SPECIAL EDUCATION - PH.D.

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

About This Program
The Special Education Ph.D. program offers rigorous coursework and research opportunities to help you become a leader in the field. Apply now and make an impact in special education. Read more...

Contact Information
• Program Coordinator: Brian Barber | bbarber8@kent.edu | 330-672-0605
• Connect with an Admissions Counselor: U.S. Student | International Student

Program Delivery
• Delivery: In person
• Location: Kent Campus

Examples of Possible Careers and Salaries*
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

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.

* Source of occupation titles and labor data comes 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.

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

Admission Requirements
• Master’s degree from an accredited college or university
• Minimum 2.750 graduate GPA on a 4.000 point scale (minimum 3.500 GPA is recommended)
• Official transcript(s)
• 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
  • Minimum 79 TOEFL IBT score
  • Minimum 77 MELAB score
  • Minimum 6.5 IELTS score
  • Minimum 58 PTE score
  • Minimum 110 Duolingo English score

Application Deadlines
• Fall Semester
  • Rolling admissions
• Spring Semester
  • Rolling admissions
• Summer Term
  • Rolling admissions

Program Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>SPED 70092</td>
<td>COLLEGE TEACHING AND PRACTICUM</td>
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<tr>
<td>SPED 80001</td>
<td>SPECIAL EDUCATION RESIDENCY</td>
<td>3</td>
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<tr>
<td>SPED 80002</td>
<td>ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION</td>
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<tr>
<td>SPED 80003</td>
<td>IMPLEMENTATION SCIENCE IN SPECIAL EDUCATION</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>SPED 80005</td>
<td>EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION</td>
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<td>SPED 80040</td>
<td>RESEARCH GRANT DEVELOPMENT FOR DISABILITY PROGRAMS</td>
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<td>SPED 83201</td>
<td>CONTEMPORARY ISSUES IN SPECIAL EDUCATION</td>
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<td>SPED 83301</td>
<td>SINGLE-SUBJECT RESEARCH METHODS</td>
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**Major Electives, choose from the following:**

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<tr>
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<tr>
<td>RMS 75510</td>
<td>STATISTICS I FOR EDUCATIONAL SERVICES</td>
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<tr>
<td>RMS 78710</td>
<td>INTRODUCTION TO MEASUREMENT</td>
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<tr>
<td>RMS 78716</td>
<td>STATISTICS II: ANOVA AND NONPARAMETRIC TESTS</td>
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<td>RMS 78728</td>
<td>MULTIPLE REGRESSION</td>
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<td>RMS 85515</td>
<td>QUANTITATIVE RESEARCH DESIGN AND ANALYSIS</td>
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<td>RMS 85516</td>
<td>QUALITATIVE RESEARCH DESIGN</td>
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<td>RMS 85517</td>
<td>ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES</td>
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<td>RMS 85518</td>
<td>ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES</td>
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<td>RMS 88791</td>
<td>SEMINAR: EVALUATION AND MEASUREMENT</td>
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<tr>
<td>SPED 73204</td>
<td>LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION</td>
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<td>SPED 83991</td>
<td>SEMINAR IN SPECIAL EDUCATION</td>
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<td>SPED 83998</td>
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**Culminating Requirement**

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<tr>
<td>SPED 80199</td>
<td>DISSERTATION I</td>
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**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.

**Full Description**

The Ph.D. degree in Special Education is designed to prepare highly qualified, experienced persons for academic faculty and research positions in colleges, universities and research centers, in addition to leadership, administrative and advocacy positions. 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- and 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.