



**PH.D. PROGRAM IN SPECIAL EDUCATION – EMPHASIS IN APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIORAL SUPPORT (ABA/PBS; INCLUDING BCBA)
(THIS IS A SPECIAL FEDERALLY FUNDED PROJECT)**

PERSONAL INTERVIEWS WITH FACULTY IN THE DEPARTMENT OF SPECIAL EDUCATION

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 with expertise in the applicant's primary area of interest. These interviews must be completed prior to the Admissions Committee's review of the candidate's completed admissions file.

OVERVIEW AND ADMISSION REQUIREMENTS

The Ph.D. program in the Department of Special Education in the area of ABA/PBIS prepares doctoral candidates for faculty positions in higher education with a specialization in working with high need schools serving students with substantial behavioral and academic challenges. Students in this program may focus on a variety of populations, including Early Childhood Special Education, Mild to Moderate Disabilities, Severe Disabilities, Visual Impairments, and Deafblind. The Ph.D. program of study focuses on preparing candidates to design and conduct scientific research in special education, effectively prepare special education teacher candidates, and provide service to the profession and community.

Our mission is to prepare doctoral candidates to develop and disseminate knowledge that will improve the education of students with disabilities through research, teaching, and service. To effectively prepare new leaders for roles in higher education, the Ph.D. program is competency and field-based, and focused on diverse faculty roles and responsibilities, and translating scientific research into effective practice.

ADMISSION CRITERIA

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

- Content, clarity, and organization of applicant's letter of intent, application for admissions form, professional resume, professional position statement, and written response regarding a professional issue in the field.
- Graduate Record Examination (GRE) scores: General Test (verbal, quantitative, and analytical/writing).



- 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 recommended.
- A master's degree and a minimum of 2-3 years of certified classroom teaching or comparable applied experience with individuals with disabilities is required for admission to the Ph.D. program.
- Review of three letters of recommendation from outside reviewers (submitted through the *APPLY YOURSELF* system). At least two of these letters **MUST** be from persons who can address the applicant's academic and scholarly abilities.

ADMISSION PROCESS

Students may apply for admission to the Ph.D. Program at any time during the year (including summer). Applicants must have a master's degree in a relevant field (e.g., general or special education, school psychology), and must have a minimum of 2-3 years of certified classroom teaching or comparable applied experience.

Applicants must complete the **APPLYYOURSELF** application. The current application for the Graduate School is the new **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:

- Cover letter of intent to pursue doctoral study in special education.
- Professional position statement (1000 words or less) that includes rationale for pursuing the Ph.D. in special education, discussion of primary area(s) of interest (e.g., Early Childhood Special Education, Mild/Moderate Disabilities, ABA/PBS) and career goals in higher education.
- 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.
- **APPLY YOURSELF** Graduate School Application for Admission to the Graduate



School.

- Official undergraduate and graduate transcripts.
- Official copy of **Graduate Record Examination (GRE)** General Test scores (verbal, quantitative, and analytical/writing subtests). Applicant GRE test scores must have been obtained within the past five years.

NOTE: International students are also required to take the **Test of English as a Foreign Language (TOEFL)**. For the **paper-based test**, a score of 600 is required, and for the **computer-based TOEFL**, a score of 250 **is required**.

International students whose native language is English should check with International Admissions (801-581-3091) about requirements for taking the **TOEFL-iBT**. This test is internet-based and has an oral component to it.

The following minimum scores are required for the TOEFL iBT:

Reading	22 (preferred score = 25)
Listening	22 (preferred score = 25)
Speaking	23 (preferred score = 25)
Writing	23 (preferred score = 25)

Therefore, **the minimum total score is 90** and the **preferred total score is 100**.

Students can also take the IELTS test. The score must be 7 or above.

STUDENT FINANCIAL SUPPORT FOR STUDENTS IN THE ABA/PBIS PROGRAM

Federal Leadership Training Support

The Department currently has funding from a federal Leadership Training Grant to prepare doctoral level professionals with 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. If students are not already Board Certified Behavior Analysts (BCBA), coursework and supervision are incorporated and required in the program to prepare students to sit for the Board Certified Behavior Analyst exam.

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. These activities will be directly related to supporting the completion of students' degree requirements.

Departmental Course Teaching

The doctoral program includes required coursework on university teaching, and a required teaching internship. However, upon successful completion of the required coursework and internship students may have the opportunity to be paid to teach courses within the Department in their area(s) of expertise depending on need, which varies from semester to semester and year to year.

Department, College, and University Scholarships

The Department periodically receives funding for student scholarships for which doctoral students may be eligible. These opportunities may shift from year to year depending on outside funding. Additional scholarship funding is available at both the College of Education and University levels. Further information about these possible funding sources can be found at <http://education.utah.edu/students/financial-aid.php>.

REV 6/18/15



**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
<i>Total credit hours for Special Education Research</i>	24-25
<i>University Teaching</i>	Credit Hours
University Teaching Seminar	2
University Teaching Internship	3
<i>Total credit hours for University Teaching</i>	5
<i>Coaching and Consulting</i>	Credit Hours
Coaching and Consulting Seminar	3
Coaching and Consulting Internship	3
<i>Total credit hours Coaching and Consulting</i>	6
<i>BCBA</i>	Credit Hours
Seminars/ Coursework	18
BCBA Supervision	15
<i>Total credit hours BCBA</i>	33
<i>Dissertation Research</i>	Credit Hours
Preparation of the Doctoral Proposal	3
Dissertation Research	11
<i>Total credit hours Dissertation Research</i>	14
<i>Doctor of Philosophy Program of Study Requirements</i>	Total Credit Hours
<i>Total credit hours for the Doctor of Philosophy Program of Study</i>	82-84



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
Research Design and Analysis (13-14 Credit Hours)		
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 NURS 7201 ²	Quantitative Methods I: Foundations of Inferential Statistics Statistics I – Elementary probability theory, measures of central tendency and variability, sampling distributions, point and interval estimation, hypothesis testing, power, and effect sizes.	3 4
Choose one: ED PS 7020 NURS 7202	Quantitative Methods II: Anova and Multiple Regression 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.	5 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 – <i>Prerequisite SPED 7810</i> 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	3
SP ED 7935-02	Internship in Systems Change, Coaching, and Consulting – <i>Prerequisite SP ED 7935-01</i> Internship in effective coaching and consulting in school and other community settings	3

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 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	15



	evidence-based behavioral practices in school and/or community settings	
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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



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

**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
Choose one: ED PS 7010 NURS 7201	Quantitative Methods I Statistics I	3 4
SP ED 7810	University Teaching Seminar	2
SPED 7930	BCBA Supervision	2
	<i>SPRING SEMESTER (11-13 Credit Hours)</i>	
Choose one: SP ED 6110 SP ED 6230	Behavioral Support for Students with Mild/Moderate Disabilities Behavioral Support for Students with Severe Disabilities	3
Choose one: ED PS 7020 NURS 7202	Quantitative Methods II Statistics II	5 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	3
SP ED 6650	Social and Behavioral Support in School Settings	3
SP Ed 6900	BCBA Supervision	4
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	3
SP ED 7971	Dissertation Research	5
SP ED 7930	Teacher Education OR BCBA Field Supervision	3



SP ED 6900	BCBA Supervision	3
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YEAR FOUR		Credit Hours
FALL SEMESTER (7 Credit Hours)		
SP ED 7971	Dissertation Research	3
SP ED 6900	BCBA Supervision	4
SPRING SEMESTER		
SP ED 7971	Dissertation Research (as needed)	3
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- 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.

7/6/15