SPECIAL EDUCATION FACULTY MEMBERS

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, 608-263-5750, bdoren@wisc.edu
Secondary special education and transition; predictors of post-school outcomes; career development and transition needs of adolescents with disabilities; resilience and disability; self-advocacy and self-determination skills in the context of transition planning for students with disabilities; teacher-student relationships.

Cheryl Hanley-Maxwell, 1000 Bascom Mall, Room 407, 608-263-5860, cheryl@education.wisc.edu
Secondary special education; reform and inclusion in secondary education; transition from school to adult roles for all individuals with disabilities; community employment for people with severe disabilities.

Andrea Ruppar, 1000 Bascom Mall, Room 415, 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.

Audrey Trainor, 1000 Bascom Mall, Room 438, 608-262-2722, aatrainor@wisc.edu
Multicultural special education issues; postsecondary transition planning for students with learning and behavior disabilities; self-determination and adolescent development; family and student participation in special education; and English language learners identified with disabilities.

Kimber Wilkerson, 1000 Bascom Mall, Room 444, 608-263-4632, 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.
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PART A

Introduction

The Department of Rehabilitation Psychology and Special Education consists of two areas: Rehabilitation Psychology and Special Education. Seven faculty are members of the Special Education Area: Aydin Bal, Cheryl Hanley-Maxwell, Bonnie Doren, Andrea Ruppar, Audrey Trainor, and Kimber Wilkerson.

The Special Education Area operates teacher certification programs that focus on cross-categorical approaches to special education. Undergraduate and graduate students are eligible for the teacher certification programs. Associate Faculty Sara Bringman, and lecturers, Kate Ahlgren, Tonja Gallagher, and Michelle Raasch.

A 30-credit general Master’s degree program in Special Education is also available. The Master’s degree can be independent of—or combined with—one of the two teacher certification programs. Admission to—and successful completion of—a Master’s degree program is independent of admission to the Doctoral program. An application specific to the Doctoral program must be made and completion of the Master's program does not automatically confer entry into the Doctoral program.

The Special Education Area is governed by the Special Education Area Committee, which consists of all members of the Area, and two subcommittees—the Special Education Graduate Studies Committee (SEGSC) and the Teacher Education Committee. The subcommittees are advisory to the Special Education Area, to the RPSE faculty, and to the RPSE’s Executive Committee.

This document has been developed for prospective and current students interested in the Doctor of Philosophy (Ph.D.) degree with a major in Special Education. It should be studied in conjunction with the Graduate School Catalog, as nothing in this Doctoral program handbook can supersede Graduate School or School of Education regulations. The Graduate School Catalog and other Graduate School resources may be found online at www.grad.wisc.edu.

The intent of this document is to provide basic information about many of the requirements, policies, and procedures associated with completing the Ph.D. degree in Special Education and to provide a general overview of the structure within which students will function. Please note that the Doctoral student is the person primarily responsible for initiating and completing many required actions, with the advice and consent of her/his Major Advisor. Many of the program requirements need to be submitted or documented by the RPSE Student Status Coordinator (SSC) and the SEGSC. To find out who is serving in the role of SSC, please contact the RPSE administrative offices. In all cases, documents submitted to the SSC should be submitted to rpse-exams@education.wisc.edu Important: Due to the heavy email volume of the SSC it is critical that you use the following protocol as a email subject line: Last Name, Document Name. E.g., Smith, Qualifying Exam Proposal.

In the process of meeting the requirements of the Graduate School, the School of Education, RPSE, and the Special Education Area, each Doctoral student may focus upon individuals with disabilities and other factors of particular interest. This is accomplished by completing an Academic Minor, internships, research projects, professional papers, course assignments, individually guided studies, and a Dissertation that focuses upon specific populations or topics.
It is typical for a student to complete from 9 to 12 credits each academic semester and 6 credits each summer session. Subsequent to completion of the first year, a Qualifying Examination is required. After the successful completion of all course requirements, doctoral students must pass a Preliminary Examination (i.e., research competency). After the Preliminary Exam is completed successfully, a student qualifies for Dissertator Status. The design, implementation and defense of a Dissertation Proposal and a Final Oral Examination are major responsibilities of Dissertators.

Admissions

An applicant must meet the admission requirements established by the Graduate School, the School of Education, and RPSE. The requirements applicable are those published in the Graduate School Catalog when the candidate is admitted, readmitted, or is granted a change of session. The Special Education Graduate Studies Committee will screen all applications to ensure that the admission requirements of the Graduate School, the School of Education, RPSE, and the Special Education Area are met.

In addition to the requirements of the Graduate School and the School of Education, the Special Education Area will consider the following in the admissions process:

- An 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 and quality of the written statement.

Matches are made between interests of the student and those of a professor whose Doctoral advisee load is such that it allows for the admission of an additional student. That is, admission is not guaranteed to all applicants who meet the requirements of the Graduate School, the School of Education, RPSE and the Special Education Area. Enrollments may be limited by the availability of faculty/staff and other resources of different program areas.

In rare instances a student may be admitted without meeting a particular admission requirement. If so, a plan for compensating for the requirements not met will be devised by the Special Education Graduate Studies Committee and communicated to the applicant at the time of admission.

Note that 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.
PART B

The Major Advisor

When a student is first admitted to the Doctoral program a faculty member in the Special Education Area will
assume Major Advisor responsibilities on a temporary basis. In many instances, the Doctoral Student-Major
Advisor relationship established at the time of admission will extend throughout the Doctoral program.
However, both the student and the Major Advisor have the prerogative to change the relationship should
personal, academic, or other considerations make it necessary. If a change is desired, the matter should be
discussed first by the Major Advisor and the student. If the student and/or the Major Advisor can arrange for
another faculty member to assume Major Advisor responsibilities, the name of the new Major Advisor should
be submitted in writing to the SEGSC. If the student and/or the Major Advisor cannot arrange for a new Major
Advisor, a written request for one should be submitted to the SEGSC. The SEGSC will take reasonable actions
designed to assist the student to arrange for a new Major Advisor.

Annual Progress Report

The annual progress review will consider: (1) grades in post-Master’s course work, (2) progress toward degree,
(3) experience with and quality of academic inquiry, (4) experience with and quality of teaching, and/or (5)
professionalism. The student must submit via email an updated Annual Progress Report (Appendix A) to his or
her Major Advisor by March 15 of each year. The Advisor will discuss the Report with the student, add feedback
to the Report, and forward it to the SEGSC by April 1 of each year. The SEGSC reviews all reports and notes
progress. If the committee determines that the student has made insufficient progress, the student will be
informed of the reasons for the decision and can: (a) appeal, (b) develop a remediation plan with the Major
Advisor, or (c) withdraw from the program. Two “insufficient progress” reviews will result in non-continuation
in the program.

Required Post Master’s Degree Credits

A minimum of 54 post-Master’s credits must be successfully completed. Included must be at least: 13 credits of
Special Education Core Seminars, 9 credits of Internships, 12 credits of Research Design and Statistics, 12 credits
of Academic Minor courses and 6 credits of Dissertation. If additional or elective credits are needed to reach
the 54 credit minimum, they will be determined in a manner that complements an individual program plan.
Oversight for credit completion rests with the Major Advisor. The Doctoral Planning Form to aid students’
tracking of courses is included in Appendix B.

The 54 post-Master’s degree credits are organized into four strands:

- Special Education Core Seminars (13)
- Individualized Internships (9)
- The Academic Minor (12)
- Research Design and Statistics (12)
- Dissertation (6)

Special Education Seminars

All Doctoral students are required to complete at least five Special Education Seminars for a total of 13
credits—two three-credit core seminars (194-801, 194-802), a one-credit current topics seminar (194-803), and
at least two three-credit specialty seminars (any 500 level course or higher in the Special Education Area that
has been approved by the student’s Major Advisor).
The two core seminars (194-801 and 194-802) 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 technical writing and reporting.

Specialty Seminars address a wide range of topics relevant to special education including multicultural special education, special education in alternative settings, transition planning, research design, and instructional technology.

The one-credit Current Topics seminar (194-803) provides a forum for keeping Doctoral students up-to-date in relation to current events that influence policy and practice in Special Education, providing opportunities for Doctoral students to meet and exchange ideas regarding these current events, addressing issues related to future careers in research and higher education, and providing a forum for students to share current research projects and findings. The Current Topics seminar will be offered at least one semester each academic year.

Special Education Internships: Research, Teaching, and Service Internships

The three Special Education Internships provide a context for Doctoral students to develop and demonstrate competencies in the areas of research (RPSE 941), teaching (RPSE 930), and service (RPSE 921). Each Doctoral student is expected to be actively involved in research, college teaching, program development, and other scholarly activities during the entire time she/he is enrolled in the program. However, for administrative purposes, focused courses are taken within specific semesters.

The successful completion of at least three 3-credit Internships is required (a minimum of 3 credits in each of the three competency areas—research, teaching and service). Although each internship is unique, each Doctoral candidate will receive intensive and comprehensive training and supervision in most of the following:

- pre-service training of students pursuing careers as general and special education teachers;
- in-service training of professionals involved in educating students with disabilities;
- direct supervision of university students in practicum settings;
- conducting of high quality research studies;
- production of a curricular and/or research products; and
- instruction of college-level courses.

Additional details and forms regarding each of the three competencies are included in Appendices C, D, E, F, G.

The Academic Minor

Each Doctoral student is required to complete a minimum of 12 graduate-level credits outside of the Special Education Area. This includes coursework from the Rehabilitation Psychology Area or other departments within the University. The completion of this Academic Minor may include, but is not limited to, formal course work, individually guided study and specialized research, and internship experiences. The 12 credit Academic Minor requirement can be met in one of two ways: the Concentrated Minor or the Distributed Minor.

The Concentrated Minor enables the pursuit of specific interests within a single department under the direction of a faculty member from that department. Some minors require more than the 12 credits required by RPSE.
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.

A grade of less than a B in a course in the Academic Minor cannot be counted toward the required 12 credits. This course, or an acceptable alternative, must be successfully completed.

If a Concentrated Minor is selected, a plan to complete the Academic Minor must be approved by the Minor department. If a Distributed Minor is selected, a plan to complete the Academic Minor must be approved by the Major Advisor. 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 (Appendix H). The completed form must be filed with the SSC via email prior to the scheduling of the Preliminary Exam (see Part D: Doctoral Student Responsibilities).

Research Design and Statistics Requirements

Each Doctoral student is required to successfully complete at least 12 credits of graduate-level research design and statistical methods 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 SEGSC.

Students are required to take Educational Psychology 315-760 and 315-761 and at least two additional research design or methods courses. Students are encouraged to take courses that will help them develop their proposal and deepen their methodological and analytic expertise.

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 two 15 page papers: a content paper and a research methods paper. Papers are submitted to: rpse-exams@education.wisc.edu. You will receive email confirmation of submission. Deadlines for submitting paper(s) are 11:59 p.m. on September 15th, January 15th or March 15th. The two papers may be completed and submitted either together or separately. Deadlines are strictly observed. Papers submitted after the deadline can either be held on your behalf until the next due date or resubmitted at the next due date. The student must have successfully completed a minimum of 18 credits of doctoral level coursework, including RPSE 801 and 802, and be enrolled in at least 3 credits during the semester they plan to submit their qualifying exam. Early in the semester that the student is planning to complete either paper, s/he must complete a Qualifying Examination Proposal (Appendix I). The student should then schedule a meeting with his/her Major Advisor to discuss the proposal and finalize the exam content. The Qualifying Examination Proposal should be submitted to the SSC following this meeting with the Major Advisor.
**Content Paper**- The focus of the content paper is based on the student’s interest. The topic of the paper is determined, with the approval of the Major Advisor, by the student. The purpose of the content paper is to assess the student’s ability to:

- expound on a relevant topic area within the field of special education,
- conduct a comprehensive review of the professional literature on the selected topic,
- demonstrate an understanding of the theoretical and/or conceptual foundations of the material,
- synthesize and draw inferences from the content,
- extend the concepts in a new and pertinent direction.

**Research Methods Paper**- The focus of the research methods paper is on educational research methodology and the topic is selected from a list of questions compiled by the Special Education faculty. The student will select a question from among those found in The Qualifying Exam on Research Methods Question Bank *(Appendix J)*.

The research methods paper will assess the student’s ability to:

- provide a detailed description of the research methodology selected,
- review relevant literature related to the methodology,
- discuss the pros and cons of the methodology including the type of research questions that can be addressed,
- provide examples and descriptions of how the methodology can be used.

**Qualifying Examination Paper guidelines** - Neither of the two papers is to exceed 15 pages in length (1 inch margins, double spaced, Times New Roman 12-point font), not including title page, bibliography, or appendices. Both papers must comply with the 6th edition of the APA Publication Manual. The title page should include the running head, title, author, author affiliation and the exam question. An abstract is not required and should not be included. Although students will discuss their questions and literature parameters with their Major Advisor, papers must be written independently and have to be original work. Papers completed for other courses may not be used in their entirety to meet this requirement. Students may seek external writing assistance from the UW Writing Center.

**Qualifying Examination Evaluation**- Both papers for the Qualifying Examination will be read and evaluated by two faculty members or by other qualified readers, as designated by the Graduate Studies chairperson. 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 *(Appendix K)*. 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 approximately three weeks from the time the paper is submitted to the readers.

**Qualifying Examination Grading**- Both of the papers *(content & research methods)* that comprise the Qualifying Exam are graded independently and both papers must receive a Pass with Honors or a Pass before the examination is successfully completed.

Pass with Honors or Pass- Student has successfully completed a paper when either of these grades has been received.
Revise- The student has the opportunity to revise a paper for reconsideration by using the written feedback provided by the readers on the completed rubric. Revised papers will be graded by the same readers within approximately three weeks of submission unless the submission date is too close to the end of the semester. Students should submit their work early enough in the semester so that if revisions are required, they can be completed in a timely manner. If a revised paper does not receive a grade of Pass, the paper is considered a Fail, and a new question must be selected. Revised papers are not eligible for additional revisions or to receive a Pass with Honors.

Fail- With the advice and consent of their Major Advisor, the student must select (a) new question(s) and write (a) new paper(s). The new paper(s) must be submitted a minimum of 3 weeks prior to the end of classes for the semester. If a student receives Fail on both Qualifying Exam papers, they will not be allowed to continue in the Doctoral program.

The Qualifying Examination is considered successfully completed when the student receives at least a Pass on both the content and research methods papers. The Qualifying Examination must be successfully completed before a student is eligible to apply for the Preliminary Examination.

Summary of steps to follow for completing the Qualifying Examination:

1) Determine which part of the examination you will be completing, the content paper and/or the research methods paper.

2) Select a topic for the content paper with the approval of your Major Advisor and/or select a research methods question from the list found in Appendix J.

3) Schedule a meeting with your Major Advisor to discuss your proposed Qualifying Examination paper(s) and complete the Qualifying Examination Proposal (Appendix I).

4) Following the meeting with your Major Advisor submit the approved Qualifying Examination Proposal via email to the SSC.

5) Upon completion of either one or both papers, submit an E-copy to rpse-exams@education.wisc.edu

The Preliminary Examination

After the student has passed the Qualifying Examination and successfully completed all of the required coursework, s/he is eligible to complete the Preliminary Examination. The Preliminary Examination consists of an approved research activity, successful completion of a research manuscript, and an oral presentation of the research findings. There are several steps in the Preliminary Examination process. Successfully completing this process constitutes a formal application for admission to candidacy for the Ph.D. degree and the student is awarded Dissertator Status. It is the student’s responsibility to complete the steps and procedures as outlined below.

Preliminary Examination Research
During the semester the research activities for the Preliminary Examination are conducted, the student will register for RPSE 194-941: Research Internship. If the research activities, including the writing of the research paper, take more than one semester the student should register for additional Research Internship credits during the subsequent semester(s). The student’s Major Advisor will serve as the mentor and will guide the student with their registration. Once the Preliminary Examination process has been completed, the Research Internship(s) will be graded by the Major Advisor.

Following the registration for 194-941, submit a Research Internship Proposal (Appendix D) to your Major Advisor for approval. Appropriate activities for the research include; 1) collecting new data for a small-scale study, 2) analyzing existing data from an ongoing or recently completed study led by faculty in RPSE or other units of the University, or 3) conducting secondary analyses of extant data sets e.g. PEELS, SEELS, NLTS2, Wisconsin Longitudinal Study. The proposal should include a brief overview (2000 words or less) of the proposed research project and include a timeline. As deemed necessary by the Major Advisor and the Doctoral student, IRB approval processes will be followed and stored on file with the UW Education IRB.

Once the Major Advisor has given final approval and signed off on the project, a copy of the research proposal and, if applicable, the accompanying approved IRB case # must be submitted via email to the SSC.

Preliminary Examination Research Paper

After the research proposal has been filed with the SSC, the student may begin her/ his research activities that culminate in the completion of a manuscript of publishable quality. The manuscript must adhere to the 6th edition of the APA Publication Manual. Upon completion of the manuscript, the student is required to submit an electronic copy to: rpse-exams@education.wisc.edu.

Manuscripts may be submitted by 11:59 p.m. on either March 1st or November 15th. These deadlines are strictly enforced. Manuscripts received after the deadline can be held on your behalf until the following date or resubmitted at that time.

Preliminary Examination Evaluation and Grading

Once your manuscript has been submitted to the SSC, two faculty will be assigned to independently evaluate your manuscript. Your Major Advisor will not participate in the evaluation process. The manuscript will be evaluated using the Preliminary Examination Rubric (Appendix L). A grade of Pass with Honors, Pass, Revise, or Fail will be submitted by each reader. If any of the three readers recommends a grade of Fail, then the manuscript cannot receive a grade higher than Revise. When both readers agree on the grade for the paper, the grade is recorded and the student will receive comments and the grade. In cases where the readers disagree, the readers will discuss and reach consensus. When consensus is reached, the grade is recorded and the student will receive comments and the grade. If consensus is not reached, the Chair of SEGSC will mediate discussion between the readers and make a final decision on the disposition of the exam. The student will then receive comments and the grade.

If the overall grade for the paper is Revise, the student will have the option of revising the paper for reconsideration using the written feedback from the readers. If the student chooses not to revise the manuscript, s/he will be dismissed from the program. The same readers will evaluate the revised paper and assign grades as with the original. A revised manuscript cannot receive an overall grade of Pass with Honors. If the revised paper does not receive an overall grade of Pass the paper is considered a Fail, with no revision option, and the Preliminary Examination is to be re-done. The student must register for an additional RPSE 941: Research Internship.
• If the overall recommended grade for the paper is Fail, then the student’s Major Advisor will submit a recommendation to the SEGSC. The SEGSC will decide whether or not the student will be allowed to retake the exam and continue in the Doctoral program. If the decision of the SEGSC is to allow the student to retake the exam and to continue in the program, then the student must develop a new proposal for an additional Research Internship and the entire Preliminary Examination process is to be repeated. If a student does not receive a grade of Pass on the second attempt, no further options will be available and the student will be dismissed from the Doctoral program. If the SEGSC recommends that the student not be permitted to retake the exam, the student will not be allowed to continue in the Doctoral program.

Preliminary Examination Oral Presentation

• Following successful completion of the manuscript, the student is required to orally present her/his findings to the Special Education faculty. Oral presentations are arranged for one date in the fall and one date in the spring via the SSC. The student is responsible adhering to the schedule of the oral presentation. Special Education graduate students, and faculty and students from other departments/units may also be invited to the presentation.

• The student is also responsible for soliciting feedback from those attending the oral presentation and for scheduling a time with her/his Major Advisor to discuss the feedback. A sample form for soliciting feedback is the Oral Presentation Feedback Form, Appendix M.

Dissertator Status

• When the oral presentation is completed and a grade has been posted for RPSE 194-941, the student must complete a Request for Preliminary Warrant (Appendix O) form. The completed Request for Preliminary Warrant must be submitted via email to the SSC who forwards it to the Graduate School. If all the requirements for Dissertator status have been met, the Graduate School will issue a Warrant for the Preliminary Examination to the department. The SSC will inform the student when this documentation is received by RPSE. All coursework, examinations, and program requirements must be successfully completed before the Warrant can be obtained from the Graduate School.

• Once contacted by the SSC regarding the Warrant for the Preliminary Examination and its availability, the student retrieves the paper copy of the Warrant from the SSC, obtains all necessary signatures and returns the signed copy to the SSC. The SSC will forward the completed Warrant to the Graduate School. Once the Preliminary Examination Warrant is filed with the Graduate School, the student will receive an email from the Graduate School notifying her/him of their Dissertator status. Dissertator status is also known as “ABD.” To be eligible for reduced Dissertator tuition fees, the student must complete the entire Dissertator process before the first day of class of the target (either the fall or spring) semester.

• For more specific information about Dissertator status the student must review the guidelines found here: http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#56

PART C

Transfer Credits

No more than 6 post-Master’s degree credits can be transferred from another institution. If transfer credits are desired, the Doctoral student and Major Advisor submit a rationale for accepting transfer credits to the Chair of
SEGSC for consideration. Transfer credits cannot be counted toward the minimum 22 credit Special Education Core Seminar and Internship requirements. Pass-Fail grades from courses taken at other universities are not transferable. Work experience prior to admission to the Doctoral program cannot be substituted for any of the 54 minimum credit requirements.

Grades

Letter grades and their associated points are as follows: A = 4.0, AB = 3.5, B = 3.0. Pass/fail grades are not accepted in any of the required minimum 54 credits. Also, a grade of less than B cannot be counted toward the required minimum 54 credits. If less than a B is earned, the course must be retaken in order to count toward the required minimum 54 credits. If a grade of BC or less is earned in any required Special Education Seminar or Internship, the candidate must petition the SEGSC for permission to continue in the program.

Graduate School Minimum Credit Requirements

The Doctoral student must be familiar with and meet the minimum credit requirements of the UW-Madison Graduate School. This can be done most efficiently by securing current information from the Graduate School office and by meeting the specific performance criteria determined by that office.

The Dissertation

When all required components of the special education program described herein are met, the Doctoral student will be ascribed Dissertator status (i.e., ABD). Students with ABD status must maintain continuous registration, registering for 194-990 (Research or Thesis) each semester until the Dissertation is completed. A minimum of 6 Dissertation credits are required for graduation. To be eligible for reduced Dissertator tuition fees, the student must complete the entire Dissertator process before the first day of class the semester in which dissertator status is desired.

In the course of the program, the Doctoral student, with the guidance of the Major Adviser, identifies a problem, area of interest, or research opportunity suitable for a Dissertation topic. This topic should be discussed in depth with the Major Advisor and organized into a Dissertation Proposal. 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.

In consultation with the Major Advisor, a Ph.D. Final Oral Committee, sometimes called the “Dissertation Committee,” should be established. The Final Oral Committee is comprised of five members. At least one member must be from outside RPSE. The selection of this committee is pivotal to the student’s success, as committee members support the students while s/he conducts the research. The committee members also evaluate the final product (i.e., the dissertation). The Graduate School has specific rules applicable to Dissertation Committees. The student is responsible for learning and adhering to these rules.

When five professors indicate a willingness to serve, the student should document the committee members via an email to the Chair of the SEGSC and the SSC. Copies of the Dissertation Proposal should be provided to each member of the Dissertation Committee as well as the SSC. 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
should reserve a room and inform the SSC of the location and time to insure that all appropriate paperwork is prepared and available at the meeting.

The Dissertation Proposal

The review and defense of the proposal usually ends with a series of recommendations made by the Dissertation Committee. These revisions should be such that the Dissertation Committee considers the proposal acceptable. A copy of the Dissertation Proposal Approval Form (Appendix N) must be signed and dated by committee members and be submitted to the SSC. Subsequent revisions to the Dissertation Proposal Approval Form must be approved in writing by the Dissertation Committee.

In all instances, UW Human Subject Research Guidelines, which include completing appropriate human subjects trainings and securing appropriate IRB approval, must be honored. In all instances in which school-aged students are used, the candidate must also follow all necessary procedures and policies of the relevant school system or organization.

The Final Oral Examination (Dissertation Defense)

The Final Oral Examination is conducted by a quorum of the Dissertation Committee in a public meeting. The student must be prepared to defend any or all parts of the Dissertation and to demonstrate Doctoral level knowledge of all other aspects of the Doctoral experience.

Steps to completion:

1. The student initiates securing the Final Oral Examination Warrant from the Graduate School by contacting the SSC at least 4 weeks prior to the date of the Final Oral Examination.
2. When the Final Oral Examination Warrant is received from the Graduate School, the student is notified and picks up the Warrant from the SSC.
3. The student schedules the Final Examination in coordination with the adviser and the committee.
4. Upon completion of the Final Oral Exam, all members of the Dissertation Committee must sign the Final Oral Examination Warrant.
5. The student makes recommended revisions to the dissertation and prepares the dissertation for deposit to the Graduate School.
6. When all revisions and formatting of the dissertation has been completed, the student must meet with a Graduate School Ph.D. Examiner to review the final document. The student takes the signed Final Oral Examination Warrant to this meeting. The student also provides a copy of the warrant and the final cover page of the dissertation to the SSC.

A degree will not be awarded until the dissertation is accepted by the UW Memorial Library.

PART D

Summary Responsibilities of the Doctoral Student

1. It is the responsibility of the Doctoral student to develop relationships with faculty members who can provide informal mentorship regarding their Doctoral program and career aspirations.

2. It is the responsibility of the Doctoral student to abide by all appropriate IRB requirements in any research activities.
3. It is the responsibility of the Doctoral student to learn and meet the minimum credit requirements of the UW Graduate School.

4. It is the responsibility of the Doctoral student to arrange for the Qualifying Examination and other continuation reviews by preparing all relevant material for the Major Advisor and SEGSC.

5. It is the responsibility of the Doctoral student to learn and meet the Academic Minor requirements of the RPSE’s Ph.D. program and any other departments involved. The student must also complete and submit the Minor form via email to the SSC at the completion of the Minor requirement and prior to the completion of the preliminary exam.

6. It is the responsibility of the Doctoral student to secure the Preliminary Examination Warrant from the Graduate School from the SSC; to successfully complete the Preliminary Examination, to secure the appropriate signatures on the Preliminary Examination Warrant, to deliver the original Preliminary Examination Warrant to the Graduate School and to submit a copy of the completed Preliminary Examination Warrant to the SSC.

7. It is the responsibility of the Doctoral student to take an active role, with his or her Major Advisor, in the formation of his or her Dissertation Committee.

8. It is the responsibility of the Doctoral student to obtain a Dissertation Proposal Approval Form from the SSC; to secure appropriate signatures on it at the proposal defense meeting; and to return the completed paper form to the SSC.

9. It is the responsibility of the Doctoral student to obtain and complete the Ph.D. Final Oral Committee Approval Form and submit the paper form to the SSC at least 3 weeks prior to the scheduled date of the Final Oral Examination. When the Ph.D. Final Oral Committee Approval Form is submitted, the Doctoral student will be issued a Final Oral Examination Warrant and instructions for the preparation and filing of her/his dissertation. The Doctoral student must secure the appropriate Dissertation Committee signatures on the Final Oral Examination Warrant upon successful completion of the Final Oral Examination. The completed Final Oral Examination Warrant must be delivered to the Graduate School and a paper copy of the Final Oral Warrant must be submitted to the SSC.

10. It is the responsibility of the Doctoral student to arrange a time and place for the Final Oral Examination with the approval of his or her Major Advisor and Dissertation Committee.

11. It is the responsibility of the Doctoral student to meet with a Graduate School Ph.D. Examiner at the UW Graduate School to review the final version of the dissertation, to determine that the product meets the filing requirements of the UW Library, and to file it.

12. It is the responsibility of the Doctoral student to file the Dissertation in the UW-Memorial Library so that the degree of Ph.D. can be awarded.
Annual Progress Report (Appendix A)

Annual Progress Report
RPSE Doctoral Program

This annual progress report should be submitted electronically to your Major Advisor by March 15 and accompanied by an updated copy of your curriculum vitae.

Student: ___________________________ Program Entry (sem/year): ________________

Major Advisor: ______________________ Expected Completion (sem/year): ____________

Ph.D. Minor: ___________________________ ☐ Concentrated ☐ Distributed

Current Funding Source(s): ___________________________ Years: __________

Previous Funding Source(s): ___________________________ Years: __________

******************************************************************************

Program Milestones

List the date (month/year) you expect to start or actually started, as well as completed, each of the following program requirements.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Start</th>
<th>Completed</th>
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<tbody>
<tr>
<td>Doctoral Program Plan</td>
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<tr>
<td>Qualifying Exam #1 (methodology)</td>
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<tr>
<td>Qualifying Exam #2 (content)</td>
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<tr>
<td>Research Internship</td>
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<td>Teaching Internship</td>
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</table>
## Service Internship

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<tr>
<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
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## Research Competency

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<tr>
<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
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## Preliminary Warrant

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<tr>
<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
<th>Grade</th>
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## Dissertation Committee Formed

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<tr>
<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
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## Dissertation Proposal

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<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
<th>Grade</th>
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## Courses Taken

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<tr>
<th>List the Course Number/Title for all courses that you have taken.</th>
<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
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Total Number of Credits Completed:
Courses Planned for the Upcoming Year

List all courses in which you are currently enrolled this year and those you plan to take next year.

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<thead>
<tr>
<th>Course Number/Title</th>
<th>Instructor</th>
<th>Term</th>
<th>Credits</th>
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Research and Professional Experiences

List any recent activities or accomplishments you have made during the academic period of this report.

Research projects

Papers submitted or accepted for publication

Conference presentations

Grant applications
National, state, and/or local conferences/trainings attended

Courses for which you have served as a TA, lecturer, or guest lecturer

Supervision experiences

Membership in professional organizations

Service to the department, university, or broader field

Post-Doctoral Program Goals
Include a brief description of your professional goals for after completing your doctoral degree.

Major Advisor Feedback Date of Review: _____________
Special Education Graduate Studies Committee Feedback

Date of Review: ____________

Signatures

________________________________________________________________________

Student ___________________________ Date ___________________________ Major Advisor ___________________________ Date ___________________________
# Doctoral Planning Form (Appendix B)

## Doctoral Planning Form

Student: ___________________________  Program Entry (sem/year): ________________

Major Advisor: ____________________  Expected Completion (sem/year): ___________

## Course Sequence

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**Special Education Seminars (13 credits)**
- 194-801 (3 credits)
- 194-802 (3 credits)
- 194-803 (1 credit)
- Choice (3 credits): _________________
- Choice (3 credits): _________________

**Research Design & Statistics (12+ credits)**
- 315-760 (3 credits)
- 315-761 (3 credits)
- Choice (3 credits): _________________
- Choice (3 credits): _________________

**Other Tasks**
- Qualifying exam (methodology)
- Qualifying exam (content)
- Research competency passed
- Preliminary warrant secured
- Preliminary exam passed
- Dissertation committee formed
- Dissertation proposal passed
- Final exam warrant secured
- Final exam passed

**Special Education Internships (9 credits)**
- 194-941 Research (3 credits)
- 194-930 Teaching (3 credits)
- 194-921 Service (3 credits)
- 194-990 (variable credits)
- 194-990 (variable credits)

**Academic Minor (12+ credits)**
- Choice (3 credits): _________________
- Choice (3 credits): _________________
- Choice (3 credits): _________________
- Choice (3 credits): _________________

**Dissertation Committee**
- * ________________________________
- * ________________________________
- * ________________________________
- * ________________________________

**Notes:**
Research Internship Description (Appendix C)

RPSE 941: Research Internship (minimum 3 credits, can be repeated)

The research internship is designed to provide doctoral students with an intensive experience related to conducting a pilot research study and disseminating research findings. 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. If designed carefully, this internship could provide pilot data for a dissertation or assist the student in narrowing in on a dissertation topic of interest.

Students must submit a Research Internship Proposal (Appendix D) for approval by his or her Major Advisor. The purpose of this internship is to demonstrate competency in research, the culminating experience is the completion of the Preliminary Exam, which takes the form of a scholarly paper of publishable quality. Activities appropriate for a research internship could include (a) collecting new data for a small-scale study; (b) analyzing existing data from an ongoing or recently completed research project led by faculty in RPSE or elsewhere in the University; or (c) conducting secondary analyses of extant data sets (e.g., PEELS, SEELS, NLTS2, Wisconsin Longitudinal Study). The proposal should include an overview of the proposed research project (less than 2000 words) and anticipated timeline. The proposal may also include a copy of the application to the appropriate IRB Committee.

Students should register for the Research Internship in the semester in which the research activities (e.g., data collection, analysis, writing) will begin. Because Research Internships may span multiple semesters, students may choose to enroll in the course for more than one semester. The Major Advisor will serve as the primary source of guidance for this project.

The product, or culminating experience, demonstrating the Doctoral student’s research competency should consist of (a) a manuscript of publishable quality and (b) an oral presentation of the study findings. Students should select an appropriate professional journal as an outlet for dissemination of their research findings, providing their Major Advisor with a brief justification for this choice. After receiving approval, students should prepare a manuscript describing their research findings closely following the submission guidelines of the identified journal outlet. Analysis and writing should be conducted with minimal assistance from the Major Advisor or other supervising faculty (if analysis is conducted as part of a broader research project). The faculty of record for the Research Internship will be responsible for assigning associated grades.

Three readers will be selected by the student’s Major Advisor to read and evaluate the prepared paper—which will be considered the Preliminary Exam. The Major Advisor will not serve as a primary reader. Author guidelines for the journal outlet of choice should be submitted to the readers along with the student’s written work. Each reader will offer an independent judgment of “High Pass with Honors,” “Pass,” “Revise,” or “Fail” for the paper using the Preliminary Examination Rubric. The three recommendations will be considered and the student’s Major Advisor will determine the overall judgment for the paper in conjunction with the readers. In order for the student to receive an overall recommendation of “Pass,” at least 2 of the 3 readers must have assigned the paper a Pass or High Pass. Additionally, if any reader recommends “Fail” for a paper, then the paper cannot receive a grade higher than “Revise.”
If the overall recommendation for the paper is “Fail,” then the student’s Major Advisor will submit a recommendation to the SEGSC as to whether the student should be allowed to re-take the exam. If the SEGSC’s recommendation is to allow the student to continue in the program and re-take the exam, then the student must develop a new proposal for a second Research Internship and the whole Research Internship and Preliminary Examination process will be repeated. If a student fails the Preliminary Examination on the second attempt, he or she will not be allowed to continue in the doctoral program. If the SEGSC’s recommendation is not to allow the student to re-take the exam, the student will not continue in the program.

If the overall recommendation for the paper is “Revise,” then the student has the opportunity to revise the paper for reconsideration by the same readers using their written feedback on the completed Rubrics for guidance. A revised paper cannot be awarded an overall grade of “High Pass with Honors” even if individual readers score the revised paper as a High Pass. If a revised paper does not receive an overall grade of “Pass” then the paper is considered a “Fail” and the Research Internship and Preliminary Examination must be re-done.

The final written product and oral presentation demonstrating research competency will constitute the Preliminary Examination. However, doctoral students cannot submit their Preliminary Examination until all required courses (except Dissertation) have been successfully completed. Moreover, students cannot submit a formal Dissertation proposal to their Dissertation Committee until the Preliminary Examination is completed successfully and the signed Preliminary Examination warrant has been filed in the Graduate School.
Research Internship Proposal (*Appendix D*)

Student: ____________________________  Major Advisor: ______________________

******************************************************************************************

Research Overview (not to exceed 2000 words):

Anticipated Timeline:

Approval

__________________________  __________________________
Major Advisor               Date

__________________________  __________________________
Supervising Faculty (if applicable)  Date
Service Internship Description (Appendix E)

RPSE 921: Service Internship (3 credits)

The Doctoral student demonstrates service competency through an internship that is designed to give doctoral candidates an intensive experience in which they can become actively involved in professional service to the field of special education. Specific internship requirements and expectations will be individually developed by the Doctoral student in collaboration with his or her Major Advisor. The amount of time devoted to the service internship should be approximately 8-10 hours per week over the 15-week semester. Suitable activities will be negotiated based on the candidate’s experience and interests as well as on the needs of the agency or program with which the internship is being completed. Suitable activities may include—but are not limited to—the following:

- in-service or pre-service instruction for special or general educators on a topic of expertise;
- development of training or curricular materials;
- development and upkeep of an agency website or data collection system;
- advocacy work with families or individuals with disabilities;
- training of parents of students or young children with special needs;
- technical assistance to a school or non-profit organization; and/or
- development or upgrading of a program that serves individuals with disabilities or their families.

All service internships will be guided by a set of weekly tasks or objectives with measurable outcomes. This set of weekly tasks will comprise the “syllabus” for this course and should be finalized with copies to all participating parties by the end of the 2nd week of the semester.

All service internships should culminate with a written product to be turned in to the Major Advisor in addition to any other culminating activities or products that are agreed upon and noted in the “syllabus.”
Service Internship Proposal (Appendix F)

Student: ____________________________  Major Advisor: ____________________________

Location: ____________________________  Dates: ____________________________

******************************************************************************

Goal(s):

Weekly objectives (with measurable outcomes where appropriate):

Description of final written product:

Approval

__________________________________________  ________________________________
Major Advisor  Date  Supervising Faculty (if applicable)  Date
Teaching Internship Description *(Appendix G)*

RPSE 921: Internship: Advanced Professional Practice (3 credits)

Minimum requirements:

Become familiar with the purpose(s) of the course and the target population.

Become familiar with current structure of course and the rationale(s) and constraints that helped to shape its structure (includes familiarity with syllabus).

Observe teaching of lecturer/mentor currently teaching class. Reflect on teaching style of lecturer/mentor and how it can provide you with suggestions for your own teaching.

Become familiar with all currently used teaching materials, including textbook.

Identify reasons/purposes of currently used materials and class structure.

Identify currently used assessment methods and rationale for the selected methods.

Select one class session to teach

Prepare and deliver lecture/information delivery.

Respond to student questions in teaching session and as part of follow-up to teaching session.

Select and utilize any instructional support materials/equipment.

Prepare and enact application activity with students.

Prepare test questions/assessment activity items for session.

Notify advisor of identified session date (with sufficient time to get it on advisor’s calendar).

At least one week prior to teaching session, provide advisor with outline for session. Make sure outline has enough detail to allow advisor to provide you with feedback on plans. Also, be sure to identify and describe any teaching materials you may use and activities you have planned.

Advisor will observe teaching session and provide written feedback within one week of observation. You may ask for face-to-face meeting to discuss feedback or you may respond to feedback via e-mail. However, you do not have to respond unless directed to do so in the initial evaluation.

Seek informal evaluative feedback from lecturer/mentor regarding teaching session.

Assist in preparing and grading at least one other assessment activity.

Prepare a self-evaluation of your teaching and what you learned during this experience.

Note, you may be asked to identify teaching goals and develop a plan to meet your stated goals.
As interested in or comfortable with, you may add any of the following activities:

- Create teaching goals and plan to reach those goals.
- Recreate the syllabus to meet new purpose or new population.
- Identify and suggest other instructional materials.
- Teach additional session(s).
- Create other application activities.
- Meet with students outside class (via office hours).
- Assess/evaluate overall purpose or structure of class and its relative standing within the various undergraduate/graduate curricular sequence.
- Assist in any other activities as desired.
- Other – proposed and approved by your advisor.

NOTE: The lecturer/mentor with whom you are working has final approval of all content, plans, and activities. You must be sure the lecturer is informed and PRE-approves the content you intend to deliver, plans you make, and activities you create. If this creates any problems or conflicts, please see me early enough to allow me to have time to contact the lecturer/mentor to discuss the situation.
Academic Minor Agreement Form (Appendix H)

Student Name:

Name of Minor Option (i.e., concentrated - Ed Admin, Distributed, or Distributed Internal):

Is this an ___ Original or ___ Revised Minor Agreement Form? (Check one)

LIST THE MINOR COURSES AS THEY APPEAR ON YOUR UW-MADISON CAMPUS TRANSCRIPT

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Sem/Yr</th>
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<tbody>
<tr>
<td>Name</td>
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___________________________________________  _______________________________________
Signature & Date, Major Adviser    Signature & Date, Minor Adviser

_________________________________________________________
Signature & Date, Chair, Special Education Graduate Studies Committee
Qualifying Examination Proposal (Appendix I)

RP&SE
Special Education Area
Qualifying Examination Proposal Form

Student's name _____________________________ Date ___________________

Major Professor's name _________________________________

18 Doctoral credits + 194-801&802 completed: Yes___ No___

Proposed topic for Qualifying Content paper:

Proposed Research Methods question (see Qualifying Examination on Research Methods Question Bank, Appendix J):

Once you have completed the Qualifying Examination Proposal you must make an appointment with your Major Professor to finalize the exam content and to develop a proposed timeline for completion. Before beginning your exam, a copy of this proposal must be filed with the Student Status Coordinator (SSC).

Student's signature. _______________________________ Date. _________________

Major Professor's signature _______________________________ Date _________________

Proposed completion dates: Content ___________ Research Methods: ________________

Date filed _________________ SSC's Signature:____________________
1. Odom and colleagues (2005) stated, “different methodologies are appropriate for addressing important questions in special education” (p. 146). Discuss the dominant methodological approaches used within special education research. Draw upon the published literature to illustrate how a particular educational issue or problem has been addressed using at least two distinct methodological approaches.

2. Identify a published line of research that has primarily utilized one approach to research design, such as single-subject, experimental group, or qualitative (e.g., narrative and life history, grounded theory, discourse analysis). Critically evaluate the strengths and limitations of this particular research methodology. Discuss how an alternative methodology might address a gap you identified in the current literature.

3. Intervention research with randomized control trials has been described as the "gold standard" of special education research. Critique this position, focusing on challenges associated with relying exclusively on this methodology to address critical issues in the field.

4. Define and explain the various dimensions of treatment integrity in intervention research. Draw upon the published literature to illustrate the various ways treatment integrity can be assessed.

5. Describe the primary approaches for assessing the social validity of an intervention’s goals, procedures, and outcomes. Illustrate these approaches using examples from the published literature. How is social validity related to intervention adherence and efficacy?

6. Discuss the general principles of grounded theory. What is the unit of analysis? How are data collected? What are the goals and phases in data analysis (e.g., coding, memo writing)? How are validity or trustworthiness addressed (e.g., reliability of the coding process)? Illustrate the strengths and limitations of grounded theory approach using a minimum of three published studies.

7. Discuss Robert Stake’s approach to case studies. How are cases conceptualized? How are data collected and analyzed? How is trustworthiness or credibility addressed in this approach? Illustrate the strengths and limitation of this approach using a minimum of three published studies.

8. Describe the various approaches qualitative researchers can employ to promote credibility/trustworthiness. Select an existing qualitative study and critique it in terms of credibility/trustworthiness. Discuss how you would strengthen these aspects of this study.

9. A strength of qualitative research is its ability to allow researchers to gain an in-depth understanding of various issues and phenomenon. Discuss the role of sampling in qualitative research, particularly the role and purpose of purposive or theoretical sampling. What must researchers take into consideration throughout the sampling and recruitment process? Illustrate these issues by drawing upon one or more published studies.

10. Define internal validity in terms of quantitative design. Discuss the major threats to internal validity. Draw upon the published literature to illustrate the various ways these threats can be minimized.

11. Describe the types of questions that are best answered by using causal-comparative and correlational research designs. What limitations must be considered when drawing conclusions using these designs?
Illustrate these issues using one or more peer-reviewed articles that utilized causal-comparative or correlational research designs.

12. Describe the concept of ecological validity. What are the conditions that enhance ecological validity? Draw upon one or more published studies to illustrate how ecological validity could be addressed in special education research.

13. How is experimental control demonstrated using single-case research designs? Select one common single-case research design (e.g., reversal, multiple baseline, multi-element) and explain how it addresses common threats to internal validity. Illustrate these issues using one or more published studies.

14. Describe three alternative approaches for calculating effect sizes in single-case research and identify the strengths and limitations associated with each approach. Use at least one published study to illustrate how each approach is used and the conclusions each yields.

15. What are the key defining and distinguishing features of single-case experimental research methodology? Discuss key considerations that might lead a researcher to select a single-case design over a group-experimental design.

16. Describe the type(s) of questions that survey research is well-suited to address. Also describe the general stages of conducting a survey. How are data collected and analyzed? How is validity addressed in survey research? Illustrate some of the strengths and limitations of survey research using a minimum of three published studies.
Qualifying Examination Rubric

Qualifying Examination Rubric

Student Name: _______________________________          Date submitted:___________

See current exam submission and grading calendar online.

Assigned Readers:________________________________

Paper *(Indicate one)*:       Content Question       Methodology Question

Overall Rating

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<thead>
<tr>
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<th>Pass with Honors</th>
<th>Pass</th>
<th>Revise</th>
<th>Fail</th>
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Directions for reviewers:

Rate the attached qualifying examination response along the four dimensions detailed on the reverse side of this page. Each dimension should be rated independently – with the accumulation of ratings to be factored into an overall rating of Pass with Honors, Pass, Needs Revision, or Fail to be noted on this cover sheet. Please provide written comments that can be shared with the student in the spaces provided or on a separate paper to be attached.
1) Extent to which response addresses question.  

- Clearly defines topic and choice of literature base.  
- Addresses all aspects of the question.  

Comments:  

2) Extent to which respondent demonstrates ability to critically analyze empirical literature.  

- Acknowledges strengths and shortcomings of empirical research reviewed.  
- Provides a balanced review of the literature summarizing a diversity of scholarly findings.  
- Relies predominantly on primary sources from credible professional outlets.  

Comments:  

3) Extent to which response indicates independent and original insights.  

- Demonstrates ability to synthesize, evaluate, question and draw inferences from a body of literature.  
- Outlines implications that are based upon, yet extend, ideas presented throughout the response.  

Comments:  

4) Extent to which response is clear and organized  

- Presents ideas in an orderly fashion, including adequate headings and smooth transitions.  
- Renders ideas in a clear and focused manner, adhering to current APA style guidelines.  
- Uses minimal direct quotes and documents source material appropriately.  

Comments:
Preliminary Examination Rubric

Student Name: _______________________________          Date submitted:___________

See current exam submission and grading calendar online.

Assigned Reader:________________________________

Title of manuscript:______________________________________________________________

Overall Rating

Pass with Honors      Pass      Revise      Fail

Directions for reviewers:

For each issue described below, rate the quality of the attached manuscript as inadequate, poor, satisfactory, good, or excellent. Additionally, please provide a written response that can be shared with the student. In your response, evaluate the manuscript in terms of the following issues:
A) Scope and adequacy of the literature review   Inadequate  Poor  Satisfactory  Good  Excellent

(Review provides a rationale for the study; acknowledges strengths and shortcomings of empirical research reviewed; provides a balanced review of the literature summarizing a diversity of scholarly findings; conceptual, methodological, or theoretical orientation; relies predominantly on primary sources from credible professional outlets)

Comments:

B. Soundness of the methods   Inadequate  Poor  Satisfactory  Good  Excellent

(Research design; units of study (relevant characteristics of participants, site, or event); collection of data; measurements; data analysis (procedures and techniques); and reporting and interpretation of results (e.g., descriptive and inferential statistics, and warranting evidence for each claim)

Comments:

C. Study implications   Inadequate  Poor  Satisfactory  Good  Excellent

(Draws proper conclusions from their results for practice and/or future research; addresses any weaknesses in methodology and situate those findings within the broader literature)

Comments:

D. Quality of writing   Inadequate  Poor  Satisfactory  Good  Excellent

(presents ideas in an orderly fashion, including a concise and accurate abstract; adequate headings and smooth transitions; renders ideas in a clear and focused manner, adhering to current APA style guidelines; uses minimal direct quotes and documents source material appropriately; ethical considerations (e.g., IRB approval, anonymity and confidentiality of participants, and conflicts of interests)

Comments:
Oral Presentation Feedback Form *(Appendix M)*

**Feedback for Preliminary Examination Oral Presentation**

Please rate my oral presentation and return this form to me. Your rating and comments will be shared and discussed with my major professor. Thank you for taking the time to attend my presentation and providing your feedback.

Oral presentation by:                                                                                       Date:

1. Presentation was well prepared:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

2. Presentation was interesting:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

3. Research plan was well articulated:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

4. Research plan was implemented as articulated:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

5. Results were clearly presented:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

6. The summary, conclusions and implications were logical and clearly presented:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

7. Explicit connections were made between research and practice:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

8. Responded well to questions from the audience:
   [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

9. Comments and suggestions: (Please use back if needed)
Dissertation Proposal Approval Form (Appendix N)

DISTRIBUTION PROPOSAL
APPROVAL FORM

TITLE OF PROPOSAL: __________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

AUTHOR OF PROPOSAL: __________________________________________________________________

DATE OF PROPOSAL MEETING: ____________________________

OUTCOME: ____ Proposal approved as is.

____ Proposal approved with minor revisions (revisions must be stated in writing and attached to this form).

____ Proposal to be approved after revisions have been accomplished (revisions must be stated in writing and attached to this form).

____ Proposal not approved.

______ __________
Date:

Signatures: ____________________________, Chairperson and Reader
              ____________________________
              ____________________________
              ____________________________

Note: Please file this form with the Student Services Coordinator, 423 Education.
Sample of Preliminary Warrant (Appendix O)
(Student fills out a request for the official warrant with the SSC)

The University of Wisconsin-Madison
The Graduate School

Warrant for Preliminary Examinations

Major: Special Education
(If this is a joint degree, list both majors and advisers. If Special committee degree, state specific name.)

Advisor’s Name:

Minor:
(Option A—Name It. For example: Option A Music) (Option B Distributed)

_________________________________ Date Minor Requirements were Completed
(mm/dd/yyyy)

(If Option A, Signature of student’s major Department Chairperson)

_________________________________
(If Option B, Signature of student’s Major Department Chairperson)

_________________________________ Date of Successful Completion of Preliminary Examination (mm/dd/yyyy)

Signature of Committee Members

_________________________________ Advisor
_________________________________
_________________________________
_________________________________
_________________________________

_________________________________ Date Ph.D Major Requirements (except dissertation) Completed (mm/dd/yyyy)

(Signature of Major Department Chairperson)