

## Our Faculty: Specialization and Interests Financial Support

### Principal Investigators:

**Carol Kochhar-Bryant** - Secondary education and transition to post-secondary, alternative education and academic risk in youth, disability policy, leadership development, parent and interagency collaboration.

**Maxine Freund** - Early intervention, assessment and intervention practices with infants born at risk or with atypical development, professional development partnerships, leadership development and interdisciplinary collaboration.

### Faculty:

**Michael Castleberry** - Developmental assessment, diagnostic profiling, special education policy, collaborative university-school instructional designs, and distance learning.

**Elisabeth Hess Rice** - Emotional and behavioral disabilities, affective development, and the development and improvement of professional development schools, gender and disability.

**Robert Ianacone** - Transition from school to work, special education, career assessment and career development, disability policy, educational change processes, graduate education and leadership development

**Marian Jarrett** - Early intervention/infant and early childhood special education, infants at biological or environmental risk for delay and disability, language and cognition, families of young children with disabilities and personnel development.

**Pamela Leconte** - Career assessment and vocational evaluation in special education and rehabilitation, self-determination, disability policy, transition planning, community-based programming, collaboration and interdisciplinary coordination and career technology education.

**Amy Mazur** - Bilingual special education, assessment, language and cognition, curriculum development for diverse populations and collaboration with families of culturally and linguistically diverse students.

**Janis Ruoff** - Traumatic/ acquired brain injury, speech and language development, education/ habilitation of individuals who are deaf and hard of hearing, impact of brain injury on families and interdisciplinary-interagency partnerships.

**Jay Shotel** - Performance based teacher education, teacher recruitment and retention issues, technology applications in teacher education and inclusive special education practice.

**Juliana Taymans** - Cognitive strategies for adolescents with learning disabilities, transition special education, education of adolescents and adults with learning disabilities and correctional education.

**Lynda West** - Transition from school to work and post-secondary education for individuals with disabilities, career-technical education, leadership and consultation, curriculum development.

Admitted doctoral students are eligible for partial tuition support. Research assistantships are available, which include monthly stipends, benefits and tuition support. Students may also be nominated for additional honor scholarships and fellowships awarded by the graduate school. Additionally, doctoral students may receive funds to support travel to annual conferences.

### Types of merit-based awards:

- Dean's Scholar Awards
- Partial Tuition Awards
- Endowment Awards
- Graduate Assistantship/Graduate Research Assistantship

### Tuition Support info:

<http://gsehd.gwu.edu/Tuition+Support>

### Wide Resources of the School and the GW Community

Students will engage with peers and distinguished scholars in the three departments of the School: Department of Teacher Preparation and Special Education; Counseling, Human and Organizational Studies; and Educational Leadership. The doctoral program **is enriched through partnerships** with the School's Institute for Educational Studies, which houses several research centers, including the Center for Equity and Excellence in Education, Center for Education and Human Services in Acquired Brain Injury, Center for the Study of Language and Education and the National Clearinghouse for English Language Acquisition.

### Contact:

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## Doctoral Study and Applied Research in Special Education

*A Selective Excellence Initiative for Leadership Development*



BRIDGING NEUROSCIENCE & SPECIAL EDUCATION

Graduate School of Education  
and Human Development

THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON D.C.

## Program Mission

The program's mission is to support the development of doctoral students who possess knowledge of **new and emerging neuroscience research** and can advance collaborative, interdisciplinary research aimed at improving outcomes for children and families. The doctoral candidate should be committed to promoting the **educational and social development** of children and youth with disabilities from birth through adulthood, and reducing their continuing social exclusion. Participants are expected to enter leadership positions in research, college teaching and policy development.

## Program Rationale

Emerging research from the fields of cognitive science is changing our understanding of human growth and development. The findings have enormous implications for the development of children at-risk and with disabilities; a framework is needed to **bridge special education and cognitive neuroscience**.

The applied doctoral study program incorporates the changing knowledge landscape by offering opportunities to translate and apply emerging neuroscience research for populations at risk for atypical development and learning processes. Of particular importance is developing knowledge about the plasticity of the brain and neurological processes as they relate to **cognition, language and affective development**. The Special Education faculty have aligned **curricular and student research opportunities** with these new findings.

## Seeking Highly Qualified Candidates

The program seeks candidates who can assume leadership responsibilities and have related professional endeavors.

### Program Goals for Students

**Become a scholar-leader.** Our commitment and goal is to prepare scholar-leaders to (1) think differently about developmental and learning needs of children with disabilities; (2) explore the new areas of research from cross-disciplinary and developmental perspectives (birth through adolescence); and (3) translate this new knowledge for educational interventions, assessment and social policy.

**Acquire new knowledge.** Students receive a solid curriculum foundation in:

- ❑ the impact of variance on growth and development of cognition, affect and language;
- ❑ applied cognitive and neuroscience related to development from birth to adulthood;
- ❑ converging interdisciplinary research that influences the delivery of special education services; and
- ❑ knowledge about historical and current placement of disability in society and the response of social institutions.

**Connect with partnerships.** Interdisciplinary research involves collaboration with campus-based, regional and national centers, such as the GW Medical Center, School of Public Health and Health Services, Center for Education and Human Development in Acquired Brain Injuries, and Washington Metropolitan Area Public Schools.

**Prepare for research.** Students engage in research projects designed with their advisors and study with leading researchers examining pressing education and human development questions. Students develop comprehensive methodological skills and leave the program as graduates qualified for academic positions in the field.

**Enter leadership roles.** Our goal is to prepare graduates for faculty positions at research universities, in prestigious postdoctoral positions, as leaders in educational agencies, and in roles as analysts with public policy institutions and governmental and non-governmental organizations.

BRING US YOUR  
AMBITION.

## The Curriculum

The student's curriculum will be based on individual background and future professional goals.

### Foundations: 24 credit hours

<b>SPED 220A</b>	<i>Proseminar in Special Education: The Interdisciplinary Foundations (3 credits)</i>
<b>SPED 220B</b>	<i>Advanced Study in Typicality/Atypicality I – The Early Years (0-8) (3 credits)</i>
<b>SPED 220C</b>	<i>Advanced Study in Typicality/Atypicality II – The Later Years (9-21) (3 credits)</i>
<b>SPED 220D</b>	<i>Foundations in Neuroscience and Development (3 credits)</i>
<b>SPED 304</b>	<i>Research and Trends in Special Education (3 credits)</i>
<b>SPED 308</b>	<i>Preparing Leaders for the Professorate (3 credits)</i>
<b>SPED 345</b>	<i>Leadership and the Change Processes (3 credits)</i>
<b>SPED 352</b>	<i>Disability and Contemporary Society (3 credits)</i>

### Clinical/Research Internship: 6-12 credit hours

<b>SPED 353</b>	<i>Doctoral Research Internship (3-6 credits)</i>
<b>SPED 354</b>	<i>Doctoral Clinical Internship (3-6 credits)</i>

### GSEHD and Research Requirements: 15 credit hours

<b>EDUC 301</b>	<i>Advanced Study: Ideas, Issues and Practices in Education (3 credits)</i>
<b>EDUC 302</b>	<i>Quantitative Methods III, Basic (3 credits) Inferential Data Analysis</i>
<b>EDUC 307</b>	<i>Qualitative Research Methods (3 credits)</i>

*Choice of advanced methods: Quantitative or Qualitative (6 credits)*

### Interdisciplinary Electives: 9-15 credit hours

<b>SPED 390</b>	<i>Proposal Development Seminar (3-6 credits)</i>
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*Dissertation Research: minimum 12 credit hours*

*Total Credit Hours: 57-62 (plus dissertation research)*