SPECIAL EDUCATION, PH.D.

The Ph.D. program prepares leaders in the field of special education to bring systemic change to educational and community settings in ways that improve access and equity for children and youth with disabilities and their families. The program prepares graduates to address pressing issues in the field including increasing equity across diverse groups of students, improving post-school outcomes for individuals with disabilities, and enhancing teacher efficacy in special education.

Faculty research focuses on the following areas:
- Research methodologies in special education
- Diversity and equity issues in the field of special education
- Literacy and reading instruction for individuals with disabilities
- Teacher education and preparation of high quality special education teachers
- Evidence-based interventions with students with severe disabilities including multiple disabilities, intellectual disability and autism
- Special education issues in adolescence, transitional and vocational education

Special education is one of the two academic areas in the Department of Rehabilitation Psychology and Special Education. The areas are joined by a common mission of preparing professional leadership personnel to address the educational and rehabilitation needs of individuals with disabilities across the life span. Special education addresses the needs of children, youth, and young adults through its teacher education, research and service programs. Rehabilitation psychology addresses the needs of older youth, young adults, and adults. Department faculty in both areas join resources to provide training and research programs that promote successful transition from school to the world of work, post-secondary, education and successful psycho-social adaptation for individuals with disabilities.

The department is a national and international leader in preparing Ph.D. professionals to serve in leadership positions in university teaching, research, and program administration. This leadership is evidenced by the publication and research record of its faculty and graduates, and by the routine placement of Ph.D. graduates in major universities and colleges.

ADMISSIONS

Application information is available on the department website (http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/special-education-graduate-programs/application-requirements-and-deadlines). Applicants are expected to meet general requirements for admission to the Graduate School. The admissions committee considers a variety of factors including academic preparation, letters of recommendation, personal statement, and professional experiences.

GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/admissions).

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding) is available from the Graduate School. Be sure to check with your program for individual policies and processes related to funding.

PROGRAM RESOURCES

Financial support, although limited, is available to qualified graduate students and may include scholarships, traineeships, teaching assistantships, and research/project assistantships. There are guaranteed assistantship positions for some qualified applicants (includes tuition remission and stipend), and an application process for additional teaching/project assistant positions. Prospective students should see the program website (http://rpse.education.wisc.edu/rpse/programs/funding-and-financial-aid) for funding information.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/#policiesandrequirementstext), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

Mode of Instruction Definitions

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.
CURRICULAR REQUIREMENTS

Minimum Credit Requirement 56 credits

Minimum Residence Credit Requirement 32 credits

Minimum Graduate Coursework Requirement 28 credits must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement 3.00 GPA required.

Other Grade Requirements The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations Qualifying examination, preliminary examination, dissertation, final oral committee examination.

Language Requirements No language requirements.

Doctoral Minor/ Breadth Requirements All doctoral students are required to complete a minor.

REQUIRED COURSES

Complete a minimum of 56 post-master's degree credits to include the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Core/Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RP &amp; SE 871</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 872</td>
<td>Seminar in Special Education Research</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 873</td>
<td>Professional Development for Future Special Education Researchers and Faculty in Higher Education ¹</td>
<td>1</td>
</tr>
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<td>Professional Development for Future Special Education Researchers and Faculty in Higher Education ¹</td>
<td>1</td>
</tr>
<tr>
<td>RP &amp; SE 710</td>
<td>Multicultural Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional RP & SE seminar courses chosen in consultation with the faculty advisor, with at least one course focused on adolescence, to reach a total of a minimum of 20 credits of seminar/core courses.

Doctoral Minor (chosen in consultation with faculty advisor) 9 credits

Research Design and Statistics

ED PSYCH 760  | Statistical Methods Applied to Education I | 3       |
ED PSYCH 761  | Statistical Methods Applied to Education II | 3       |
RP & SE/COUN PSY/CURRIC/ED POL/ED PSYCH/ELPA 719 | Introduction to Qualitative Research | 3       |

Additional courses in research design/statistics/methods chosen in consultation with the faculty advisor to total a minimum of 15 credits

Internships

RP & SE 930  | Rehabilitation Counseling Psychology-Practice Teaching    | 3       |
RP & SE 941  | Internship: Research                                      | 3       |

Dissertation (minimum of 6 credits)

RP & SE 990  | Research or Thesis                                         | 3       |
RP & SE 990  | Research or Thesis                                         | 3       |

Total Credits 56

¹ Take RP & SE 873 a minimum of twice.

In addition to the course requirements noted above, students must pass a qualifying examination and a preliminary examination.

POLICIES

GRADUATE SCHOOL POLICIES

The Graduate School’s Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

MAJOR-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK

The Graduate Program Handbook (http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/forms-and-handouts) is the repository for all of the program’s policies and requirements.

PRIOR COURSEWORK

Graduate Work from Other Institutions

Students are allowed to count graduate coursework from other institutions. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

No credits taken as an undergraduate are allowed to count toward the post-master’s credits for the degree.

UW–Madison University Special

With program approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken as a UW–Madison University Special student toward the minimum graduate degree credit requirement; those courses numbered 700 level or above taken as a UW–Madison University Special student may count toward the minimum
graduate coursework (50%) requirement. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

PROBATION
A semester GPA below 3.0 will result in the student being placed on academic probation. If a 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 one additional semester based on advisor appeal to the Graduate School.

ADVISOR / COMMITTEE
Students are assigned a faculty advisor upon admission to the program. See the program handbook for additional information about advising.

CREDITS PER TERM ALLOWED
15 credits

TIME CONSTRAINTS
Doctoral students have five years from the date of passing the preliminary examination to take the final oral examination and deposit the dissertation. In some departments, if the professor(s) in charge is satisfied with the preparation, the preliminary examination may be construed as the final examination.

A candidate for a doctoral degree who fails to take the final oral examination within five years after passing the preliminary examination is required to take another preliminary examination and be admitted to candidacy a second time.

Deposit of the doctoral dissertation in the Graduate School is required.

OTHER
n/a

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES
Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

1. (Conceptual Knowledge) Formulates 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.

2. (Research Skills) Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study; creates research, scholarship, or performance that makes a substantive contribution.

3. (Teaching/Advising Skills) Shares knowledge and research in the field with students within and outside of class; advances contributions of the field of study to society.

4. (Communication and Leadership Skills) Communicates complex ideas in a clear and understandable manner to a variety of audiences.

5. (Service) Participates in public and professional service.

6. (Professionalism/Ethics) Demonstrates the ability to work well with others, participates in professional organizations, adheres to ethical standards of research protocol and professional behavior.

PEOPLE

Faculty:
Rehabilitation Counseling and Rehabilitation Counselor Education:
Professors Fong Chan, Brian Phillips, David Rosenthal, Susan Smedema, and Timothy Tansey

Special Education:
Professors Aydin Bal, Bonnie Doren, Taucia Gonzalez, Melinda Leko, Andrea Ruppar, and Kimber Wilkerson

For more information about faculty in the Rehabilitation Psychology and Special Education Department, see: https://rpse.education.wisc.edu/rpse/people/faculty