SPECIAL EDUCATION - PH.D.

College of Education Health and Human Services
School of Lifespan Development and Educational Sciences
www.kent.edu/ehhs/ldes

Contact Information
• Program Coordinator: Brian Barber | bbarber8@kent.edu | 330-672-0605
• Chat with an Admissions Counselor

Fully Offered
• Kent Campus

Admission Terms
• Fall
• Spring
• Summer

Examples of Possible Careers*
Education administrators, all other
• 8.1% much faster than the average
• 52,100 number of jobs
• $87,580 potential earnings

Education teachers, postsecondary
• 4.8% about as fast as the average
• 77,300 number of jobs
• $65,440 potential earnings

Community and social service specialists, all other
• 11.7% much faster than the average
• 105,200 number of jobs
• $46,770 potential earnings

Social and community service managers
• 17.0% much faster than the average
• 175,500 number of jobs
• $69,600 potential earnings

Social scientists and related workers, all other
• 0.8% little or no change
• 38,800 number of jobs
• $87,260 potential earnings

Special education teachers, all other
• 8.5% much faster than the average
• 36,600 number of jobs
• $62,820 potential earnings

*Note
Source of occupation titles and labor data is from the U.S. Bureau of Labor Statistics’ Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

Description
The Ph.D. degree in Special Education is designed to prepare highly qualified, experienced persons for leadership roles in the profession, and for roles as teacher educators and researchers. The program enables students to master a comprehensive field of emphasis in special education; employ intellectual and innovative methods for addressing the needs of exceptional children, youth and adults; and acquire a breadth of understanding of related disciplines that focus on the professional roles of college teaching, research, administration and clinical/educational/agency-based services for individuals with exceptionalities.

Students participate in research studies, learn methods for conducting research and design independent and collaborative studies in their specialty area. In addition to conceptualizing, designing, implementing and interpreting research, all doctoral students are also expected to demonstrate competence in teaching at the college level during their doctoral training.

The doctoral program prepares individuals for academic faculty and research positions in colleges, universities and research centers, in addition to administrative and advocacy positions.

Accreditation
The Ph.D. degree in Special Education is accredited by the Council of Education of the Deaf for coursework that focuses on deaf education.

Admission Requirements
• Master’s degree from an accredited college or university for unconditional admission
• Minimum 3.000 graduate GPA on a 4.000 point scale (minimum 3.500 GPA is recommended) for unconditional admission
• Official transcript(s)
• GRE scores (minimum score of 50th percentile is recommended)
• Résumé or curriculum vitae
• Goal statement
• Two letters of recommendation
• Interview
• English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  • Minimum 550 TOEFL PBT score (paper-based version)
  • Minimum 79 TOEFL IBT score (Internet-based version)
  • Minimum 77 MELAB score
  • Minimum 6.5 IELTS score
  • Minimum 58 PTE score
  • Minimum 110 Duolingo English Test score

For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on
international admission, visit the Office of Global Education’s admission website.

**Program Learning Outcomes**

Graduates of the program will be able to:

1. Formulate ideas, concepts, designs and/or techniques within and beyond the current boundaries of knowledge and practice in the field of special education; demonstrate breadth within their learning experiences.

2. Articulate research problems, potentials and limits with respect to theory knowledge or practice in the field of special education; create research and scholarship that makes a substantive contribution to the field.

3. Share knowledge and research in the field of special education with students in a clear and engaging manner; effectively communicate with students within and outside of class; advance contributions of the field of special education to society.

4. Communicate complex ideas in a clear and understandable manner to a variety of audiences.

5. Demonstrate the ability to work well with others, participate in professional organizations and adhere to ethical standards of research protocol and professional behavior.

**Program Requirements**

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 70094</td>
<td>COLLEGE TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>SPED 80001</td>
<td>SPECIAL EDUCATION RESIDENCY</td>
<td>3</td>
</tr>
<tr>
<td>SPED 80002</td>
<td>ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 80005</td>
<td>EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 80040</td>
<td>RESEARCH GRANT DEVELOPMENT FOR DISABILITY PROGRAMS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 80092</td>
<td>PRACTICUM IN COLLEGE TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>SPED 83201</td>
<td>CONTEMPORARY ISSUES IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 83301</td>
<td>SINGLE-SUBJECT RESEARCH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives, choose from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 75510</td>
<td>STATISTICS I FOR EDUCATIONAL SERVICES</td>
<td></td>
</tr>
<tr>
<td>RMS 78710</td>
<td>INTRODUCTION TO MEASUREMENT</td>
<td></td>
</tr>
<tr>
<td>RMS 78716</td>
<td>STATISTICS II: ANOVA AND NONPARAMETRIC TESTS</td>
<td></td>
</tr>
<tr>
<td>RMS 78728</td>
<td>MULTIPLE REGRESSION</td>
<td></td>
</tr>
<tr>
<td>RMS 85515</td>
<td>QUANTITATIVE RESEARCH DESIGN AND ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>RMS 85516</td>
<td>QUALITATIVE RESEARCH DESIGN</td>
<td></td>
</tr>
<tr>
<td>RMS 85517</td>
<td>ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES</td>
<td></td>
</tr>
<tr>
<td>RMS 85518</td>
<td>ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES</td>
<td></td>
</tr>
<tr>
<td>RMS 88791</td>
<td>SEMINAR: EVALUATION AND MEASUREMENT</td>
<td></td>
</tr>
<tr>
<td>SPED 73204</td>
<td>LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SPED 80003</td>
<td>IMPLEMENTATION SCIENCE IN SPECIAL EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 83991</td>
<td>SEMINAR IN SPECIAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SPED 83998</td>
<td>RESEARCH: SPECIAL EDUCATION 1</td>
<td></td>
</tr>
</tbody>
</table>

**Culminating Requirement**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 80199</td>
<td>DISSERTATION I 2</td>
<td>30</td>
</tr>
</tbody>
</table>

Minimum Total Credit Hours: 66

---

1. Research topic for SPED 83998 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 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.