd year PhD student. She received her Bachelor's degree in Special Education from Shaw and North Carolina State University. She completed her Master's degree at University of Central Florida in Exceptional Education with a concentration in Varying Exceptionalities. Wanda is the graduate research assistant for the OSEP grant PACE (Paraeducators Acquiring Certification in Exceptional Education) focusing on teacher preparation and attrition. Her research interests focus on supporting first year teachers in special education through cyber coaching and induction programs.

Natalie Dopson is a first year doctoral candidate and Mc Knight Scholar at the University of Central Florida. She received her Bachelor's in Science degree in Elementary Education and Education Specialist degree in School Psychology from the University of Central Florida. Prior to this program, Natalie worked as a school psychologist for Seminole County Public Schools for three years and as a School Psychology Intern in Indian River County. Her research interests include: children with special

needs within the inclusive early childhood setting, particularly, bilingual children with special needs and their families, including migrant families.

Kelly Grillo is a 1st year PhD student. She received her bachelor's degree in psychology with a focus on public health education from Rutgers University and her master's degree in special educational from University of Central Florida. She taught high school for four years in Volusia County in co-teaching in the sciences. She led many district initiatives focused on inclusive placement and teaching practices. Kelly is the graduate assistant for the Lockheed Martin Mathematics and Science Academy and a Project LEAD scholar. Her research interests are science inclusive instruction and teacher development of best practices.

Michael O'Neal is a 1st year PhD student who recently relocated from Dallas, TX. He received his bachelor's degree in management from Cameron University and his master's degree in educational administration from Texas A&M University - Commerce. He has taught special education for eleven years, primarily in EBD classrooms at urban schools and was a campus administrator for one year.

David Riggs is a 1st year Ph.D. student. He traveled from Maui, HI, (approximately 6000 miles) to attend the LEAD program at UCF. His career started at the University of Wisconsin at Madison where he received a Bachelor of Arts in the school of Journalism. Following a brief stint in the realm of business, he decided to pursue a Masters in Special Education from the University of South Carolina at Columbia. Following graduation, he taught high school in Boulder Colorado for six years. Most of his time was spent as an instructor of technology integration and career and technical education. For six years he was an educator and consultant for the Hawaii Department of Education redeveloping programs in special education. He established literacy programs, community based instruction curriculum, and an autism clinic for Maui County, HI. His research interest focuses on secondary transition for individuals with mild to moderate disabilities.

Marisa Salazar is a first year doctoral student in exceptional student education. She received her Bachelors of Science in Psychology at the University of California, San Diego. She completed her Masters degree in Educational Psychology at Florida Atlantic University. Her research interests focus on developing early intervention services in the natural environment for young children with Autism Spectrum Disorders. Prior to enrolling at UCF, she worked for the Center for Autism and Related Disabilities at Florida Atlantic University. She also worked as an Infant & Toddler Developmental Specialist for Orlando's division of Florida Early Steps.