



PH.D. PROGRAM IN SPECIAL EDUCATION

PERSONAL INTERVIEWS WITH FACULTY IN THE DEPARTMENT OF SPECIAL EDUCATION

Prior to applying each potential 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 prepares doctoral candidates for faculty positions in higher education with specializations in Early Childhood Special Education, Mild to Moderate Disabilities, Severe Disabilities, Visual Impairments, Deafblind, and Applied Behavior Analysis/Positive Behavioral Support (including BCBA). The Ph.D. program of study focuses on preparing persons 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 on a professional issue in the field.
- Graduate Record Examination 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 individual 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 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 DOCTORAL STUDIES

The Department currently has a variety of options for providing student support.

General Department Support

Students may be admitted to the program who are working outside the University for up to a maximum of 20 hours per week (.50 FTE). For such students the Department periodically has funds available to provide some stipend support, although the level of available support will vary from year to year. The Department attempts to provide stipend support in an amount that would also allow for a possible partial or full waiver/coverage of tuition costs. Students would be required to participate in research assistant (RA) activities for a minimum of 10 hours per week with one or more Department faculty members.

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 internships 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



**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	16-17
Applied Research Skills	12
Early Research Experience	6
Advanced Research Internship	6
Extramural Funding Seminar and Internship	4
Total credit hours for Special Education Research	46-47
<i>University Teaching</i>	Credit Hours
University Teaching Seminar	2
University Teaching Internship	3
Teacher Education Field Supervision	3
Total credit hours for University Teaching	8
<i>Systems Change, Coaching, and Consulting / Professional Service</i>	Credit Hours
Seminar in Systems Change, Coaching, and Consulting	2
Systems Change, Coaching, and Consulting Internship <u>OR</u> Professional Service Internship	2
Total credit hours Professional Service and Community Outreach	4
<i>Dissertation Research</i>	Credit Hours
Preparation of the Dissertation Proposal	3
Dissertation Research	14
Total credit hours Dissertation Research	17
<i>Doctor of Philosophy Program of Study Requirements</i>	Total Credit Hours
Total credit hours for the Doctor of Philosophy Program of Study	75-76

Special Education Research (46-47 Credit Hours)	Credit
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		Hours
	<i>Doctoral Colloquium (2 Credit Hours)</i>	
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 (16-17 Credit Hours)</i>	
ED PS 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
	Qualitative Research Course (ED PS 7420 or other course approved by advisor)	3
	<i>Applied Research Skills (12 Credit Hours)</i>	
SP ED 7910	Early Research I (<i>Cannot be taken the same semester as SP ED 7915</i>) – Practical experiences in developing, collecting, and writing up analysis of research data under the direction and supervision of university faculty.	3
SP ED 7915	Early Research II (<i>Cannot be taken the same semester as SP ED 7910</i>) – Practical experiences in developing, collecting, and writing up analysis of research data under the direction and supervision of university faculty.	3
SP ED 7920	Research Internship I (<i>Cannot be taken the same semester as SP ED 7925</i>) – Student-initiated research experiences in developing, collecting, and analyzing research data in primary emphasis area.	3
SP ED 7925	Research Internship II (<i>Cannot be taken the same semester as SP ED 7920</i>) <i>Pre-requisites SP ED 7910 & SP ED 7915</i> –	3



	Student-initiated research experiences in developing, collecting, and analyzing research data in primary emphasis area.	
	<i>Extramural Funding Seminar and Internship (4 Credit Hours)</i>	
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 (8 Credit Hours)		Credit Hours
	<i>University Teaching Seminar and Internship (5 Credit Hours)</i>	
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 7212	University Teaching Internship – Internship in university teaching under faculty supervision	2
	<i>Teacher Education Field Supervision (3 Credit Hours)</i>	
SP ED 7930	Teacher Education Field Supervision – Internship in supervising teacher licensure candidates in special education.	3

Systems Change, Coaching, and Consulting (4 Credit Hours)		Credit Hours
	<i>Systems Change, Coaching, and Consulting (4 Credit Hours)</i>	
SP ED 7935-01	Seminar in Systems Change, Coaching, and Consulting <i>(Cannot be taken the same semester as SP ED 7935-02)</i> – Internship in service to the university and community-based outreach activities.	3
SP ED 7935-02	Systems Change, Coaching, and Consulting Internship <u>OR</u> Professional Service Internship <i>(Cannot be taken the same semester as SP ED 7935-01)</i> – Internship in Systems Change, Coaching, and Consulting and/or Service to the university and community-based outreach activities.	3

Dissertation Research (17 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	3



	the chair of the student's graduate supervisory committee	
	<i>Doctoral Dissertation (14 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	14

- 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

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

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

YEAR ONE		Credit Hours
	<i>FALL SEMESTER (10-11 Credit Hours)</i>	
SP ED 7030	Doctoral Colloquium (First term)	2
SP ED 7910	Early Research Experience I	3
Choose one: ED PS 7010 NURS 7201	Quantitative Methods I Statistics I	3 4
SP ED 7810	University Teaching Seminar	2
	<i>SPRING SEMESTER (9-11 Credit Hours)</i>	
SP ED 7915	Early Research Experience II	3
Choose one: ED PS 7020 NURS 7202	Quantitative Methods II Statistics II	5 3
SP ED 7020	Single Subject Research Design	3



YEAR TWO		Credit Hours
	<i>FALL SEMESTER (13 Credit Hours)</i>	
SP ED 7115	Principles of Extramural Funding	2
SP ED 7125	Extramural Funding Internship	2
ED PS 7400	Advanced Research Design	3
SP ED 7920	Research Internship I	3
Choose one:	University Teaching Internship I	3
SP ED 7121	Teacher Education Field Supervision	3
SP ED 7930		
	<i>Completion of Qualifying Examination for Admission to Candidacy</i>	
	<i>SPRING SEMESTER (12 Credit Hours)</i>	
Choose one:	University Teaching Internship I	3
SP ED 7121	Teacher Education Field Supervision	3
SP ED 7930		
SP ED 7925	Advanced Research Internship II	3
SP ED 7970	Preparation of Doctoral Dissertation Proposal	3

YEAR THREE		Credit Hours
	<i>FALL SEMESTER (9 Credit Hours)</i>	
SP ED 7971	Dissertation Research	7
SP ED 7935-01	Systems Change, Coaching, and Consulting Seminar	3
	<i>SPRING SEMESTER (9 Credit Hours)</i>	
SP ED 7971	Dissertation Research	7
SP ED 7935-02	Systems Change, Coaching, and Consulting Internship OR Professional Service and Outreach Internship I	3



- 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

FUNDING AND SUPPORT

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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.

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. 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*.

PRIMARY AREA OF EMPHASIS

Each student is expected to identify a primary area of emphasis upon entering the Ph.D. program. This area serves as a framework for the design of the student's program of study. A program emphasis area should reflect the student's future research, teaching, and service interests in the field of special education. A program emphasis area 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.

PUBLICATION REQUIREMENT

Students are expected to submit (a) a minimum of two papers for publication, or (b) one paper and one presentation prior to the completion of the doctoral program. Papers may take the form of an article submitted to a nationally recognized professional journal. Presentations must be at a national meeting of a recognized professional organization. The article(s) or presentation proposal must go through an external peer review process. Prior to completion of the doctoral program, at least one paper and/or presentation proposal must be accepted for publication (in press or in print). The student should be senior author on at least one paper or presentation. This process will be undertaken with the assistance and support of the student's graduate advisor 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, Thesis Research: Ph.D.). The candidate must also be regularly enrolled at the University and registered for at least three credit 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.

10/1/2024