

**Leadership Training Grant in ABA/PBS
Department of Special Education
Doctor of Philosophy Degree (Ph.D.)**

Program of Study

| <i>Special Education Research</i> | | Credit Hours |
|---|--|---------------------------|
| Doctoral Colloquium | | 2 |
| Research Design and Analysis | | 13-14 |
| Applied Research Skills | | 5 |
| Principles of Extramural Funding | | 4 |
| Total credit hours for Special Education Research | | 24-25 |
| <i>University Teaching</i> | | Credit Hours |
| University Teaching Seminar | | 2 |
| University Teaching Internship | | 3 |
| Total credit hours for University Teaching | | 5 |
| <i>Coaching and Consulting</i> | | Credit Hours |
| Coaching and Consulting Seminar | | 2 |
| Coaching and Consulting Internship | | 2 |
| Total credit hours Coaching and Consulting | | 4 |
| <i>BCBA</i> | | Credit Hours |
| Seminars/ Coursework | | 18 |
| BCBA Supervision | | 15 |
| Total credit hours BCBA | | 33 |
| <i>Dissertation Research</i> | | Credit Hours |
| Preparation of the Doctoral Proposal | | 3 |
| Dissertation Research | | 11 |
| Total credit hours Dissertation Research | | 14 |
| <i>Doctor of Philosophy Program of Study Requirements</i> | | Total Credit Hours |
| Total credit hours for the Doctor of Philosophy Program of Study | | 80-82 |

| Special Education Research (22-23 Credit Hours) | | Credit Hours |
|---|---|---------------------|
| SP ED 7030 | Doctoral Colloquium – Overview of doctoral study in special education with emphasis on academic research, teaching, and service. | 2 |
| <i>Research Design and Analysis (13-14 Credit Hours)</i> | | |
| EDPS 7400 | Advanced Research Design Principles of small and large group research design, selection of appropriate data analysis procedures, interpretation of results, and guidelines governing ethical scientific inquiry. | 3 |
| SP ED 7020 | Single Subject Research Design – Application of single/within-subject principles and strategies in educational research. Critical issues in the design, implementation, and analysis of single-subject research. | 3 |
| Choose one: | | |
| ED PS 7010 ¹ | Quantitative Methods I: Foundations of Inferential Statistics | 3 |
| NURS 7201 ² | Statistics I – Elementary probability theory, measures of central tendency and variability, sampling distributions, point and interval estimation, hypothesis testing, power, and effect sizes. | 4 |

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|--|--|---|
| Choose one: ED PS 7020 NURS 7202 | Quantitative Methods II: Anova and Multiple Regression | 5 |
| | Statistics II – 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. | 3 |
| Applied Research Skills (5 Credit Hours) | | |
| SP ED 7910 | Early Research – Practical experiences in developing, collecting, and writing up analysis of research data under the direction and supervision of university faculty. | 2 |
| SP ED 7925 | Advanced Research Internship - Pre-requisite SP ED 7915 – Student-initiated research experiences in developing, collecting, and analyzing research data in primary emphasis area. | 3 |
| Principles of Extramural Funding (4 Credit Hours) | | |
| SP ED 7115 | Principles of Extramural Funding – Obtaining extramural grants in special education, including funding sources, proposal development, and grants management. | 2 |
| SP ED 7125 | Extramural Funding Internship – Development of grant proposal for public or private agencies under the supervision of university faculty | 2 |

| University Teaching (5 Credit Hours) | | Credit Hours |
|---|--|---------------------|
| SP ED 7810 | University Teaching Seminar – 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 |
| SP ED 7121 | University Teaching Internship – Prerequisite SPED 7810 Internship in university teaching under faculty supervision | 3 |

| Systems Change, Coaching, and Consulting (4 Credit Hours) | | Credit Hours |
|--|---|---------------------|
| SP ED 7935-01 | Seminar in Systems Change, Coaching, and Consulting – Evidence-based strategies for effective coaching and consulting in school and other community settings | 2 |
| SP ED 7935-02 | Internship in Systems Change, Coaching, and Consulting – Prerequisite SP ED 7935-01 Internship in effective coaching and consulting in school and other community settings | 2 |

| BCBA (35 Credit Hours) | | Credit Hours |
|---------------------------------------|--|---------------------|
| SPED 6022 | Instruction and Behavior Support – Theoretical and applied foundations of instructional and behavioral support strategies for students with disabilities | 3 |
| Choose One: SPED 6110 SPED 6230 | Behavioral Support for Students with Mild/Moderate Disabilities Behavioral Support for Students with Severe Disabilities | 3 |
| SPED 6960-02 | Ethics and Professional conduct for Behavior Analysts – Review and application of the national BACB standards for ethical and professional conduct I the field | 3 |
| EDPS 6390 | Interventions in Schools – Review of implementation of evidence-based effective behavioral practices in school settings | 3 |
| SPED 6650 | Social and Behavioral Support in School Settings – Overview of assessment and implementation of multi-tiered systems of behavior support in school settings | 3 |
| SP ED 7930 | Teacher Education (OR SPED 6900 BCBA Field Supervision) – Internship in supervising teacher licensure candidates in special education or BCBA candidates in field placements. | 3 |
| SPED 6900 | BCBA Supervision – Receiving supervision in implementation of evidence-based behavioral practices in school and/or community settings | 15 |

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

- 1 Students enrolling in ED PS 7010 Fall Semester must enroll in ED PS 7020 Spring Semester
- 2 Students enrolling in NURS 7201 Fall Semester must enroll in NURS 7202 Spring Semester

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**Scope and Required Sequence
(Based on Four Year Full-Time Enrollment)³**

| YEAR ONE | | Credit Hours |
|---------------------------|---|---------------------|
| | <i>FALL SEMESTER (12-13 Credit Hours)</i> | |
| SP ED 7030 | Doctoral Colloquium | 2 |
| SP ED 6022 | Instruction and Behavior Support | 3 |
| <i>Choose one:</i> | | |
| ED PS 7010 | Quantitative Methods I | 3 |
| NURS 7201 | Statistics I | 4 |
| SP ED 7810 | University Teaching Seminar | 2 |
| SPED 6900 | BCBA Supervision | 2 |
| | <i>SPRING SEMESTER (11-13 Credit Hours)</i> | |
| <i>Choose one:</i> | | |
| SP ED 6110 | Behavioral Support for Students with Mild/Moderate Disabilities | 3 |
| SP ED 6230 | Behavioral Support for Students with Severe Disabilities | |
| <i>Choose one:</i> | | |
| ED PS 7020 | Quantitative Methods II | 5 |
| NURS 7202 | Statistics II | 3 |
| SP ED 7020 | Single Subject Research Design | 3 |
| SP Ed 6900 | BCBA Supervision | 2 |

| YEAR TWO | | Credit Hours |
|-----------------|---|---------------------|
| | <i>FALL SEMESTER (12 Credit Hours)</i> | |
| SP ED 7115 | Principles of Extramural Funding | 2 |
| ED PS 7400 | Advanced Research Design | 3 |
| SP ED 7915 | Early Research | 2 |
| SP ED 7121 | University Teaching Internship | 3 |
| SP ED 6900 | BCBA Supervision | 2 |
| | <i>SPRING SEMESTER (11 Credit Hours)</i> | |
| SP ED 6960-02 | Ethics and Professional Conduct for Behavior Analysts | 3 |
| ED PS 6390 | Interventions in Schools | 3 |
| SPED 7125 | Extramural Funding Internship | 2 |
| SPED 7925 | Advanced Research Internship | 3 |

| YEAR THREE | | Credit Hours |
|-------------------|--|---------------------|
| | <i>FALL SEMESTER (12 Credit Hours)</i> | |
| SP ED 7935-01 | Seminar in Systems Change, Coaching and Consulting | 2 |
| SP ED 6650 | Social and Behavioral Support in School Settings | 3 |
| SP Ed 6900 | BCBA Supervision | 3 |
| SP ED 7970 | Preparation of the Doctoral Proposal | 3 |
| | <i>Completion of Qualifying Examination for Admission to Candidacy</i> | |
| | <i>SPRING SEMESTER (13 Credit Hours)</i> | |
| SP ED 7935-02 | Internship in Systems Change, Coaching, and Consulting | 2 |
| SP ED 7971 | Dissertation Research | 5 |
| SP ED 7930 | Teacher Education (OR SPED 6900 - BCBA Field Supervision) | 3 |

| | | |
|------------|------------------|---|
| SP ED 6900 | BCBA Supervision | 3 |
|------------|------------------|---|

| YEAR FOUR | | Credit Hours |
|---------------------------------------|-----------------------------------|---------------------|
| FALL SEMESTER (7 Credit Hours) | | |
| SP ED 7971 | Dissertation Research | 3 |
| SP ED 6900 | BCBA Supervision | 3 |
| SPRING SEMESTER | | |
| SP ED 7971 | Dissertation Research (as needed) | 3 |
| -- -- ---- | BCBA Exam Preparation and Exam | - |

- 3 Some research courses are only offered every other year, and scheduling needs for individual students may vary. Students should check with their advisors to make needed schedule adjustments.

Other Study Requirements

FEDERAL LEADERSHIP TRAINING SUPPORT

This program of study is funded from a federal Leadership Training Grant to prepare doctoral level professionals for academic positions in the field. This project has a focus on applied behavior analysis and positive behavior support (ABA/PBS), with an emphasis on working with students with behavioral and academic challenges in high need schools. For those not already certified, coursework and supervision are required to prepare students to sit for the Board Certified Behavior Analyst exam (BCBA).

This funding includes a stipend of \$30,000 per year, including a separate full waiver/coverage of tuition costs up to 12 credit hours during the fall and spring semesters. Accepted applicants would be eligible for this stipend funding for up to four (4) years, with tuition costs covered for up to three (3) years. Program participants *must* be full time students (i.e., not working outside the University). In addition, participants will be required to participate in research assistant (RA) activities for a minimum of 20 hours per week with one or more Department faculty members.

GRADUATE SUPERVISORY COMMITTEE

A five-member faculty committee is selected by the student to supervise the Ph.D. program of study. The five-member committee includes (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. It is strongly recommended that the faculty member from outside the Department of Special Education have knowledge and expertise in the student's primary area of study. For more information, click here: <https://gradschool.utah.edu/catalog/degree.php>.

At the time of admission, each doctoral student is assigned a temporary faculty advisor. During their first two semesters of full-time study, students are expected to identify a faculty member who will serve as the permanent chair of the supervisory committee. Students 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 student's academic program, preparing and evaluating the qualifying examination, 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.

BUILD A PROFESSIONAL PORTFOLIO

Each student 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 student's (1) understanding of the historical development of research in the area of PBS, (2) understanding of the current critical issues facing the field with regard to special education and PBS, (3) ability to conceptualize and carry out research in PBS, and (4) ability to disseminate new knowledge through scholarly writing, teaching, and service. The form and content of these products and materials will be established by the student's supervisory committee chair in consultation with the supervisory committee. The portfolio serves as a primary source of information used by the supervisory committee in recommending that the student be awarded the PhD degree.

QUALIFYING EXAMINATION AND DISSERTATION

The dissertation phase of the Ph.D. program in the Department of Special Education is designed to assess the student's ability to design, implement, and sustain an independent line of scholarly research. Students who accept funding from this Leadership Training Grant must complete a dissertation that focuses on conducting research in the area of PBS/ABA implementation and evaluation in school settings. This is accomplished through a cumulative process in which the student develops and orally defends:

1. *A Qualifying Examination for Admission to Candidacy (background, review of literature, and research questions for the doctoral dissertation)*
2. *The Doctoral Dissertation Proposal (research methodology section for the doctoral dissertation)*
3. *The Doctoral Dissertation*

Each component of the dissertation phase of the Ph.D. program is described in the *Department of Special Education Doctoral Student Handbook*.

AREAS OF EMPHASIS

Each student is expected to identify areas of emphasis upon entering the Ph.D. program. Students who accept funding from this Leadership Training Grant must include PBS/ABA implementation and evaluation as one area of emphasis. Areas of emphasis serve as a framework for the design of the student's program of study. Program emphasis areas should reflect the student's future research, teaching, and service interests in the field of special education. Program emphasis areas must be reviewed and approved by the student's graduate advisor.

PROGRAM PLAN

Upon entering the Ph.D. program, the student 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 professional development in the program emphasis area. The program plan must be reviewed and approved by the student's graduate advisor in consultation with the supervisory committee.

ANNUAL REVIEW

Students in the Ph.D. program are reviewed annually by the tenure-track faculty in the Department of Special Education to determine progress in completing degree requirements. Each student submits to his or her graduate advisor a curriculum vita and a written program plan that includes a description of progress toward completing required tasks. The faculty will provide a written evaluation to each student regarding whether satisfactory progress is being made as per the requirements and timelines of the program plan. The student's graduate advisor meets with the student, communicates the feedback, and assists in the implementation of any modifications in the program plan. The annual review ensures that students have documented feedback on their progress, and maximizes the likelihood that university resources will be utilized to build the strongest possible program for each student.

COMPLETE THE PUBLICATION AND PRESENTATION REQUIREMENTS

Over the course of their program students will be 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 student must be a senior author on at least one of these publications. Students 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, or presentation proposals must go through an external peer review process. It is important to note that these are *minimum* criteria. Students in the program typically have additional opportunities for publishing and presenting while in the program. This enables program graduates to be competitive in the IHE job market. This process is undertaken with the assistance and support of the student's supervisory committee chair and/or members of the supervisory committee. Manuscripts and/or reprints must be available for supervisory committee examination and approval as part of the student's portfolio.

CONTINUOUS ENROLLMENT

The candidate must complete at least 14 hours of Thesis Research (course number 7970 and 7971, Thesis Research: Ph.D.). The candidate must also be regularly enrolled at the University and registered for at least three creditor hours during the semester in which the final oral examination (dissertation defense) is taken.

RESIDENCY ENROLLMENT REQUIREMENT

At least one year (i.e., two consecutive semesters) of the doctoral program must be spent in full-time academic work at the University of Utah. When a student 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 may be fulfilled at any time during the course of study. A full load is nine credit hours. Three hours of Thesis Research: Ph.D. (course number 7970) is also considered a full load after the residency requirement is fulfilled. 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 time limit for completing a Ph.D. degree is determined by individual departmental policy approved by the Graduate Council. Requests to exceed established time limits must be recommended by a candidate's supervisory committee and approved by the departmental director of graduate studies and the dean of the Graduate School. Students 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. The Department of Special Education requires a seven year limit for Ph.D. students.