

## Doctoral Program in Special Education

The Ph.D. program in special education has as its primary focus the preparation of faculty members for institutions of higher education, specifically as teacher educators and researchers. Students in this program are required to complete coursework in college teaching and to complete a college teaching internship. The Ph.D. students are also required to work collaboratively with faculty on research including conducting a study as part of their residency requirements and prior to beginning a dissertation. Many of the graduates of this program have been very successful in higher education and others have assumed leadership roles in school systems and other educational programs.

Among past graduates of the program, four graduates are current or recent associate deans. Five graduates are current or recent department chairs, including departments in four research universities. One past graduate is a Regents Research Professor.

Recent graduates of the Ph.D. program have assumed leadership positions both within IHE and school systems. Six of these recent graduates have taken positions with IHEs. One recent graduate is a director of special education, one is a special education consultant for a Regional Education Service Agency and two are directors of Learning Resource System Centers. Four recent graduates are either lead teachers or consultants in public school systems. Typically, the program has approximately 20 active students and graduates about three students per year.

There are currently 10 tenure-track faculty members who are responsible for teaching and mentoring doctoral students. The name, rank, teaching assignment and research interests of each follow:

Alberto	Professor Research:	<u>Moderate and Severe Retardation</u> Literacy instruction; Community instruction
Calhoon	Assistant Research:	<u>Learning Disabilities</u> Reading and mathematics curriculum development and instruction
Center	Professor Research:	<u>Emotional/Behavior Disorders</u> Antisocial behavior and personality
Easterbrooks	Professor Research:	<u>Deaf and Hard of Hearing</u> Factors in positive student outcomes; Literacy development
Gallagher	Associate Research:	<u>Early Childhood Special Education</u> Inclusion; Collaboration; Families
Heflin	Associate Research:	<u>Emotional/Behavior Disorders</u> Autism; positive behavioral supports; strategies for challenging behavior
Heller	Professor Research:	<u>Orthopedic Impairments</u> Literacy and communication

Houchins	Assistant Research:	<u>Mild Intellectual Disabilities</u> Instructional and transition strategies; Juvenile justice services; Urban education
Jolivette	Assistant Research:	<u>Emotional/Behavior Disorders</u> Choice-making; Positive behavior supports; Functional behavioral assessment; Juvenile justice services; Direct instruction
Shippen	Assistant Research:	<u>Learning Disabilities</u> Literacy Instruction; Risk factors in urban youth

In recent years, the Ph.D. faculty has averaged approximately \$500,000 each in external funding and has published an average of 2.5 articles, book chapters and books each per year. Many of these publications have been co-authored with doctoral students. Journals and publishers that have disseminated faculty work include:

*American Annals of the Deaf*  
*Assistive Technology*  
*Augmentative and Alternative Communication*  
*Behavior Disorders*  
*Beyond Behavior*  
*Education and Related Service*  
*Education and Treatment of Children*  
*Exceptional Children*  
*Exceptionality*  
*Focus on Autism and Other Developmental Disabilities*  
*Infants and Young Children*  
*Intervention in School and Clinic*  
*International Journal of Disability, Development and Education*  
*Journal of Autism and Developmental Disorders*  
*Journal of Applied Rehabilitation Counseling*  
*Journal of Deaf Studies and Deaf Education*  
*Journal of Direct Instruction*  
*Journal of Early Intervention*  
*Journal of Emotional and Behavioral Disorders*  
*Journal and Multicultural Counseling and Development*  
*Journal of Positive Behavioral Interventions*  
*Journal of Physical and Developmental Disabilities*  
*Journal of Rehabilitation Administration*  
*Journal of Special Education Technology*  
*Kendall/Hunt Publishing*  
*Learning Disabilities Research and Practice*  
*Paul Brookes Publishing*  
*Personality and Individual Differences*  
*Physical Disabilities*  
*Prentice Hall-Merrill Publishing*

*Preventing School Failure  
Remedial and Special Education  
Research in Developmental Disabilities  
Research and Practices for Persons with Severe Disabilities  
Rural Special Education Quarterly  
The Journal of At Risk Issues  
Teacher Education and Special Education  
Teaching Exceptional Children  
Topics in Early Childhood Special Education  
Wadsworth Publishing Company  
XanEdu Publishing  
Young Exceptional Child*