



## PH.D. PROGRAM IN SPECIAL EDUCATION

### The University of Utah Leadership Education Program (ULEP): Preparing Faculty with Expertise in Effective Educational Practices for Students with Severe Disabilities

(THIS IS A SPECIAL FEDERALLY FUNDED PROJECT)

## OVERVIEW AND ADMISSION REQUIREMENTS

The University of Utah Leadership Education Program (ULEP) is designed to prepare individuals for faculty positions in higher education who have expertise in effective educational practices for students with severe disabilities. Our mission is to prepare doctoral candidates to develop and disseminate knowledge that will improve the quality of education provided to students with severe disabilities through research, teaching, and service.

The four-year, competency and field-based Ph.D. program, focuses on developing scholars' knowledge and skills in inclusive education, curriculum and instruction, peer interventions and supports, transition planning and services, and positive behavioral supports. Additionally, the program promotes the development of the knowledge and skills necessary to conduct rigorous research, design and implement effective teacher preparation programs, and promote the implementation of evidenced-based practices with students with severe disabilities in schools.

## ADMISSION PROCESS

### Application and Application Materials

The Department of Special Education is currently accepting applications to the ULEP for the 2016-2017 academic year.

Each Ph.D. program applicant is required to participate in personal interviews with the Chair of the Department of Special Education and at least one other faculty member affiliated with the ULEP. Please contact John McDonnell ([john.mcdonnell@utah.edu](mailto:john.mcdonnell@utah.edu)) or Matt Jameson ([matt.jameson@utah.edu](mailto:matt.jameson@utah.edu)) for additional information. The applicant must complete these interviews prior to the Admissions Committee's review of his/her admission file.

Applicants must complete the University of Utah **APPLYYOURSELF** application at <https://app.applyyourself.com/?id=utahgrad>. The Graduate School will not process your application without the required fee and original copies of **ALL** transcripts.



Each applicant admissions file must include the following materials on the APPLYYOURSELF system:

- A cover letter of intent to pursue doctoral study in the ULEP,
- A curriculum vita,
- A professional position statement (1000 words or less) that includes the applicant's rationale for pursuing a Ph.D. in special education, a discussion of the applicant's desired areas of study in severe disabilities, and the applicant's career goals in higher education,
- An essay (1,500 words or less) describing the applicant's position on a critical educational challenge currently facing students with severe disabilities,
- Three recommendations from outside evaluators. Each outside evaluator must complete and submit the Department of Special Education recommendation form. Applicants **MUST** solicit at least two (2) letters from persons who can address the applicant's capacity for academic and scholarly work,
- The ***APPLY YOURSELF*** Graduate School Application for Admission to the Graduate School,
- Official undergraduate and graduate transcripts from all universities attended, and
- An official copy of **Graduate Record Examination (GRE)** General Test scores (verbal, quantitative, and analytical/writing subtests). Applicants are required to submit scores from the verbal, quantitative, and analytical/writing sections of the exam. Test scores may not be more than five years old.

### **Admission Criterion**

The Ph.D. Program Admissions Committee will use the following criteria in evaluating a candidate's qualifications for admission:

- The content, clarity, and organization of the applicant's letter of intent, application for admission form, curriculum vita, professional position statement, and essay,
- Graduate Record Examination (GRE) scores: General Test (verbal, quantitative, and analytical/writing). A score 4.0 or higher on the analytical/writing subtest of the GRE is preferred,



- Faculty recommendations from personal interviews with applicant,
- Undergraduate GPA: 3.00 or above is required,
- Graduate GPA: 3.00 or above is required; 3.50 or above is preferred,
- A master's degree in special education or related field,
- A minimum of three years of classroom teaching or comparable applied experience with individuals with severe disabilities is required; experience in teaching students with severe disabilities in inclusive educational programs is preferred, and
- Positive ratings across all areas from outside reviewers on the Department of Special Education recommendation form (submitted through the *APPLY YOURSELF* system), and written confirmation from outside reviewers that the applicant has the potential to succeed in the Ph.D. program.

## **SCHOLAR FINANCIAL SUPPORT**

### **Support from the ULEP**

Individuals admitted to the ULEP are eligible for up four years of financial support. This funding includes a stipend of \$30,000, a separate waiver of tuition for full-time study from the University of Utah for six semesters (fall and spring semesters), and a \$3,000 annual supplemental stipend to cover scholars' costs associated with required research internships and travel to state or national professional conferences. Scholars admitted to the ULEP must be enrolled full time in the Ph.D. program (i.e., a minimum of nine credit hours each semester and not working outside the University). In addition, scholars are required to participate as a research assistant (RA) with one or more ULEP faculty members as part of the required program of study.

As per federal regulations, scholars admitted to the ULEP are required to sign a Pre-Scholarship Agreement prior to receiving financial support acknowledging that he/she must (a) be continuously enrolled for a minimum of nine hours per semester throughout their degree program; (b) complete the Ph.D. degree within four years of admission; and (c) complete two years of service for every academic year of support or repay the stipend. In addition, scholars are required to sign the OMB Control Number 1820-0686 Exit Certification immediately upon graduation that provides contact information to allow the Personnel Development Program Data Collection System to collect follow-up information on graduates' professional activities.



## **Departmental Course Teaching**

The ULEP requires scholars to complete coursework and internships in university teaching and the supervision of teacher candidates as part of the program of study. However, upon successful completion of these requirements scholars may have the opportunity to teach courses within the Department in their area(s) of expertise at the same rate as auxiliary faculty.

## **Department, College, and University Scholarships**

Scholars admitted to the ULEP may be eligible for department, college, and university scholarships. Please go to <http://education.utah.edu/students/financial-aid.php> for additional information about these scholarships.



**Department of Special Education  
Doctor of Philosophy Degree (Ph.D.)  
ULEP Program of Study**

<b><i>Special Education Research</i></b>	<b>Credit Hours</b>
<b>Doctoral Colloquium</b>	<b>2</b>
<b>Research Design and Analysis</b>	<b>18</b>
<b>Research Internships</b>	<b>12</b>
<b>Principles of Extramural Funding</b>	<b>2</b>
<b><i>Total credit hours for Special Education Research</i></b>	<b>34</b>
<b><i>University Teaching</i></b>	<b>Credit Hours</b>
<b>University Teaching Seminar</b>	<b>2</b>
<b>On-Campus University Teaching Internship</b>	<b>3</b>
<b>Distance University Teaching Internship</b>	<b>3</b>
<b>Student Teaching Supervision</b>	<b>3</b>
<b><i>Total credit hours for University Teaching</i></b>	<b>11</b>
<b><i>Coaching and Consulting</i></b>	<b>Credit Hours</b>
<b>Coaching and Consulting Seminar</b>	<b>3</b>
<b>Professional Service and Outreach Internship</b>	<b>3</b>
<b><i>Total credit hours Coaching and Consulting</i></b>	<b>6</b>
<b><i>Effective Practices Seminars in Severe Disabilities</i></b>	<b>Credit Hours</b>
<b>Inclusive Education for Students with Severe Disabilities</b>	<b>2</b>
<b>Advanced Curriculum and Instruction for Students with Severe Disabilities</b>	<b>2</b>
<b>Transition Programs for Students with Severe Disabilities</b>	<b>2</b>
<b>Social and Behavioral Supports in School Settings</b>	<b>3</b>
<b><i>Total credit hours for Effective Practices Seminars</i></b>	<b>9</b>
<b><i>Dissertation Research</i></b>	<b>Credit Hours</b>
<b>Preparation of the Doctoral Proposal</b>	<b>3</b>
<b>Dissertation Research</b>	<b>11</b>
<b><i>Total credit hours Dissertation Research</i></b>	<b>14</b>
<b><i>Doctor of Philosophy Program of Study Requirements</i></b>	<b>Total Credit Hours</b>
<b><i>Total credit hours for the Doctor of Philosophy Program of Study</i></b>	<b>74</b>



<b>Special Education Research (34 Credit Hours)</b>		<b>Credit Hours</b>
<b>SP ED 7030</b>	<b>Doctoral Colloquium</b> – Overview of doctoral study in special education with emphasis on academic research, teaching, and service.	2
<b>ED PS 7400</b>	<b>Advanced Research Design</b> Principles of small and large group research design, selection of appropriate data analysis procedures, interpretation of results, and guidelines governing ethical scientific inquiry.	3
<b>SP ED 7020</b>	<b>Single Subject Research Design</b> – Application of single/within-subject principles and strategies in educational research. Critical issues in the design, implementation, and analysis of single-subject research.	3
<b>ED PS 7010</b>	<b>Quantitative Methods I: Foundations of Inferential Statistics Statistics I</b> – Elementary probability theory, measures of central tendency and variability, sampling distributions, point and interval estimation, hypothesis testing, power, and effect sizes.	3
<b>ED PS 7020</b>	<b>Quantitative Methods II: Anova and Multiple Regression Statistics II</b> – Analysis of variance for between-group, within-subject, mixed, and hierarchical designs. Fixed and random effect models, effect sizes, and planned and post hoc comparisons. Includes computer exercises.	6
<b>ELP 7060</b>	<b>Qualitative Research Methods I</b> - Examines underlying assumptions in qualitative research methods and related research questions. Explores conceptual frameworks with data collection and analysis strategies. Students apply methods to field-based cases.	3
<b>SP ED 7910</b>	<b>Early Research I</b> – Practical experiences in developing, collecting, and writing up analysis of research data under the direction and supervision of university faculty.	3
<b>SP ED 7915</b>	<b>Early Research II</b> – Practical experiences in developing, collecting, and writing up analysis of research data under the direction and supervision of university faculty.	3
<b>SP ED 7920</b>	<b>Advanced Research Internship I</b> - <i>Pre-requisite SP ED 7910 and SP ED 7915</i> – Student-initiated research experiences in developing, collecting, and analyzing research data in primary emphasis area.	3
<b>SP ED 7925</b>	<b>Advanced Research Internship II</b> - <i>Pre-requisite SP ED 7910 and SP ED 7915</i> – Student-initiated research experiences in developing, collecting, and analyzing research data in primary emphasis area.	3
	<b>Principles of Extramural Funding (2 Credit Hours)</b>	
<b>SP ED 7115</b>	<b>Principles of Extramural Funding</b> – Obtaining extramural grants in special education, including funding sources, proposal development, and grants management.	2

<b>University Teaching (11 Credit Hours)</b>	<b>Credit</b>
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<b>SP ED 7810</b>	<b>University Teaching Seminar</b> – Practical, philosophical, and ethical issues in teaching in higher education. Focus on effective practices in instruction for adult learners, developing courses and practica in special education.	2
<b>SP ED 7121</b>	<b>University Teaching Internship</b> – <i>Prerequisite SPED 7810</i> Internship in university teaching under faculty supervision.	3
<b>SP ED 7122</b>	<b>University Teaching Internship: Distance Education</b> - <i>Prerequisite SPED 7810</i> Internship in university teaching in distance education under faculty supervision.	3
<b>SP ED 7930</b>	<b>Teacher Education Field Supervision</b> - Internship in supervising teacher licensure candidates in special education.	3

<b>Coaching and Consulting (6 Credit Hours)</b>		Credit Hours
<b>SP ED 6960</b>	<b>Seminar in Systems Change, Coaching, and Consulting</b> – Evidence-based strategies for effective coaching and consulting in school and other community settings	3
<b>SP ED 7935</b>	<b>Professional Service and Outreach Internship</b> - Internships in service to the university and community-based outreach activities.	3

<b>Effective Practices Seminars in Severe Disabilities (9 Credit Hours)</b>		Credit Hours
<b>SP ED 7113</b>	<b>Inclusive Education for Students with Severe Disabilities</b> – Examination of the philosophical, legal, and research foundations for inclusive educational programs for students with severe disabilities in the public schools.	2
<b>SP ED 7116</b>	<b>Advanced Curriculum and Instruction for Students with Severe Disabilities</b> – Examination contemporary curriculum frameworks for students with severe disabilities, and evidenced-based instructional strategies in general education and community settings.	2
<b>SP ED 7117</b>	<b>Transition Programs for Students with Severe Disabilities</b> – Examination of the philosophical, legal, and research foundations for the design and implementation of transition services for students with severe disabilities.	2
<b>SP ED 7114</b>	<b>Social and Behavioral Supports in School Settings</b> - Describe, implement, and evaluate critical components of effective school wide management and support systems.	3

<b>Dissertation Research (14 Credit Hours)</b>		Credit Hours
	<b><i>Doctoral Dissertation Proposal</i></b>	
<b>SP ED 7970</b>	<b>Preparation of the Doctoral Proposal</b> – Development of a doctoral dissertation research proposal under the supervision of the chair of the student’s graduate supervisory committee	3
	<b><i>Doctoral Dissertation</i></b>	
<b>SP ED 7971</b>	<b>Dissertation Research</b> – Implementation of dissertation research and reporting of the results of dissertation research under the supervision of the student’s graduate supervisory committee	11



**Department of Special Education  
Doctor of Philosophy Degree (Ph.D.)**

**Required ULEP Scope and Sequence**

Year	Fall Semester	Spring Semester	Summer Semester
1	<p><b>SPED 7113 Inclusive Education for Students with Severe Disabilities (2)</b> SPED 7030 Doctoral Seminar (2) EDPS 7010 Quantitative Methods I (3) SPED 7910 Early Research Experience I (3)</p> <p>Total Hours = 10</p>	<p><b>SPED 7116 Advanced Curriculum and Instruction for Students with Severe Disabilities (2)</b> SPED 7810 University Teaching (2) EDPS 7020 Quantitative Methods II (6) SPED 7915 Early Research Experience II (3)</p> <p>Total Hours = 13</p>	<p>Independent Study and/or Complete Publication/Presentation Requirements</p>
2	<p><b>SPED 7117 Transition Programs for Students with Severe Disabilities (2)</b> SPED 7010 Group Design and Analysis (3) 7121 University Teaching Internship (3) or SPED 7930 Student Teaching Supervision (3) 7920 Research Internship II (3)</p> <p>Total Hours = 11</p>	<p>Qualifying Examination <b>SPED 7114 Social and Behavioral Supports in School Settings (3)</b> SPED 7020 Single Subject Research Design (3) 7121 University Teaching Internship (3) or SPED 7930 Student Teaching Supervision (3) 7925 Research Internship II (3)</p> <p>Total Hours = 12</p>	<p>Independent Study and/or Complete Publication/Presentation Requirements</p>
3	<p>SPED 7115 Extramural Funding (2) SPED 6960: Systems Change in School and Community Settings (3) ELP 7060 Introduction to Qualitative Methods (3) SPED 7122 University Teaching – Distance Education (3)</p> <p>Total Hours = 11</p>	<p>SPED 7970 Preparation of Dissertation Proposal (3) SPED 7935 Professional Service and Outreach Internship (3)</p> <p>Total Hours = 6</p>	<p>Independent Study and/or Complete Publication/Presentation Requirements</p>
4	<p>SPED 7971 Dissertation Research (14) Complete Publication/Presentation Requirements</p>		





## **OTHER STUDY REQUIREMENTS**

### **Graduate Supervisory Committee**

Scholars are required to select a five-member faculty committee to supervise their Ph.D. program of study. The five-member committee must include (a) four faculty members from the Department of Special Education of which a minimum of three must be tenure-track faculty, and (b) one University of Utah faculty member outside of the Department of Special Education. All committee members must hold a doctoral degree or an equivalent advanced degree in their area of expertise. The faculty member from outside the Department of Special Education must have knowledge and expertise in the scholar's primary area of study. For more information on the University of Utah Graduate School requirements for doctoral supervisory committees please go to <https://gradschool.utah.edu/catalog/degree.php>.

A temporary faculty advisor is assigned to scholars upon admission to the ULEP. This faculty member will provide initial advising to the scholar on the required program of study and/or policies governing graduate study in the Department of Special Education. Scholars must identify a permanent chair of their supervisory committee during the first two semesters of full-time study. Scholars then select, with assistance from the chair, the four remaining members of their supervisory committee prior to the beginning of their third semester of full-time study.

The supervisory committee is responsible for approving the scholar's doctoral program plan, supervising and evaluating the qualifying examination, and approving the dissertation proposal and final dissertation. All matters pertaining to the operation of the supervisory committee must conform to the guidelines of the Graduate School.

### **Professional Portfolio**

Each scholar will develop and maintain a professional portfolio that records the progress made toward completing the program plan. The portfolio is comprised of products or materials that demonstrate the scholar's: (1) understanding of the historical development of research in his/her area of emphasis, (2) understanding of the current critical issues facing the field of severe disabilities, (3) ability to conceptualize and carry out research, and (4) ability to disseminate new knowledge through scholarly writing, teaching, and service. The content and form of these products and materials are established by the scholar's supervisory committee chair in consultation with the supervisory committee. The portfolio serves as a primary source of information used by the supervisory committee to evaluate the scholar's eligibility for the Ph.D. degree.



## **Qualifying Examination and Dissertation**

The qualifying examination and dissertation phase of the Ph.D. program in the Department of Special Education assesses the scholar's ability to design, implement, and sustain an independent line of scholarly research. Scholars admitted to the ULEP must complete a dissertation in the areas of inclusive education, curriculum and instruction, peer supports and interventions, transition assessment and services, or positive behavior supports. The qualifying examination and dissertation requires that scholars complete three steps:

1. *A Qualifying Examination for Admission to Candidacy* that requires scholars to write and orally defend the first chapter of their dissertation (background, review of literature, and research questions for the doctoral dissertation);
2. *The Doctoral Dissertation Proposal* that requires scholars to write and orally defend the second chapter of their dissertation (research methodology section for the doctoral dissertation); and
3. *The Doctoral Dissertation* that requires scholars to write and orally defend their dissertation.

The Department of Special Education Doctoral Student Handbook describes each step of this process in detail.

## **Program Emphasis Area**

Scholars must identify a specific program emphasis area (i.e., inclusive education, curriculum and instruction, peer interventions and supports, transition planning and services, or positive behavioral supports) within the first two semesters of the program. Program emphasis areas should reflect the scholar's future research, teaching, and service interests as a faculty member. The chair of the scholar's supervisory committee reviews and approves the scholar's program emphasis area in consultation with other supervisory committee members.

## **Doctoral Program Plan**

Upon entering the Ph.D. program, the scholar develops a program plan that lists the course work, internships, and other program tasks (i.e., special projects, research, or independent readings) that will support his/her professional development in the program emphasis area. The chair of the scholar's supervisory committee reviews and approves the scholar's doctoral program plan in consultation with other supervisory committee members.



## **Annual Program Review**

Tenure-track faculty in the Department of Special Education annually review scholars' progress in completing the degree requirements of the Ph.D. program. Each scholar submits a curriculum vita and a written program plan that includes a description of progress toward completing required tasks to the chair of his or her supervisory committee. The faculty will provide a written evaluation to each scholar on whether he or she has made satisfactory progress in completing the study requirements of the program. The chair of the scholar's supervisory committee will meet with the scholar to provide feedback based on the faculty's evaluation and assists the scholar to revise his or her program plan as necessary.

## **Publication and Presentation Requirements**

Over the course of their program scholars are required to author or co-author a *minimum* of two professional papers for publication, which must be accepted and/or in press prior to program completion. Papers may take the form of an article submitted to a nationally recognized professional journal, or a book chapter in a nationally published book. The scholar must be a senior author on at least one of these publications. Scholars will also be required to co-author a *minimum* of two presentations at national or international meetings of a recognized professional organization, and be senior author on one of these presentations. The articles, book chapters, book, or presentation proposals must go through an external peer review process. It is important to note that these are *minimum* expectations. Scholars are encouraged to take advantage of additional opportunities for publishing and presenting provided by the chair, or the other members of his or her supervisory committee. Manuscripts and/or reprints must be available for supervisory committee examination and approval as part of the scholar's portfolio.

## **Continuous Enrollment**

Scholars must be enrolled in at least nine semester hours during fall and spring semesters throughout the program. The scholars must complete at least 14 hours of Dissertation Research (course number 7970 and 7971, Dissertation Research: Ph.D.), and registered for at least three credit hours during the semester in which the final oral examination (dissertation defense) is completed.



## **Residency Requirement**

Scholars must spend at least one year (i.e., two consecutive semesters) in full-time academic study at the University of Utah. When a scholar proceeds directly from a master's degree to a Ph.D. degree with no break in the program of study (except for authorized leaves of absence), the residency requirement can be fulfilled at any time during the course of study. A full load is a minimum of nine credit hours per semester. After the candidate advances to candidacy for the Ph.D. degree, the Graduate School considers three credit hours of Dissertation Research: Ph.D. (course number 7970) per semester a full load. The Graduate Council may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance-learning technologies and/or off-campus sites, as provided by Graduate School policy.

## **Time Limit**

The Graduate School gives departments discretion to establish the time limit for completion of the Ph.D degree. The Department of Special Education's time limit is seven consecutive academic years. Scholars can request extensions of the time limit in unusual circumstances. The scholar's supervisory committee, the department director of graduate studies, and the dean of the Graduate School must review and approve any extension. Scholars whose studies have been interrupted for long periods of time and who have been granted extended time to complete their degrees may be required to complete additional courses, to pass examinations, or otherwise to demonstrate that they are current in their field.

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