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The Department of Rehabilitation and Psychology (RPSE)

The Department of Rehabilitation Psychology and Special Education (RPSE) addresses the life-span educational and rehabilitation needs of persons with disabilities. The department consists of two areas: Rehabilitation Psychology and Special Education. The special education area prepares students to become licensed teachers, researchers, advocates and leaders in the field of special education. The rehabilitation psychology program prepares professionals to serve adolescents and adults with disabilities in both private and public service delivery agencies including counseling, assessment, job placement, case management, and advocacy.

Department faculty in both areas join resources in providing training and research programs that promote successful transition from school to the adult world of work, postsecondary education, and successful independence for individuals with disabilities.

The Special Education Doctoral Program

The Special Education graduate program at UW-Madison has been consistently recognized as among the nation’s top ten special education programs.

Program Mission

The mission of the Special Education doctoral program is to prepare leaders in the field of special education to promote systemic change to educational and community settings in ways that improve access and equity for children and youth with disabilities and their families. We carry out this mission by developing outstanding doctoral students who will serve as researchers and leaders to contribute to creating, integrating and disseminating new knowledge related to the education of persons with disabilities. The doctoral program focuses on addressing pressing issues including

- Increasing equity across diverse groups of students;
- Improving school and post-school outcomes for students with disabilities; and
- Enhancing teacher efficacy in secondary special education instructional methodologies.
Special Education Faculty

Faculty research interests focus on research methods, adolescence, transitional and vocational education, and diversity and equity issues in the field of Special Education.

**Zhe (Gigi) An**, 1000 Bascom Mall, 4th Floor
Early childhood inclusive education, preschool expulsion and suspension, early behavioral intervention, family-professional collaboration, international theories and applications of evidence-based practices.

**Aydin Bal**, 1000 Bascom Mall, Room 403, 608-265-4095, abal@wisc.edu
Culturally and linguistically diverse students with behavioral disorders; culturally responsive interventions and systemic transformation (CRPBIS); academic identity formation; mixed research methodologies; and international issues in special education.

**Bonnie Doren**, 1000 Bascom Mall, Room 421, 608-263-5970, bdoren@wisc.edu
Secondary special education and transition; predictors of post-school outcomes; career development and transition needs of adolescents with disabilities; risk and resilience; psychosocial interventions to facilitate positive mindsets of students with disabilities.

**Taucia Gonzalez**, 415 Education, taucia.gonzalez@wisc.edu
Literacy learning among culturally and linguistically diverse students with learning disabilities; teacher education and practices promoting equity for culturally and linguistically diverse students with learning disabilities

**Andrea Ruppar**, 440 Education, 608-263-5791, ruppar@wisc.edu
Curriculum and instruction for students with severe disabilities; literacy and communication of students with severe disabilities; development of special education teachers' expertise; special education teachers' self-efficacy; teacher decision making; contextual influences on teaching and learning.

**Kimber Wilkerson**, 444 Education, 608-263-4362, klwilkerson@wisc.edu
Academic and social instruction for students with behavioral and learning disabilities; academic instruction in alternative settings, particularly juvenile corrections; accountability in special education.
FACULTY AND STAFF

Associate Faculty

Heather Dahl, 462 Education, hsdahl@wisc.edu
Program and Field Experience Coordinator – Special Education and Elementary Education-Special Education Undergraduate Programs

RPSE Department Administrative Staff

Cheryl Harris, Administrative Support 431C Education
cjharris5@wisc.edu 608-263-5790
Keys, Room Reservations, Departmental Equipment, Packages and Mail, Photocopying, Course Permissions, Course Evaluation

John Loeffelholz, Department Administrator joeffelholz@wisc.edu 608-263-5860, 431B Education
Graduate Student HR Questions, Funding Benefits (health insurance), Tuition Remission etc.

Virginia Waddick, Student Services Coordinator – vwaddick@education.wisc.edu
608-263- 4608, 423 Education
Graduate Program Information, General Advising, Student Academic Services, General Campus Resources, Admissions Questions

Department Chair
Melinda Leko, Ph.D. leko@education.wisc.edu

Special Education Area and Graduate Studies Co-Chairs
Melinda Leko, Ph.D. and Kimber Wilkerson, Ph.D. leko@wisc.edu
klwilkerson@wisc.edu

Rehabilitation Psychology Area Chair
David Rosenthal, Ph.D. drosenthal@education.wisc.edu
Special Education Doctoral Program Profile

See:  http://grad.wisc.edu/education/academicprograms/profiles/101PHD.pdf

**Number of students admitted**  3-6 students per year

**Admission period**  Once per year; December 1 priority deadline and January 1 final deadline for following Fall admission

**Average time to degree**  4-5 years

**Total credits for doctoral degree**  56
Program Oversight and Governance

The Special Education Graduate Studies Committee is the oversight body governing the Special Education Doctoral Program. The committee oversees the admissions process, determines policy and procedures for the program with approval from the Special Education area, oversees the doctoral exam process for qualifying and preliminary exams, and monitors student progress through an annual review process. The Graduate Studies Committee must approve exceptions to policies, requirements, and/or procedures outlined in this handbook. The Committee meets monthly during the academic year.

Students should be proactive and discuss issues related to concerns about meeting the policies, requirements, and/or procedures outlined in this handbook before bringing these to the Graduate Studies Committee. Often the student and major advisor can develop strategies to handle these issues before they become a larger problem that would require review at the level of the Graduate Studies Committee.

Exceptions to Requirements

Degrees and course requirements may change over time. Students must meet the degree and course requirements in effect when they entered the program. If there are deviations from these requirements, the major advisor must approve them and they should be put writing and provided to the GSC to consider and provide final approval of any deviations. It is the student’s responsibility to submit final decisions to RPSE Student Services/Graduate Coordinator to ensure that any exceptions are in the student’s academic file.

Student Responsibility and Additional Resources

As mentioned throughout this handbook, the major advisor plays a key role in student’s progress in the doctoral program. The student is the person primarily responsible for initiating and completing many required actions, with the advice and consent of her/his major advisor.

The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Graduate School’s Academic Policies and Procedures provide essential information regarding general University requirements. See https://grad.wisc.edu/ for general information, and https://grad.wisc.edu/acadpolicy/ for academic policies.
Special Education Doctoral Program Learning Goals

The Program’s Learning Goals align with the UW-Madison Graduate School’s graduate learning goals. Graduate students meet these goals through instruction, teaching, research, and service experiences offered through the special education doctoral program and through participation in professional development experiences outside of the department. The accomplishment of these goals is documented throughout the program and will be part the Annual Review progress report documented on the Annual Plan/Progress Form that is completed by the student, sent to the major advisor for comment and then forwarded to the Graduate Studies Committee. More details about the Annual Progress Review are found later in the handbook.

Conceptual Knowledge
Students formulate ideas, concepts, designs, and/or techniques within and beyond the current boundaries of knowledge, or practice within the field of study; demonstrates breadth within their learning experiences.

Examples include knowledge development in: historical development of the field, key conceptual frameworks and theoretical foundations of the field, area/s of interest within the field and related fields, understanding of current literature in the field and within area/s of interest within the field.

Research Skills
Students articulate research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study; create research, scholarship, or performance that makes a substantive contribution.

Examples include familiarity with research methodologies, analytical skills, data analysis and interpretation skills, development of research question/s, literature review skills, knowledge of responsible/ethical conduct in research, knowledge of publication requirements for research, participation in research projects, presenting research at conferences, papers submitted or accepted for publication.

Teaching/Advising Skills
Students share knowledge and research in the field with students in a clear and engaging manner; effectively communicate with students within and outside of class; advance contributions of the field of study to society.

Examples include being a teaching assistant for a class, presenting course lectures, supervision of practicum, student teaching or service learning,
developing instructional materials, one on one, or group interaction with undergraduate or master’s students, community or school-based instructional activities with students and/or teachers, mentoring activities, workshops/training/conferences to develop teaching skills (e.g., Delta program, MERIT workshops).

**Communication and Leadership Skills**

Students communicate complex ideas in a clear and understandable manner to a variety of audiences.

Examples include presenting at a workshop or conference, publishing articles, developing multimedia communication skills, writing for various audiences, working effectively in teams.

**Professionalism/Ethics**

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

Examples include attendance at national, state, and/or local conferences and trainings, membership/participation in professional organizations, follow-through on commitments, meeting deadlines, initiating and maintaining regular communication with colleagues and supervisors/advisors, effective participation in meetings, conflict resolution skills, organizational skills, responsible and ethical research practices.

**Service**

Students participate in public and professional service.

Examples include participation on departmental, School of Education, or university committees, volunteer service on departmental projects, participation in student organizations, serving as a guest reviewer for scholarly journals or conferences, leadership in national professional organizations or membership on national committees.
Program Admission

Applicants must meet admission requirements established by the Graduate School and the Special Education Doctoral Program. The Special Education Graduate Studies Committee oversees the program admission process and ensures that minimum admissions criteria are met. Admissions to the doctoral program take place once per year with a December 1 priority deadline and a January 1 final deadline to begin the doctoral program the following fall semester.

In addition to the requirements of the Graduate School, the admissions committee considers the following:

- Undergraduate and/or a Master’s degree in Special Education or related field.
- At least two years of experience working in an occupation providing services and assistance to individuals with disabilities and/or their families.
- At least three written references attesting to high quality work and/or academic achievement.
- Undergraduate and graduate-level grade point averages (GPA).
- Evidence of effective writing and research skills.
- Relevant professional goals related to the UW-Madison Doctoral Program and quality of the written statement.

Admission is not guaranteed to all applicants who meet the requirements of the Graduate School and the Special Education Doctoral Program. Enrollments may be limited by the availability of faculty/staff or other programmatic resources.

In rare instances, a student may be admitted without meeting a particular admission requirement. In this case, a plan for meeting deficiencies will be devised by the Special Education Graduate Studies Committee and communicated to the applicant at the time of admission.

Students are not required to complete a criminal background check upon admission to the program; however, many internships or other field-based courses and many research projects may require students to complete a criminal background check.
New Student Enrollment

At UW-Madison, registration is done online through the Student Center in MyUW. Both the “Class Search” and “Course Guide” are also available to students through MyUW. Enrollment can also be completed using the Enrollment App https://registrar.wisc.edu/ or https://enroll.wisc.edu/search.

MyUW – Go to the UW home page (http://www.wisc.edu) and click the MyUW link at the top of the page. Once logged into MyUW, click on the “Student Center” link on the top of the page.

- **Course Guide** – http://public.my.wisc.edu/ Includes information on departments, courses and course descriptions.
- **Enrollment Demo Using Student Center Class Search** https://registrar.wisc.edu/wp-content/uploads/sites/36/2017/10/demo-addclassbysearch.swf
- **Enrollment Demo Using the Enrollment App** https://registrar.wisc.edu/howto-quickenroll/ and https://registrar.wisc.edu/howto-enroll/
- **All enrollment demos and tutorials** - http://registrar.wisc.edu/demos.htm

MyUW link at the top of the page, once logged in to MyUW students should click on the “Student Center” link on the top of the page.
Advising

Students are assigned a major advisor upon admission to the doctoral program. Having an assigned major advisor is a requirement for continuation in the program. The Graduate Studies Committee makes reasonable efforts to secure a major advisor with every student.

Should personal, academic or other considerations make it necessary, either the advisor or the student may request a change. If a change is desired, the student and/or advisor should raise the conversation with each other first. If the student and/or the major advisor are able to arrange for another faculty member to assume major advisor responsibilities, the initial major advisor should submit this information in writing to the Graduate Studies Committee prior to the change.

If the student and/or the major advisor are not able to arrange for a new major advisor, either the student or the advisor may submit a written request for a new major advisor to the Graduate Studies Committee. The Committee will make a reasonable effort to secure another major advisor with the student.

Until a new advisor has been secured, the student remains an advisee of the initial advisor.

Major advisor / Advisee Roles

Advisor
- Assist the student in acquiring the highest level of knowledge and competence in the field;
- Assist the student in course selection, academic planning, and tracking progress toward degree completion;
- Chair the dissertation committee;
- Help students identify possible research mentors, committee members, and research opportunities

Advisee
- Schedule regular meetings and be prepared for meetings with relevant resources and information;
- Know the requirements of the degree program and University requirements that are published in this handbook, on the department website and at https://grad.wisc.edu/acadpolicy/;
- Develop relationships with faculty members.
Additional Advising Contacts

Students should always reference the program’s website, this Handbook, the Graduate School’s website (https://grad.wisc.edu/), and the Graduate School’s Academic Policies and Procedures (http://grad.wisc.edu/acadpolicy/) for answers on various program-related questions. When students need further clarification on any of these policies or procedures they may also contact the Graduate Program Coordinator/Student Services Coordinator, Virginia Waddick.

Doctoral Mentoring

New doctoral students are matched with a continuing student who is a resource for general information and transition to the program.

Special Education Doctoral Degree Requirements

Overview

See each section following this overview for details on each requirement.

Table 1. Complete a Minimum of 56 Post-Master’s Degree Credits to Include:

<table>
<thead>
<tr>
<th>Core Courses (18 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 871: Foundations of Special Education, 3 cr. – Offered in ODD fall semesters</td>
<td></td>
</tr>
<tr>
<td>RPSE 872: Research in Special Education, 3 cr. – Offered in spring 2019, and in EVEN fall semesters thereafter.</td>
<td></td>
</tr>
<tr>
<td>RPSE 710: Multicultural Issues in Special Education, 3 cr. Offered in Spring 2020</td>
<td></td>
</tr>
<tr>
<td>RPSE Seminar*</td>
<td></td>
</tr>
<tr>
<td>RPSE Seminar*</td>
<td></td>
</tr>
<tr>
<td>RPSE Seminar*</td>
<td></td>
</tr>
</tbody>
</table>

*Seminar: The RPSE seminar courses are generally offered as RPSE 660 Topics courses that are taught by the Special Education faculty. RPSE 715 Critical Issues in Severe Disabilities and RPSE 777 Educating Students in Alternative Settings are also seminar courses. RPSE 999, Directed Study may also count toward the seminar requirement if approved by the major advisor.

Other RPSE courses, and courses outside of the RPSE department that are related to Disability and approved by the major advisor, may also be counted toward the seminar requirements.
### Table 2. Required Degree Benchmarks: Qualifying, Preliminary, and Dissertation Examination Requirements

| **Qualifying Examination** | Consists of a systematic literature review demonstrating proficiency in academic writing and mastery of content knowledge. Must be passed in order to continue in the program and be eligible to apply for the Preliminary examination. Students admitted to the program in fall 2018 must submit the Qualifying examination no later than spring 2020. Qualifying Examination consists of:  
1. Approved Qualifying Exam proposal  
2. Systematic Literature Review |
| **Preliminary Examination** | Consists of an independently conducted research project, professionally written research manuscript, and oral presentation of research. Must be passed in order to continue in the program and be eligible to be admitted to doctoral candidacy, i.e. to become a dissertator. The Preliminary Examination consists of:  
1. Approved Research Activity  
2. Professionally Written Research Manuscript  
3. Oral Presentation of the Research |
| **Dissertation** | Consists of an independently conducted research project, the written dissertation, and an oral defense of the dissertation. The dissertation process includes:  
1. Approved Dissertation Proposal  
2. A Written Dissertation  
4. Approval by the Dissertation Committee  
5. Depositing the Completed Approved Dissertation at the Graduate School |
# Program Plan and Requirements Checklist

A program plan and checklist is available [here](#).

## ADDITIONAL GRADUATION REQUIREMENTS

### Table 3. Additional Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW-Madison Residence Requirement</strong></td>
<td>A minimum of 32 credits must be taken as a graduate student at UW-Madison. (300 level or above, no audits or pass/fail)</td>
</tr>
<tr>
<td><strong>Minimum Graduate Degree Credit Requirement (50% requirement)</strong></td>
<td>A minimum of 28 credits must have “graduate degree credit” designation.</td>
</tr>
<tr>
<td><strong>Prior Coursework Requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Work from Other Institutions:</strong></td>
<td>A maximum of 7 credits of transfer course work may be counted toward the Special Education doctoral degree with approval of the Graduate Studies Committee.</td>
</tr>
<tr>
<td><strong>UW-Madison Master’s Student:</strong></td>
<td>A maximum of 7 credits of transfer course work may be counted toward the Special Education doctoral degree with approval from the Graduate Studies Committee.</td>
</tr>
<tr>
<td></td>
<td>The Doctoral student and Major advisor must submit a rationale for accepting transfer credits to the Graduate Studies Committee for consideration. Transfer credits cannot be counted toward the minimum 20 credit Special Education Core.</td>
</tr>
<tr>
<td></td>
<td>Courses taken as pass/fail at other universities are not transferable. Work experience prior to admission to the Doctoral program cannot be substituted for any of the minimum credit requirements. Course work earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.</td>
</tr>
</tbody>
</table>
### Satisfactory Progress Requirements

Continuation in the Graduate School is at the discretion of a student’s program, the Graduate School, and a student’s major advisor. The following satisfactory progress standards must be met to continue in the doctoral program.

#### Table 4. Satisfactory Progress

<table>
<thead>
<tr>
<th>GPA</th>
<th>Students must maintain a minimum graduate GPA of 3.00 in all graduate-level coursework. Letter grades and their associated points are as follows: A = 4.0, AB = 3.5, B = 3.0. A grade of less than a B cannot be counted toward the minimum 56 credits. If less than a B is earned the course must be retaken in order to count toward the required minimum 56 credits. If a grade of BC or less is earned in any required in Special Education Seminar or Internship, the student must petition the Graduate Studies Committee for permission to continue in the program. A semester GPA below 3.0 will result in the student being placed on academic probation. If the semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass/Fail</td>
<td>Pass/fail grades are not accepted in any of the required minimum 56 credits</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>The Graduate School considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment.</td>
</tr>
<tr>
<td>Timelines for Reaching Degree Milestones</td>
<td>Qualifying Examination: Students admitted to the program in fall 2018 must submit the Qualifying examination no later than spring 2020.</td>
</tr>
</tbody>
</table>
**Preliminary Examination:** The Preliminary exam must be completed within three semesters (not including summer) following successful completion of the Qualifying Examination. See table in “Preliminary Exam” section of handbook.

**Dissertation:** Doctoral students have five years from the date of passing the preliminary examination to successfully complete the dissertation including the deposit of the dissertation.

A candidate for a doctoral degree who fails to successfully complete and deposit the dissertation within this time frame may be required to take another preliminary examination and be admitted to candidacy a second time.

Failure to comply with requirements for satisfactory progress may result in being placed on probation, being subject to disciplinary action, or being dismissed from the program.
### Sample Program Plan A

(4 Year Plan Based on Full Time Enrollment for Students Beginning the Program in Fall 2018)

This program plan is a sample four-year plan for students starting the program in fall 2018. Each student’s program plan is unique and is designed to meet the specific student’s goals, interests and needs. Course offerings/semesters are subject to change.

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Psych 760, 3 cr. (offered in fall only) RPSE 660 or other approved RPSE seminar course 3 cr. Minor course, 3 cr. Elective if desired, 3 cr.</td>
<td>RPSE 872, 3 cr. Ed Psych 761, 3 cr. (offered in spring only) Minor/elective course, 3-6 cr.</td>
<td>Minor course, 3 cr.</td>
</tr>
<tr>
<td>Submit Annual Review by March 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 871, 3 cr. RPSE 719, 3 cr. RPSE 788, 3 cr. (Research elective choice) RPSE 660 or other approved RPSE seminar course, 3 cr.</td>
<td>RPSE 789, 3 cr. (Research elective course) RPSE 710, 3 cr. (offered in spring only) RPSE 930, 3 cr. (Teaching Internship) RPSE 940, 3 cr. (Supervised Research)</td>
<td>Minor course, 3 cr.</td>
</tr>
<tr>
<td>Submit Qualifying exam by Feb. 15 deadline Submit Annual Review by March 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 660 or other approved RPSE seminar course, 3 cr. (Seminar) Elective, 3 cr. Minor course, 3 cr.</td>
<td>RPSE 941, 3 cr. (Preliminary Exam) Elective, 3 cr. Minor course, 3 cr.</td>
<td>RPSE 990, 3 cr.</td>
</tr>
<tr>
<td>Submit Annual Review by March 15 Submit Preliminary exam by March 1 deadline Preliminary Oral Presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 990, 3 cr.</td>
<td>RPSE 990, 3 cr.</td>
<td>RPSE 990, 3 cr.</td>
</tr>
</tbody>
</table>
Sample Program Plan B
(5 Year Plan Based on Full Time Enrollment Based on Full Time Enrollment for Students Beginning the Program in Fall 2018)

This program plan is a sample five-year plan. Each student’s program plan is unique and designed to meet the specific student’s goals, interests and needs. Course offerings/semesters are subject to change.

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 871, 3 cr.</td>
<td>RPSE 872, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Ed Psych 760, 3 cr.</td>
<td>Ed Psych 761, 3 cr. (offered in spring only)</td>
<td></td>
</tr>
<tr>
<td>(offered in fall only)</td>
<td>RPSE 660 or other approved RPSE seminar course 3 cr.</td>
<td>Submit Annual Review by March 15</td>
</tr>
<tr>
<td>Elective or Minor course, 3 cr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 871, 3 cr.</td>
<td>RPSE 789, 3 cr. (Research elective choice)</td>
<td></td>
</tr>
<tr>
<td>RPSE 719, 3 cr.</td>
<td>RPSE 710, 3 cr. (offered in spring only)</td>
<td></td>
</tr>
<tr>
<td>RPSE 660 or other approved RPSE seminar course 3 cr.</td>
<td>Elective, 3 cr.</td>
<td>Submit Qualifying exam proposal/application</td>
</tr>
<tr>
<td>Minor course, 3 cr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 660 or other approved RPSE seminar course 3 cr.</td>
<td>Minor/elective 3 cr.</td>
<td></td>
</tr>
<tr>
<td>RPSE 930, 3 cr.</td>
<td>Elective, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>(Teaching Internship)</td>
<td>RPSE 940, 3 cr. (supervised research)</td>
<td></td>
</tr>
<tr>
<td>RPSE 788, 3 cr.</td>
<td>Minor course, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>(Research elective choice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor course, 3 cr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 940 (Supervised Research)</td>
<td>RPSE 990, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>RPSE 941, 3 cr.</td>
<td>(Dissertation status begins the semester after successful completion of the preliminary exam)</td>
<td></td>
</tr>
<tr>
<td>(Preliminary Exam)</td>
<td>Minor course, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Minor course, 3 cr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2022</th>
<th>Spring 2023</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE 990, 3 cr.</td>
<td>RPSE 990, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Work on dissertation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submissions:
- Annual Review by March 15
- Qualifying exam proposal/application by Feb. 15 deadline
- Preliminary examination by March 15
- Dissertation Proposal Defense Meeting by March 15
- Annual Review by March 15
- Dissertation/Defend Dissertation by March 15

Work on dissertation/defend dissertation
Annual Progress Review

Each spring semester, students are required to complete an Annual Progress Review. If the advisor and/or Graduate Studies Committee determine through the annual progress review process, or at any other time that a student has failed to achieve satisfactory progress with academic or conduct expectations the outcome may include being placed on probation, receiving a notation of unsatisfactory progress and/or dismissal from the program.

The Annual Progress Review consists of a written report, an advising conversation with the major advisor and a review of the report by the Graduate Studies Committee. The process requires each doctoral student to

- Discuss their professional and academic development,
- Reflect on their learning and progress,
- Document their progress and academic standing in the program.

### Annual Progress Review Process

1. Turn in to the Major Advisor by March 15:
   - A completed Annual Progress Report
   - An unofficial transcript (find this in student center as student record)

2. Meet with your Major Advisor between March 15 and April 1 to discuss your progress and the report.

3. During or after your meeting, the Major Advisor will write comments on your report and forward to the Graduate Studies Committee for review.

4. The Graduate Studies Committee will review the report with advisor comments and determine the outcome. Students receive a letter indicating the outcome of the review. The outcome of the review will include one of the following:

   - **Good standing** (progressing according to standards.)
   - **Probation** (not progressing according to standards but permitted to enroll; specific plan with dates and deadlines is required).
   - **Unsatisfactory progress** (not progressing according to standards). May include a determination of non-continuation in the program.


Enrollment Requirements

The RPSE Department follows the Graduate School minimum enrollment requirements. These requirements are outlined at https://grad.wisc.edu/documents/enrollment-requirements/.

All credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded, graduate-level courses; courses numbered below 300, audit, and pass/fail do not satisfy the minimum requirement.

### Full-Time Enrollment Status at a Glance

ALL of the following credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded courses taken at 300 or above; courses numbered below 300, audit, and pass/fail do not satisfy enrollment requirements.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Minimum enrollment for full-time status: Fall or Spring</th>
<th>Minimum enrollment for full-time status: Summer (general 8-week DHH session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertator</td>
<td>Exactly 3 credits directly related to research</td>
<td>Not required unless receiving summer degree or if RA, trainee (with 12-month appointment), or fellow (with 12-month appointment), 3 cr. required.</td>
</tr>
<tr>
<td>RA, non-dissertator</td>
<td>8 cr.</td>
<td>2 cr.</td>
</tr>
<tr>
<td>TA/Lecturer (SA) 33%, non-dissertator</td>
<td>6 cr.</td>
<td>Not required unless receiving summer degree, 2 cr. minimum.</td>
</tr>
<tr>
<td>TA/Lecturer (SA) 50%, non-dissertator</td>
<td>4 cr.</td>
<td>Not required unless receiving summer degree, 2 cr. minimum.</td>
</tr>
<tr>
<td>PA 33%, non-dissertator</td>
<td>6 cr.</td>
<td>Not required unless receiving summer degree, 2 cr. minimum.</td>
</tr>
<tr>
<td>PA 50%, non-dissertator</td>
<td>4 cr.</td>
<td>Not required unless receiving summer degree, 2 cr. minimum.</td>
</tr>
<tr>
<td>Fellow, non-dissertator</td>
<td>8 cr.</td>
<td>2 cr. for 12-month appointments. Not required for 9-month appointments.</td>
</tr>
<tr>
<td>Trainee, non-dissertator</td>
<td>8 cr.</td>
<td>2 cr.</td>
</tr>
<tr>
<td>International student (F-1/J-1 visa), non-dissertator, if no other category in this list</td>
<td>8 cr.</td>
<td>4 cr. when summer is admit semester (2 cr. when summer is admit semester and student holds RA appointment or at least 33% TA or PA appointment)</td>
</tr>
<tr>
<td><strong>If none of the above, full time enrollment is:</strong></td>
<td>8 cr.</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

* Credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded courses taken at 300 or above; courses numbered below 300, audit, and pass/fail do not satisfy enrollment requirements.
Detailed Policies and Procedures for Each Requirement of the Doctoral Program

Advisors and students can use the Program Requirements Checklist or the Annual Review Form as an advising checklist tool.

Oversight for credit completion rests with the Major advisor. The 56 post-Master’s degree credits are organized into four areas:
- Special Education Core Seminars (18)
- Teaching and Research Internships (6)
- Academic Minor (9)
- Research Design and Statistics (15)
- Dissertation (6)
Additional or elective credits if needed to reach the 56-credit minimum.

In addition to credit requirements, the doctoral program requirements include qualifying, preliminary and dissertation examinations, satisfactory progress and other graduation requirements.

Special Education Core Courses - 18 credits

- RPSE 871
- RPSE 872
- RPSE 710
- RPSE seminars

See pages 17-18 for suggested timelines to complete these courses. These courses address issues, research, and theories associated with the education of individuals with disabilities; links between research, theory, and practice in relation to major contemporary issues; and writing skills expected for success in the Qualifying examination. Requirements reflect the focus of the UW-Madison Special Education doctoral program and help students to develop knowledge in their own areas of topical interest in the field of Special Education. Seminars include topics such as: grant writing, multicultural and linguistic issues in special education, special education in alternative settings, transition planning, severe disabilities, research design, and instructional technology.
Qualifying Examination

Purpose and Description of the Qualifying Examination

The qualifying examination is designed to provide doctoral students with an opportunity to demonstrate proficiency in academic writing and grasp of content knowledge. The qualifying examination consists of one 25-page systematic literature review. The focus of the systematic literature review is based on the student’s interest. The topic of the exam is determined, with the approval of the major advisor and by the student. The purpose of the systematic literature review is to assess the student’s ability to:

- Expound on a relevant topic area within the field of special education,
- Conduct a systematic review of the research literature on the selected topic,
- Synthesize and draw inferences from the content, and
- Extend the concepts in a new and pertinent direction.

The qualifying examination is a required element of the Special Education Doctoral program and must be passed in order for students to continue in the program and be eligible to apply for the preliminary examination.

When to Submit the Qualifying Examination

The student must have successfully completed a minimum of 18 credits of doctoral level coursework, including RPSE 871 and 872, and be enrolled in at least 3 credits during the semester they plan to submit their qualifying exam.

Students who begin the program in fall 2018 should plan to submit the Qualifying exam no later than spring semester 2020.

<table>
<thead>
<tr>
<th>Deadlines for Submission of the Qualifying Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester: September 15th 11:59 p.m.</td>
</tr>
<tr>
<td>Spring Semester: February 15th 11:59 p.m.</td>
</tr>
</tbody>
</table>

Deadlines are strictly observed.

Qualifying exams are not evaluated during the summer.
Qualifying Exam Schedule

<table>
<thead>
<tr>
<th></th>
<th>Submission Deadline</th>
<th>Expect Exam Grade (week of)</th>
<th>Final Revision Deadline (if necessary)</th>
<th>Expect Final Grade (week of)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Submission</td>
<td>11:59 pm Sept. 15</td>
<td>Oct 15</td>
<td>11:59 pm Nov. 3</td>
<td>Nov. 26</td>
</tr>
<tr>
<td>Spring Submission</td>
<td>11:59 pm Feb. 15</td>
<td>March 11</td>
<td>11:59 pm March 31</td>
<td>April 22</td>
</tr>
</tbody>
</table>

Qualifying Examination Proposal

Before the student plans to complete the exam, he/she must complete a Qualifying Examination Proposal Form. The student should then schedule a meeting with his/her major advisor to discuss the proposal and finalize the exam content. The proposal and meeting with the Major advisor should occur before the student begins the qualifying examination. The student and the major advisor will keep a copy of the Proposal Form.

Qualifying Examination Paper Guidelines

The systematic literature review cannot exceed 25 pages in length (1 inch margins, double spaced, Times New Roman 12-point font), not including title page, references, tables, figures, or appendices. The systematic literature review must adhere to the 6th edition of the APA Publication Manual (2009). The title page should include the running head, title, author, author affiliation and the research question(s). An abstract should be included.

Although the student will discuss his/her research question and literature review criteria with his/her major advisor, the review must be written independently and be original work. Literature reviews completed for other courses cannot be used to meet this requirement. The systematic review may align with a prior review’s topics/interests; however, the review must address additional issues and extend any prior reviews with new research literature and content. Students may seek external writing assistance from the University of Wisconsin-Madison Writing Center (http://www.writing.wisc.edu/).
Summary of steps to follow for completing the Qualifying Examination:

Determine when you will be taking the qualifying examination.

1. Select a topic for the systematic literature review with the approval of your major advisor.

2. Schedule a meeting with your major advisor to discuss your proposed qualifying examination paper and complete the Qualifying Examination Proposal.

3. Following the meeting with the major advisor the student will provide the advisor with a copy of the final approved Qualification Examination Proposal. The student will also keep a copy.

4. Upon completion of the qualifying examination paper, the student will submit the paper via email to rpse-exams@education.wisc.edu. Students will receive email confirmation of submission.

   Make sure that you have written the agreed upon research question(s) finalized on Qualification Examination Proposal on the title page of your Qualifying Examination.

Qualifying Examination Evaluation

The qualifying exam paper will be read and evaluated by two faculty members or by other qualified readers as designated by the Special Education Student Services/Graduate Coordinator. The major advisor will not serve as a primary reader. Each reader will offer an independent evaluation of the paper and submit an overall grade of pass with honors, pass, revise, or fail using the Qualifying Examination Rubric.

If the two readers arrive at different overall grades, they will meet to discuss their evaluations and, if possible, arrive at a consensus. If consensus cannot be reached, the paper will be read and evaluated by a third reader. Initial feedback and assessment will be available after two weeks from the time the paper is submitted to the readers.

The qualifying exam is graded independently and the paper must receive a pass with honors or a pass before the examination is successfully completed.

Qualifying Exam Grades

Pass with Honors or Pass:
Student has successfully completed the paper when either pass with honors or pass grade has been received.

Revise:
The student has the opportunity to revise a paper once for reconsideration by using the written feedback provided by the readers on the completed rubric/within the qualifying paper. The student who receives a grade of revise will be given any written feedback available and is encouraged to meet with individual readers and his/her major advisor for clarification of feedback if desired.

Students are encouraged to visit the Writing Center.

Revised papers will be graded by the same readers within approximately three weeks of submission. If a revised paper does not receive a grade of pass, the paper is considered a Fail, and the student will not be allowed to continue in the doctoral program the semester after the grade of fail was received unless or until and exception is approved by the Graduate Studies Committee. The student must have the Major advisor’s support to be considered for an exception.
**Fail:**

If a student receives a fail on the qualifying exam, the student will not be allowed to continue in the doctoral program the semester after the grade of fail was received unless or until an exception is approved by the Graduate Studies Committee. The student must have the Major advisor’s support to be considered for an exception.

Students who do not pass their qualifying exam within the academic year after submission will have a registration hold placed to prevent them from enrolling. Petitions for exceptions must be submitted to the Graduate Studies Committee by the end of the spring semester after the completion of RPSE 872.

**Petition Process for Exception**

If a student fails the qualifying exam or does not pass the qualifying exam by end of the spring semester after completion of 872, the student can petition for an exception. The student writes a letter entitled “Petition for Exception” addressed to the Graduate Studies Committee, which must also be signed by the Major advisor. The letter should provide a rationale for why the student should have an exception. Letters should be submitted via email to the Student Services/Graduate Coordinator rpse-exams@education.wisc.edu with the subject line “Petition for Exception.” Petition letters must be submitted within two weeks of receiving the qualifying grade of Fail.
Academic Minor – 9 credits

Each Doctoral student is required to complete a minimum of 9 graduate-level credits outside of the Special Education Area. This includes coursework from the Rehabilitation Psychology Area or other departments within the University. The minor is either external (concentrated), or distributed.

External to Special Education (Concentrated)

The External Minor enables the pursuit of specific interests within a single department outside of the student’s home department under the direction of a faculty member from that department. Some minors require more than 9 credits. The external minor must be approved by the minor department.

Distributed

The Distributed Minor allows the pursuit of a variety of interests that can be best realized by studying with faculty members from two or more departments. The Distributed Minor is often selected for several reasons. First, each student begins Doctoral studies with individually significant historical experiences, strengths, interests, and aspirations. The Distributed Minor affords the student and faculty members opportunities to respond to individual preferences and needs. Second, it affords opportunities to work directly with faculty members with expertise in such areas as Communication Disorders, Curriculum and Instruction, Educational Administration, Educational Psychology, Human Development and Family Studies, Law, Occupational Therapy, Pediatrics, Physical Therapy, Psychology, and Social Work. Third, to adequately prepare a Doctoral student to function effectively in college and university environments, coordinated and constructive interactions with persons from a wide variety of disciplines are important.

Minor Options

The School of Education offers a doctoral minor in Qualitative Methods in Education. See: http://soequal.wceruw.org/minorReqs.html.

The University also offers many other options for minors and certificates that may be completed in fulfillment of the minor requirement with the major advisor’s approval. http://guide.wisc.edu/graduate/#degreesmajorstext#doctoralminorstext.
Policies regarding the doctoral degree minor: [http://grad.wisc.edu/catalog/degrees.htm#minors](http://grad.wisc.edu/catalog/degrees.htm#minors) and [http://grad.wisc.edu/acadpolicy/#minors](http://grad.wisc.edu/acadpolicy/#minors).

**Grade Requirement in the Minor**

A grade of less than a B in a course in the Academic Minor cannot be counted toward the required 9 credits. This course, or an acceptable alternative, must be successfully completed.

**Process for Documenting the Minor**

The Academic Minor cannot be considered completed until it is approved by the student’s Major advisor and documented on the [Academic Minor Agreement Form](http://grad.wisc.edu/).

**Research Design and Statistics Courses – 15 credits**

- Ed Psych 760
- Ed Psych 761
- Curric 719
- choice
- choice

Research is the core of doctoral training and the foundation of the dissertation. Research choice courses may be selected in consultation with the major advisor from a variety of departments. Some departments offering relevant course work include: Curriculum and Instruction, Educational Psychology, Educational Policy Studies, Educational Leadership and Policy Analysis, Human Development and Family Studies.

**Grade Requirement in the Research Design and Statistics Courses**

A grade of less than B in any course in the Research Design and Statistics strand cannot be counted toward the required 12 credits. If less than a B is earned, that course (or an acceptable alternative) must be successfully completed. An exemption from this rule may be sought from the Graduate Studies Committee.
Teaching and Research Internships – 6 credits

- RPSE 930, 3 cr.
- RPSE 940 3 cr.

RPSE 930: Teaching Internship

The teaching internship is designed to provide doctoral students with opportunities to examine and practice elements of teaching at the post-secondary level. RPSE 930 is taken with the student’s major advisor unless another arrangement is made with the major advisor and another faculty member. RPSE 930 involves activities designed to increase familiarity with and skill in effective instructional practices at the post-secondary level. Under the guidance of the faculty advisor, each student will either lead instruction for a 1-credit online or hybrid course designed for undergraduates, or participate in another instructional activity under the supervision of the major advisor or another faculty member with the major advisor’s approval.

Students wishing to register for additional teaching internship credit encompassing in-class experience, beyond the required 3-credit required experience, may do so with permission and at the discretion of the major advisor.

General Research Internship – RPSE 940

A student in the doctoral program may register for Research Internship Credits (RPSE 940) at any time they are planning to engage or participate in research activities with a faculty member or would like to conduct their own research separate from the Preliminary Examination (RPSE 941). Students who are planning to complete their Preliminary Examination are required to register for a minimum of 3 Research Internship Credits (RPSE 941) with their Major advisor.

General Research Internship (RPSE 940—variable credits, can be repeated)

Research internships are designed to provide doctoral students with experience related to conducting research. The internship allows for the student to participate in faculty research that may be of interest to the student or in conducting his or her own research activities in addition to the research activities for the preliminary examination.

The internship should (a) allow for immersion in an area of content or a research method of interest; (b) provide practical, hands-on experience in the use of a method of inquiry or the application of content learned about in previous coursework; and (c) allow students to gain expertise and/or in-depth knowledge beyond that afforded through coursework requirements.
Guidelines for the General Research Internship (RPSE 940)

1. Submit a Research Internship Proposal to his/her Major advisor for initial approval. The student should submit a proposal the semester before the research participation/activities will begin.

2. Register for the number of credits that they are able to devote to the research internship (Note: 1 credit is equal to 3 hours of work per week, for total of 45 hours across a 15 week semester).

3. Once the Major advisor approves the Research Internship Proposal the student will obtain approval from the supervising faculty member, if different from the Major advisor.

4. Once the research proposal is approved, the student can register for RPSE 940: Rehab Cnsl Psych Sup Research.

Because research internships may span multiple semesters, the student may choose to enroll in the internship for more than one semester. Both the student and faculty supervisor should keep a copy of the Research Internship Proposal. The faculty member with whom the student works will grade the student once the activities outlined in the proposal are completed.

Preliminary Examination (RPSE 941: Internship Research)

The preliminary examination is designed to provide students with experience that will develop independence and proficiency in conducting research prior to the development and implementation of a dissertation.

The preliminary examination is a required element of the Special Education Doctoral program and must be passed in order for students to continue in the program and be eligible to submit an application for admission to candidacy for the Ph.D. degree and to be awarded Dissertator Status.
Purpose and Description of the Preliminary Examination

The purpose of the preliminary examination is to demonstrate competency to conduct independent research including:

- Defining research question(s);
- Defining an appropriate methodology to address the research question(s);
- Analyzing and presenting data;
- Acknowledging limitations of the research and implications for practice and future research needs.

Upon completion of the Preliminary Examination (including the approved research activity, manuscript with passing grade, and completion of the oral presentation,) and upon completion of all required doctoral coursework other than the dissertation, the student is formally admitted into candidacy for the doctoral degree. Once a student is formally admitted to candidacy, s/he is a dissertator.

The Preliminary Examination Consists of Three Elements:

1. An approved research activity (completed while registered for RPSE 941 Research Internship, 3 cr.)

2. Successful completion of a written research manuscript, and

3. An oral presentation of the research.

Appropriate Research Activities for the Preliminary Examination

Research Internship

- Collecting new data for a small-scale study;
- Analyzing existing data from an ongoing or recently completed study led by faculty in RPSE or other units of the University; or
- Conducting secondary analyses of extant data sets e.g. PEELS, SEELS, NLTS2, and the Wisconsin Longitudinal Study.
The development and implementation of the research activity and completion of the research manuscript are both expected to be developed and conducted independently with the guidance and mentorship from the student’s Major advisor, other faculty in RPSE, and/or faculty within other units whose research and expertise may match the type of research activity the student chooses to do.

**When to Submit the Preliminary Examination**

The Preliminary exam manuscript must be submitted within three semesters (not including summer) following successful completion of the Qualifying Examination.

See the table below:

<table>
<thead>
<tr>
<th>Semester of Completion of Qualifying Exam</th>
<th>Deadline for Submission of Preliminary Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>Fall 2019 – October 15th</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Spring 2020 – March 1st</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Fall 2020 – October 15th</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Spring 2021 – March 1st</td>
</tr>
</tbody>
</table>

**Preliminary Examination Guidelines**

There are several steps in the Preliminary Examination process. It is the student’s responsibility to complete the steps and procedures outlined below.

**Submit the Preliminary Examination Proposal Form**

The semester before the student plan to begin the preliminary examination activities, the student completes and submits the Preliminary Examination Proposal Form to her/his Major advisor for approval. The student is required to respond to each prompt within the preliminary examination research proposal.

**Register for RPSE 194-941: Research Internship credits (minimum 3 credits):**

Once the Preliminary Examination proposal is approved, the student will register for a minimum of 3 Research Internship credits with her/his Major advisor. It
Summary of steps to follow for completing the Preliminary Examination:

1. Complete the preliminary examination proposal form.

2. Register for RPSE 194-941: Research Internship credits (minimum 3 credits):

3. Commence research activities.

4. Develop a professionally written research manuscript and submit it by the deadline.

5. Present findings at the spring oral presentation event.

Your Guide to Preliminary Examination Success:

Review the American Educational Research Association (AERA) publication:

*Standards for Reporting on Empirical Social Science Research in AERA Publications*

This publication provides a detailed guide on the preparation of professional manuscripts in social science research.

may take more than one semester to complete the preliminary examination requirements and the student should register for additional Research Internship credits during subsequent semester(s) if needed.

The student’s Major advisor will serve as the mentor and will guide the student through the required elements and activities of the preliminary examination.

Commence Research Activities

Once the Major advisor has given final approval of the proposal and the student has registered for research internship credits, the student will complete the IRB approval process. The Major advisor is responsible for submitting all IRB documents for student research. Once the IRB has been approved, the student can commence research activities.

Develop a Professionally Written Research Manuscript

The culminating artifact of the preliminary examination on which students will be graded is a professionally written research manuscript modeled after manuscripts submitted to peer-reviewed research journals.

The manuscript must adhere to the 6th edition of the APA Publication Manual. Although the student can seek guidance and mentorship from his/her Major advisor and/or other faculty with whom they may work on the research study, the student must be the primary author of the written research manuscript.

Students may seek external writing assistance from the University of Wisconsin-Madison Writing Center ([http://www.writing.wisc.edu/](http://www.writing.wisc.edu/)).
Submit the Preliminary Examination Manuscript
Manuscripts must be submitted to the Student Services/Graduate Coordinator via email rpse-exams@education.wisc.edu

Preliminary Exam Schedule

<table>
<thead>
<tr>
<th></th>
<th>Submission Deadline</th>
<th>Expected Exam Grade (week of)</th>
<th>Final Revision Deadline (if necessary)</th>
<th>Expected Final Grade (week of)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Submission</td>
<td>11:59 pm Oct. 15</td>
<td>Nov. 12</td>
<td>11:59 pm Nov. 23</td>
<td>Dec. 17</td>
</tr>
<tr>
<td>Spring Submission</td>
<td>11:59 pm March 1</td>
<td>March 18</td>
<td>11:59 pm April 14</td>
<td>May 6</td>
</tr>
<tr>
<td>Spring Oral Presentation Date</td>
<td>Occurs the week before final exams in the Spring Term</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Examination Oral Presentation

The oral presentation of the research is a required competency that the student must complete upon passing the written research manuscript. The oral presentation must be completed in the spring semester of the academic year that the student passed her/his preliminary examination. During this event, the student presents her/ his findings to the Special Education faculty and his/her peers. Special Education graduate students, and faculty and students from other departments/units may also be invited to the presentation. Oral presentations are arranged by the Student Services/Graduate Coordinator.

The date of the Spring Oral Presentations will occur the week before Spring Term finals begin.

The student is responsible for:

- Preparing for and adhering to the presentation and schedule
- Soliciting feedback from those attending the oral presentation by bringing oral presentation feedback forms, having them filled out by attendees and collecting feedback forms. A sample form for soliciting feedback is the Oral Presentation Feedback Form.
- Scheduling a time with her/ his Major advisor to discuss the feedback
Preliminary Examination Manuscript Evaluation

Two faculty will be assigned to independently evaluate and grade the manuscript. Your Major advisor will not participate in the evaluation process.

Each reader will offer an independent evaluation of the paper and submit an overall grade of pass with honors, pass, revise, or fail using the Preliminary Examination Rubric. If the two readers arrive at different overall grades, they will meet to discuss their evaluations and, if possible arrive at a consensus. If consensus cannot be reached, the manuscript will be read and evaluated by a third reader. Initial feedback and assessment will be available after two weeks from the time the paper is submitted to the readers.

Preliminary Examination Grades

Pass with Honors or Pass:
Student has successfully completed the preliminary examination when either a pass with honors or pass grade has been received.

Revise:

The student has the opportunity to revise the paper for reconsideration using the written feedback provided by the readers on the completed rubric and/or within the manuscript.

The same readers will grade the revised manuscript. Revised papers will be graded within approximately three weeks of submission.

Students who receive a grade of revise are encouraged to visit the writing center, meet with individual readers and his/her Major advisor for clarification and guidance, if desired. However, the student must take leadership on the revisions.

If a revised paper does not receive a grade of pass, the paper is considered a Fail, and the student will not be allowed to continue in the doctoral program the semester after the grade of fail was received unless or until the GSC approves an exception. The student must have the Major advisor’s support to be considered for an exception.
Fail:
If a student receives a fail on the preliminary examination, the student will not be allowed to continue in the doctoral program the semester after the grade of fail was received unless or until the Graduate Studies Committee approves an exception. The student must have the Major advisor’s support to be considered for an exception.

Petition Process for Exception

If a student fails the preliminary exam or does not submit the preliminary exam within one calendar year after completing the qualifying exam, the student can petition for an exception. The student writes a letter entitled “Petition for Exception” addressed to the GSC, which must also be signed by the Major advisor.

The letter should provide a rationale for why the student should have an exception. Letters should be submitted via email to the Student Services/Graduate Coordinator at: rpse-exams@education.wisc.edu with the subject line “Petition for Exception.”

Petition letters must be submitted within two weeks of receiving the grade of Fail.
Dissertation – 6 credits

- RPSE 990, 3 credits (take a minimum of twice)

Dissertator Status

Dissertator status is a unique fee status for students who have completed all requirements of the doctoral degree except for the dissertation. As a dissertator, students generally register for 3 credits of RPSE 990 under the direction of the Major advisor. Students become dissertators the semester after successful completion of the Preliminary examination.

Deadlines for Becoming a Dissertator

https://grad.wisc.edu/currentstudents/degreedeadlines/

Dissertator status policies

http://grad.wisc.edu/acadpolicy/#dissertationstatus

Enrollment Requirements for Dissertators

http://grad.wisc.edu/acadpolicy/#continuousenrollmentrequirement
https://grad.wisc.edu/documents/enrollment-requirements/

If you are completing your degree in summer, you must enroll for 3 cr. of 990 in the 8-week summer session.

Time Constraints Policy

Doctoral students have five years from the date of passing the preliminary examination to successfully complete the dissertation including depositing the dissertation. A candidate for a doctoral degree who fails to complete and deposit the dissertation within five years after passing the preliminary examination may be required to take another preliminary examination and be admitted to candidacy a second time.

The Dissertation Committee

Once dissertation status is attained, students develop a Ph.D. Final Oral Committee, sometimes called the “Dissertation Committee” in consultation with the Major advisor.

The selection of this committee is pivotal to the student’s success, as committee members support the students while s/he conducts the research.

See https://grad.wisc.edu/acadpolicy/?policy=committees for the full Graduate School dissertation committee policy. The RPSE Department has adopted this new Graduate School policy with the following clarifications/revisions for students in the RPSE Department. All other Graduate School policies outlined in the above link also apply to RPSE students.
Dissertation research is supervised by a committee of at least four faculty.

The committee is chaired by the student’s major advisor. The committee must include:

- At least two members from the program area with one of these being the student’s major advisor
- At least one faculty member from outside the Department of Rehabilitation Psychology and Special Education.
- All members of RPSE dissertation committees must be designated as readers.

Students who choose to have dissertation committee co-chairs must notify their major professor of the intent to request a committee co-chair prior to the formation of the committee. Students must work with the committee chair/major advisor and the co-chair to clearly delineate roles and responsibilities of the co-chairs.

### The Dissertation Proposal

In the course of the program, the Doctoral student, with the guidance of the Major advisor, identifies a problem, area of interest, or research opportunity suitable for a dissertation.

The Dissertation Proposal must contain: a concise presentation of the problem that will be addressed, a historical perspective, a clear description of the scope of the study, a review of relevant research, a formal statement of the hypotheses that will be tested or the research questions of interest, and the methodology. The dissertation proposal must also include: descriptions of subject population, sampling plan, design, instrumentation, statistical and analytic procedures, and references.

Copies of the Dissertation Proposal should be provided to each member of the Dissertation Committee. The student establishes a time and place for the Dissertation Committee to meet for a formal review and defense of the dissertation proposal.

The student brings the Dissertation Proposal Approval Form to the meeting. This form provides a mechanism for the student to document the committee’s approval of the proposal. If changes to the proposal are recommended, the student must outline the changes and attach these recommendations to the signed approval form. The signed approval form should be given to the Student Services/Graduate Coordinator for the student file.
Steps in the Dissertation Process

1. Form the Dissertation Committee

Form a dissertation committee with advice from your Major advisor.

2. Write and Defend the Dissertation Proposal

Design the dissertation research project, prepare the dissertation proposal and obtain IRB approval. 
https://kb.wisc.edu/sbsedirbs/41849 and https://kb.wisc.edu/sbsedirbs/

The student’s Major advisor must approve the proposed dissertation, and will provide guidance and feedback on the proposal before going to committee. Schedule the dissertation proposal defense meeting in consultation with the Major advisor. Take the Dissertation Proposal Approval Form to the meeting. This form documents the outcome of the proposal and any required revisions. Make any recommended revisions, attach a description of required revisions to the form, obtain signatures and give the signed form to the Student Services/Graduate Coordinator.

3. Conduct the Dissertation Research

4. Write the Dissertation

See: https://grad.wisc.edu/current-students/doctoRAP-guide/

5. Defend the Dissertation

Notify the Student Services/Graduate Coordinator at the beginning of the semester that you plan to defend your dissertation so that the Final Oral Defense Warrant can be requested. This is the official form that you need to take to your defense meeting. Schedule the oral defense meeting once the major advisor has provided approval. The meeting is usually one to one and half hours in length.

Pick up the Final Oral Defense Warrant from the Student Services/Graduate Coordinator, and take it to the dissertation defense meeting. Make any recommended revisions and obtain signatures from the committee members.

6. Deposit the Dissertation and the Final Warrant

Schedule a final review meeting at the Graduate School. Electronically deposit the dissertation, complete the required surveys and fees. Give a copy of the signed Final Oral Defense Warrant and the title page of the dissertation to the Student Services/Graduate Coordinator. Take the original signed Warrant to final review meeting at the Graduate School.
Graduation Checklist

- At the beginning of the semester you plan to graduate, notify the Student Services/Graduate Coordinator that you plan to graduate.

- Apply for Graduation on your student center.

- Make sure that you are enrolled for 3 credits of RPSE 990 in the semester you plan to graduate. (See Graduate School deadlines below for “window period” dates.)

- Review the degree deadlines at the Graduate School https://grad.wisc.edu/currentstudents/degreedeadlines/ and plan your defense accordingly. (You should plan one to two weeks after your defense to make any required revisions before depositing the dissertation.)

- See http://www.commencement.wisc.edu/ for information on the commencement ceremony and https://commencement.wisc.edu/event-details/school-and-college-events/for information on the School of Education ceremony.

- Order your cap and gown http://www.commencement.wisc.edu/for-graduates/cap-and-gown/
Academic Exceptions/Substitutions and Academic Appeals

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances.

Petitions for Academic Exceptions/Substitutions

Petitions for course exceptions/substitutions must be approved by the Graduate Studies Committee. The Graduate Studies Committee generally reviews only exceptions/substitutions that are presented by the Major advisor on the student’s behalf. It is the student’s responsibility to ensure that any approved exceptions/deviations from the published requirements are documented in writing in the student file.

Appeals/Petitions for Exceptions to Satisfactory Progress Requirements

The Graduate Studies Committee, in consultation with the student’s Major advisor, may grant extensions to normal progress requirements for students who face extenuating circumstances. This includes childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one’s personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program.

Appeal/Petition Process

- The student writes a letter to the Graduate Studies Committee with a copy to the Major advisor outlining the request and the rationale for the appeal.

- If willing, and if requested by the student, the Major advisor may also write a letter of support or choose to be present at the Graduate Studies Committee meeting (if not already a member of the Graduate Studies Committee.)
• The Graduate Studies Committee will make a decision and notify the student of the outcome.

The Graduate Studies Committee meets once per month during the academic year and does not vary its meeting schedule to review Appeals.

Grievance Procedures

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students in the Special Education doctoral program should follow the Grievance Policy of the School of Education. If the grievance is not resolved at the School/College level, students may pursue the grievance at the Graduate School.

School of Education Grievance Policy

http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext

Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
4. If either party is not satisfied with the decision of the department, he or she has five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school’s Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

Graduate School Grievance Policy

For detailed information on the Graduate School grievance policy and additional resources, see: https://grad.wisc.edu/academic-policies/#grievancesandappeals

Diversity and Inclusion Policy

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/

 Discrimination and Harrassment

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status."

In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office for Equity and Diversity, 179A Bascom Hall, 608-263- 2378, sappell@vc.wisc.edu, Wisconsin Telecommunications Relay Service: 7-1-1.
Academic Misconduct

Academic misconduct is an act in which a student (UWS 14.03(1)):

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student’s academic performance; or
6. assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:

1. cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the source;
2. using notes or a programmable calculator in an exam when such use is not allowed;
3. using another person’s ideas, words, or research and presenting it as one’s own by not properly crediting the originator;
4. stealing examinations or course materials;
5. changing or creating data in a lab experiment;
6. altering a transcript;
7. signing another person’s name to an attendance sheet;
8. hiding a book knowing that another student needs it to prepare for an assignment;
9. collaboration that is contrary to the stated rules of the course; or
10. tampering with a lab experiment or computer program of another student.

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do If I know a Classmate is Cheating?
https://www.students.wisc.edu/doso/academic-integrity/

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:
http://students.wisc.edu/doso/docs/uws_chapter_14.pdf
Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:
https://grad.wisc.edu/documents/misconduct-nonacademic/

Dean of Students Office: Non-Academic Misconduct Standards Statement:
https://conduct.students.wisc.edu/nonacademic-misconduct/

Dean of Students Office: Non-Academic Misconduct Process
http://students.wisc.edu/doso/nonacadmisconduct.html


University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:

Research Misconduct

Graduate School Policies & Procedures: Responsible Conduct of Research
https://grad.wisc.edu/documents/responsible-conduct-of-research/

Office of the Vice Chancellor for Research and Graduate Education’s - Office of Research Policy: Introduction & Guide to Resources on Research Ethics:
https://research.wisc.edu/respolcomp/resethics/

http://kb.wisc.edu/gsadminkb/page.php?id=34486
Reporting Misconduct and Crime

https://research.wisc.edu/respolcomp/resethics/

https://conduct.students.wisc.edu/nonacademic-misconduct/information-on-interpersonal-violence/

https://oed.wisc.edu/child-abuse-and-neglect-reporting/


Funding Information

The Special Education program offers some funding opportunities for doctoral students. These include Teaching Assistant (TA) positions with course teaching or assistant responsibilities, or undergraduate practicum/student teaching supervision responsibilities.

Upon admission to the program, students are notified if they have been selected to receive a TA position. Generally, TA positions are guaranteed for two years (not including summer). Often the department is able to provide TA support to Special Education doctoral students beyond the initial two years.

RPSE Teaching Assistant Positions

Students must submit an application for consideration for available TA positions. The application process is coordinated by the department administrator and takes place in the spring semester for the following academic year’s TA assignments. See: https://rpse.education.wisc.edu/rpse/opportunities. The RPSE area chairs and the Teaching Assistant Oversight Committee (TAOC) are responsible for making TA assignment decisions.
TA appointments are usually offered as .33 percent or .50 percent of full time. An appointment of at least .33 percent also offers full tuition remission. (Segregated fees must still be paid). Stipend rates for graduate assistantships are set by the University.

Current rates for TAs, PAs, and RAs can be found on the website of the Office of Fellowships and Funding Resources: https://grad.wisc.edu/funding/graduate-assistantships/.

Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into student’s bank accounts. You can authorize direct deposit by filling out the Authorization for Direct Deposit of Payroll form (https://uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf) and returning it to the Department Administrator.

Health Insurance Benefits

TAs, PAs, RAs, and Lecturers with appointments of 33.3% or higher for at least the length of a semester are eligible to enroll in a health insurance program. Information about health insurance options can be found at http://www.ohr.wisc.edu/benefits/new-emp/grad.aspx.

Current monthly premiums can be found at http://uwservice.wisc.edu/premiums/index.php#sgh. Questions about health insurance can be directed to the Department Administrator.

Maximum Appointment Levels

The Graduate School sets the maximum levels of graduate assistantship appointments. International students should be especially aware of maximum levels of employment. Students with fellowships payrolled through the university have a maximum total combined stipend limit. Contact the Office of Fellowships and Funding Resources for current information. https://grad.wisc.edu/documents_maximum-levels-of-appointments/.

Enrollment Requirements for Graduate Assistants

Students with graduate assistantships must be enrolled appropriately. Detailed information about enrollment requirements can be found in the Graduate School’s academic policies.
TA and PA Collective Bargaining

Since the passage of Act 10, the contract between the state and the Teaching Assistant's Association (the TAA) covering TAs and PAs (http://taa-madison.org/) is no longer in force; however, the university is continuing to use the terms of the contract until final university policies are adopted.

School of Education or University-Wide Funding Opportunities

University Fellowships

This fellowship is a University-wide competition for incoming doctoral students in the social sciences. The department nominates one incoming student from Rehabilitation Psychology and one student from Special Education.

Advanced Opportunity Fellowship (EdGRS Fellowship)

This is a funding opportunity for students from underrepresented backgrounds. Eligible students are nominated by the department as part of the admissions process. https://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/education-graduate-research-scholars

School of Education Graduate Scholarships

These scholarships vary from year to year but generally include the Arvil S. Barr Fellowship and the Christine and Phillip Lodewick Fellowship. Students are notified of yearly School of Education scholarship opportunities by the Student Services/Graduate Coordinator in the spring semester. https://www.education.wisc.edu/soe/academics/graduate-students/funding

RPSE Department Research and Travel Awards

With support from the Graduate School, the department is sometimes able to offer research and travel awards to doctoral students. If funds are available for these awards, the application process is announced at the beginning of the fall semester.
Research and Conference Travel Awards

These awards are offered by the Graduate School to provide support to UW-Madison dissertators and final-year MFA graduate students traveling to conduct research. [https://grad.wisc.edu/funding/grants-competition/](https://grad.wisc.edu/funding/grants-competition/).

Other Graduate School and External Fellowships

The Graduate School administers a number of other fellowships including: the Chancellor’s Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships. If you have questions about these fellowships, please contact the Office of Fellowships and Funding Resources, [https://grad.wisc.edu/funding/fellowships/](https://grad.wisc.edu/funding/fellowships/).

Students are encouraged to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations). The Graduate School also provides remission of the non-resident portion of students’ tuition (if applicable) to students who win external fellowships that are payrolled through the university and provide an academic year (9-month) stipend at a specified minimum level.

The Grants Information Collection (GIC) on the 2nd Floor of Memorial Library offers an excellent resource for locating external fellowships and scholarships. [http://grants.library.wisc.edu/](http://grants.library.wisc.edu/)

Who to Contact

**Department Administrator**- Questions about the TA application process; benefits for students with TA appointments

**Student Services/Graduate Coordinator**- Questions about scholarships, Graduate School fellowships

**Office of Fellowships and Funding Resources** – Questions about external fellowships.
Professional Development and Career Exploration

The Special Education doctoral program prepares students for positions as leaders, researchers, advocates and instructors in a variety of settings. Many graduates obtain positions as faculty members at colleges and universities. Others go on to serve as administrators in other government or non-profit educational and research related institutions serving and/or advocating for individuals with disabilities.

UW-Madison offers a wealth of resources to help students develop professional skills throughout their program in order to ensure success in the final job search process. Students in Special Education are expected to discuss their professional development with their major advisor and to actively participate in professional development opportunities in addition to fulfilling academic requirements. Students document ongoing professional development activities in the Annual Progress Review. Following is a list of recommended professional development opportunities:

- Attendance and/or Presentation at Professional Conferences
- Participation in Special Education Research and Teaching Internship
- Participation in Graduate School Professional Development Workshops [https://grad.wisc.edu/professional-development/](https://grad.wisc.edu/professional-development/)

Topics covered throughout the year include:

- **Individual Development Plans**: Assess your current skills, make a plan for developing skills and communicate with your advisors and mentors about your evolving goals
- Dissertation writing support
- Communication skills
- Grant writing
- Teaching/Mentoring
- Research ethics
- Community engagement
- Career exploration: academic, non-profit, industry, government, etc.

Other Helpful Professional Development Opportunities

**School of Education Doctoral Research Program (DRP):**
The DRP offers a cross-disciplinary program of professional enrichment designed for School of Education graduate students, who intend to pursue careers as researchers in education and education-related fields. [http://drp.wceruw.org/](http://drp.wceruw.org/)

**Wisconsin Collaborative Education Research Network (The Network):**
Collaborative, interdisciplinary network that advances and elevates education by connecting people, mobilizing knowledge, translating research, and facilitating innovation. [https://wcernetwork.org/](https://wcernetwork.org/)
**Writing Center**: Offers classes and individual consultation on writing including dissertation writing [http://www.writing.wisc.edu/](http://www.writing.wisc.edu/)

**Student Technology Training (STS)**: Offers free software training to students [https://at.doit.wisc.edu/training/software-training-for-students/](https://at.doit.wisc.edu/training/software-training-for-students/)


**Delta Program**: promotes the development of faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of their professional careers. [http://www.delta.wisc.edu](http://www.delta.wisc.edu)

**Teaching and Learning Symposium**: opportunity for faculty, staff, post-docs, and graduate students to share best practices, new pedagogy [http://tlsymposium.wisc.edu/](http://tlsymposium.wisc.edu/)

## **Student Involvement**

Involvement in student and community organizations enhances students’ academic, professional, and social development.

**Associated Students of Madison (ASM)**: The Associated Students of Madison (ASM) is the campus-wide student governance organization at UW–Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: [http://www.asm.wisc.edu/](http://www.asm.wisc.edu/)

**Teaching Assistants’ Association (TAA)**: The Teaching Assistants’ Association (AFT Local 3220) is the labor union for TAs and PAs at UW-Madison. As a result of decades of organizing and by working together as a union, graduate students at UW-Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by the members. All key policy decisions are made at monthly membership meetings. Learn more here: [http://taa-madison.org/](http://taa-madison.org/)
Registered Student Organizations
There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the Center for Leadership and Involvement (CFLI) website, https://cfli.wisc.edu/, and visit the Registered Student Organization directory. If you are interested in officially registering an organization you are involved, you must register at www.cfli.wisc.edu. Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

Outreach and Community Connections
The Wisconsin Idea is the principle that education should influence and improve people’s lives beyond the university classroom. For more than 100 years, this idea has guided the university’s work. Learn how you can get involved at http://www.wisc.edu/public-service/.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at http://www.morgridge.wisc.edu/.

Additionally, the Graduate School has very active networking and professional development resources:

- Graduate Student Life: http://grad.wisc.edu/currentstudents/ and
- Multicultural Graduate Network https://grad.wisc.edu/diversity/multicultural-graduate-network/
- Office of Graduate Student Professional Development: https://grad.wisc.edu/professional-development/
Staying Healthy and Well

Maintaining good health is extremely important to student success. For general wellness resources see: http://uwell.wisc.edu/.

Students who pay segregated fees are eligible for University Health Services (http://www.uhs.wisc.edu/services/counseling/getting-started/). There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

Securing Health Insurance Coverage

Graduate students who hold an appointment as an assistant of 33.33% or more or who have a fellowship may be eligible for health insurance and other benefits beyond University Health Services. Contact the department administrator for required forms and see http://www.ohr.wisc.edu/benefits/new-emp/grad.aspx.

Graduate students without an assistantship or fellowship who are currently enrolled can use the services of University Health Services (UHS), the campus health clinic. Many services are provided at no extra cost, including outpatient medical care during regular business hours, Monday through Friday. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000. For more info, visit the UHS web site at www.uhs.wisc.edu.

Prescription medications, emergency room visits and hospitalization are not included in UHS benefits. Therefore, supplemental insurance covering these drugs and services is recommended for all students and is required for international students. The UHS Student Health Insurance Plan (SHIP) is an excellent option for many students. Contact the SHIP office at 608-265-5600 for more information.

Disability Information

Students with disabilities have access to disability resources through UW-Madison’s McBurney Disability Resource Center. The Special Education faculty strongly encourage students with disabilities to work with the McBurney Center and to discuss accommodation needs with their major advisor and course instructors. http://www.mcburney.wisc.edu/students/howto.php

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found at http://www.mcburney.wisc.edu/services/nonmcburney/index.php

The UW-Madison Index for Campus Accessibility Resources can be found at http://www.wisc.edu/accessibility/index.php
Mental Health Resources On and Off Campus

University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services including immediate crisis counseling, same day appointments and ongoing treatment. Go to https://www.uhs.wisc.edu/mental-health/ or call 608-265-5600.

New Student Information

Activate your NetID
You will need your NetID and password to access the My UW-Madison portal at http://www.wisc.edu. (Click on link to myuw on the top of the page). To activate your NetID click on the “ACTIVATE NETID” button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the DoIT Help Desk at 608-264-4357.

Get your UW Photo ID Card (Wiscard)
Get your UW ID card - Wiscard - photo taken at the Wiscard Office (https://wiscard.wisc.edu/) in Union South, room 149, M-F 8:30 am - 5:00 pm. You must be enrolled and have valid identification, such as a valid driver’s license, passport, or state ID) to get your photo ID.

Pick up your free Madison Metro bus pass
As a UW student, you can pick up a bus pass at no charge from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services: http://www.asm.wisc.edu/resources/buspass/. Be sure to bring your UW Photo ID card.
Prerequisite: You must be enrolled.

Attend the New Graduate Student Welcome, hosted by the Graduate School
This event provides a great opportunity to mingle with Graduate School deans and staff, hear from a panel of current students about grad student life, learn about the many campus and community resources available to you, and meet other new graduate students from across campus. Learn more and register here: http://grad.wisc.edu/newstudents/ngsw/

Computer/IT Support
Students are encouraged to contact DoIT for IT assistance. DoIT offers support, resources and classes on a variety of applications commonly used by students. http://www.doit.wisc.edu/
Students who hold a departmental appointment can contact the MERIT Help Desk for appointment-related IT needs.

- In Person: 3rd floor Teacher Education Building, MERIT Library
- Phone: 608-265-4773
- Email: helpdesk@education.wisc.edu or http://meritservices.education.wisc.edu/SubCategory/Index/1

MERIT also offers a variety of electronic equipment for check out including: audio, camera, video, and computer equipment https://merit.education.wisc.edu/get-help/contact-help-desk/.

**Graduate Student Lounge**
The Graduate Student Lounge is located on the 3rd floor in the School of Education Building. Graduate students may request access with their campus id by submitting the request form at:

https://businessoffice.education.wisc.edu/bo/building-services/key-and-access-request-forms

**International Students**

**International Student Services (ISS)**
International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit their website for more information at http://www.iss.wisc.edu or to schedule an appointment.

**Student Visas**

Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by ISS. The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. After the student is enrolled, all Visa matters are handled by ISS.
Documents required of new international students

Many students are admitted with a condition that they submit their final academic documents after arrival on campus. Please submit your documents to the admissions office at 228 Bascom Hall. Or departments may collect the documents and send them to the admissions office via campus mail. The admissions requirements page [http://grad.wisc.edu/admissions/requirements/](http://grad.wisc.edu/admissions/requirements/) has a drop down menu under “degrees” which lists the documents required for each country.

Students with ESL requirements

Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) [https://esl.wisc.edu/international-students/placement/](https://esl.wisc.edu/international-students/placement/) and will be required to take any required English course during their first semester.

Funding for International Students

International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number ([http://www.iss.wisc.edu/employment/social-security](http://www.iss.wisc.edu/employment/social-security)). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, [https://iss.wisc.edu/employment/individual-taxpayer-identification-number-itin/](https://iss.wisc.edu/employment/individual-taxpayer-identification-number-itin/)).