SPECIAL EDUCATION - PH.D.

College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
405 White Hall
Kent Campus
330-672-2294
www.kent.edu/ehhs/lhes

Description
The Ph.D. degree in Special Education is a research-focused program for individuals who want to pursue research topics that add to the knowledge base in special education. Students participate in research studies, learn methods for conducting research and design independent and collaborative studies in their specialty area. The doctoral program prepares individuals for academic faculty and research positions in colleges, universities, research centers and administrative and advocacy positions.

Fully Offered At:
• Kent Campus

Accreditation
The Council of Education of the Deaf

Admission Requirements
• Master’s degree from an accredited institution
• Official transcript(s)
• Minimum 3.500 graduate GPA is recommended
• GRE with a recommended score of 50th percentile
• Two letters of recommendation
• Resume or curriculum vitae
• Personal goal statement
• Interview

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education’s admission website. Effective spring 2018.

For more information about graduate admission, please visit the graduate admission website.

Program Learning Outcomes
Graduates of the program will be able to:
1. Attain the background knowledge and critical thinking skills necessary to advance their ability to identify and plan evidence-based educational practices for exceptional learners.
2. Increase their proficiency with the pedagogical and decision-making skills necessary to implement evidence-based educational practices for exceptional learners.
3. Attain an appropriate level of expertise in methods of assessment relevant to providing special education to exceptional learners in schools.
4. Articulate professional positions on critical legal, policy, and practice issues in special education that are grounded in logical analysis, empirical research, and the ethical foundations of the field.

Program Requirements
Major Requirements
[EH-PHD-SPED]

Major Requirements
SPED 70094 COLLEGE TEACHING 3
SPED 80001 SPECIAL EDUCATION RESIDENCY 3
SPED 80002 ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION 3
SPED 80003 IMPLEMENTATION SCIENCE IN SPECIAL EDUCATION 3
SPED 80005 EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION 3
SPED 80040 RESEARCH GRANT DEVELOPMENT FOR DISABILITY PROGRAMS 3
SPED 80092 PRACTICUM IN COLLEGE TEACHING 3
SPED 83201 CONTEMPORARY ISSUES IN SPECIAL EDUCATION 3
SPED 83301 SINGLE SUBJECT RESEARCH METHODS 3

Research Electives, choose from the following: 12
EVAL 75510 STATISTICS I FOR EDUCATIONAL SERVICES
EVAL 78710 CLASSICAL TEST THEORY
EVAL 78716 STATISTICS II: ANOVA AND NONPARAMETRIC TESTS
EVAL 78728 MULTIPLE REGRESSION
EVAL 85515 QUANTITATIVE RESEARCH DESIGNS AND ANALYSIS
EVAL 85516 QUALITATIVE RESEARCH DESIGN
EVAL 85517 ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES
EVAL 85518 ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES
EVAL 88791 SEMINAR: EVALUATION AND MEASUREMENT
SPED 83991 SEMINAR IN SPECIAL EDUCATION
SPED 83998 RESEARCH/SPECIAL EDUCATION 1

Dissertation Requirements
SPED 80199 DISSERTATION I 2 30

Minimum Total Credit Hours: 69

1 Must be approved by and registered with a specific faculty member and approved by advisory committee.
2 Upon admission to candidacy, each doctoral candidate must register for SPED 80199. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 credit hours, and thereafter SPED 80299 each semester (including summer) until all requirements for the degree have been met.

Graduation Requirements
After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee headed by
their advisor. Students’ programs may include at least one appropriate graduate-level minor or cognate as well as the major.