DOCTOR OF EDUCATION IN THE FIELD OF SPECIAL EDUCATION

The doctoral program in special education utilizes a transdisciplinary approach to the preparation of special education scholars and leaders. The program is designed to support the development of doctoral students as they acquire knowledge in the fields of cognitive psychology and the developmental sciences in an effort to meaningfully translate that knowledge to the most pressing issues to special education today.

Students collaborate with faculty in the areas of early intervention and early childhood education, secondary and transition to post-secondary education, culturally and linguistically diverse learners with exceptionalities, and students with various disabilities, such as those with emotional and behavioral challenges. The program also seeks students who can advance research with transdisciplinary partners to improve outcomes for children and families.

Visit the program website for additional information.

ADMISSIONS

<table>
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<tr>
<th>Admission deadlines:</th>
<th>Fall - Rolling admissions (January 15 to be considered for merit-based tuition support)</th>
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<td>Summer - Rolling admissions (January 15 to be considered for merit-based tuition support)</td>
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| Standardized test scores: | Either the GRE general test (institutional code 5246) or the Miller Analogies Test (institutional code 1047) is optional. |

| Recommendations required: | Two (2) recommendations (preferably one from a faculty member and the other from a professional supervisor) |

| Prior academic records: | Transcripts are required from all colleges and universities attended, whether or not credit was earned, the program was completed, or the credit appears as transfer credit on another transcript. Unofficial transcripts from all colleges and universities attended should be uploaded to your online application. Official transcripts are required only of applicants who are offered admission. |

| Transcripts from institutions outside the United States must be accompanied by an official transcript evaluation from an accredited independent evaluating agency. Please be sure you request a detailed evaluation that includes all course titles, credit hours, grade-point average (GPA), United States degree equivalency, and date of degree conferral. Please see the list of acceptable foreign credential evaluation services. |

Statement of purpose: Your statement of purpose should address a problem of practice and/or research interest related to PK-12 special education and/or disability studies.

Additional requirement: A resumé and interview are required.

International applicants only: Please review International Applicant Information (https://graduate.admissions.gwu.edu/international-student-application-requirements) carefully for details on required documents, earlier deadlines for applicants requiring an I-20 or DS-2019 from GW, and English language requirements.

Supporting documents not submitted online should be mailed to:
Office of Graduate Admissions
Graduate School of Education and Human Development
The George Washington University
2136 G Street, NW
Washington, DC 20052

Contact for questions:
gsehadm@gwu.edu – 202-994-9283 (phone) – 202.994.7207 (fax)
9:30 am - 6:00 pm, Monday through Friday

REQUIREMENTS

The following requirements must be fulfilled:

The requirements for the Doctor of Education program (http://bulletin.gwu.edu/education-human-development/#doctoraltext).

54 credits, including 12 credits in foundation courses, a minimum 15 credits in research courses including 3 credits in advanced research, a 3-credit internship, 9 credits in elective courses, a minimum 15 credits in dissertation courses, and successful completion of a comprehensive examination.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>Neuroscience Foundations (6 credits)</td>
<td>SPED 8306 Advanced Study in Development Science and Variance I: The Early Years</td>
<td>3</td>
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<tr>
<td></td>
<td>SPED 8310 Advanced Study in Development Science and Variance II: The Later Years</td>
<td>3</td>
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<tr>
<td>Leadership Foundations (6 credits)</td>
<td>SPED 8308 Preparation for the Professoriate in Special Education</td>
<td>3</td>
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</table>
SPED 8352  Disability and Public Policy
Research Tools (15 credits)

SPED 8304  Research and Trends in Special Education (Literature Review)

EDUC 6116  Introduction to Educational Statistics

EDUC 8120  Group Comparison Designs and Analyses

EDUC 8122  Qualitative Research Methods

Level B advanced research elective

3 credits selected from the following in consultation with advisor:

EDUC 8100  Experimental Courses
EDUC 8130  Survey Research Methods
EDUC 8131  Case Study Research Methods
EDUC 8140  Ethnographic Research Methods
EDUC 8142  Phenomenological Research Methods
EDUC 8144  Discourse Analysis
EDUC 8170  Educational Measurement
EDUC 8171  Predictive Designs and Analyses
EDUC 8172  Multivariate Analysis
EDUC 8173  Structural Equation Modeling
EDUC 8174  Hierarchical Linear Modeling
EDUC 8175  Item Response Theory
EDUC 8177  Assessment Engineering

Internship

SPED 8354  Doctoral Internship: Special Education

Interdisciplinary electives

9 credits in interdisciplinary elective courses selected from the following in consultation with the advisor:

SPED 6299  Federal Education Policy Institute
SPED 8303  Administration and Supervision of Special Education
SPED 8311  Doctoral Proseminar: Scholarly Writing in Applied Settings
SPED 8345  Consultation and the Change Process

Dissertation

SPED 8998  Doctoral Seminar in Special Education
SPED 8999  Dissertation Research (minimum 12 credits needed to complete requirement)

taken for a minimum of 12 credits

Comprehensive examination

Successful completion of a comprehensive examination is required.