REHABILITATION COUNSELOR EDUCATION, PH.D.

The Ph.D. program in rehabilitation counselor education prepares graduates to serve as university professors in rehabilitation counseling and closely related academic programs. The program is a leader in preparing Ph.D. professionals who go on to serve in teaching, research, and program administration at universities throughout the U.S. and internationally.

Through a rigorous program combining scholarly inquiry with opportunities for university level teaching practice and applied internship practice, students gain outstanding research, leadership and professional skills. Employment opportunities following graduation include public and private educational, rehabilitation, and mental health agencies, colleges and universities, and research settings. Further evidence of the quality and recognition of the graduate programs at the University of Wisconsin–Madison is provided by the current number one ranking of the rehabilitation counseling program by U.S. News & World Report.

Faculty members work closely with doctoral students on research projects including the PROMISE grant, several Rehabilitation Research and Training Centers, and technical assistance projects focused on promoting evidence-based practices in vocational rehabilitation and program evaluation. In addition, faculty routinely involve students in a full array of professional activities. These may include serving as editors or editorial board members for journals, preparing materials for litigation involving civil rights violations of persons with disabilities, preparing research and training grant applications, preparing training materials, and involvement in clinical cases.

Financial support is available to qualified graduate students and may include scholarships, traineeships, teaching assistantships, and research/project assistantships.

ADMISSIONS

Complete application information is available on the program website (http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/rehabilitation-psychology-graduate-program/application-admission-m-s-m-a-).

Applicants are expected to meet general requirements for admission to the Graduate School. The following factors will be considered by the admissions committee: aptitude for doctoral-level study, relevance of prior academic work and career goals, stated goals for doctoral study, employment history, potential success in forming effective counseling relationships, respect for cultural differences, evidence of writing and research skill, letters of recommendation, and scores on the Graduate Record Examination (GRE).

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

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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</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**
- 60 credits beyond the Master's degree

**Minimum Residence Credit Requirement**
- 32 credits beyond the Master's degree

**Minimum Graduate Coursework Requirement**
- 30 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**
- Formal admission to doctoral study
- Preliminary examinations
- Dissertation final oral committee examination

**Language Requirements**
- No language requirements.

**Doctoral Minor/Breadth Requirements**
- All doctoral students are required to complete a minor of 10–12 credits.

### REQUIRED COURSES

Meet requirements of master’s-level content in basic psychology, statistics and research design, rehabilitation counselor education core, assessment, intervention, disability and human behavior, and supervised experience.

60 post-master’s graduate degree credits to include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 542</td>
<td>The Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>COUN PSY/RP &amp; SE/PSYCH 729</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/COUN PSY/RP &amp; SE 735</td>
<td>Legal and Ethical Bases of Counseling and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE/COUN PSY/ED PSYCH 736</td>
<td>Seminar in Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 795</td>
<td>Introduction to Learning Sciences I</td>
<td>3</td>
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**Measurement, Statistics and Research Design**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED PSYCH 760</td>
<td>Statistical Methods Applied to Education I</td>
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</tr>
<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 771</td>
<td>Test Construction</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 985</td>
<td>Individuals with Disabilities: Advanced Research Methodologies</td>
<td>3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN PSY 960</td>
<td>Research Methods in Counseling Psychology, II</td>
<td>3</td>
</tr>
<tr>
<td>OR Another advisor approved advanced course in Statistics/Design/Methodology</td>
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**Rehabilitation Counselor Education Core**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>RP &amp; SE 870</td>
<td>Seminar: Assessment in Rehabilitation Psychology</td>
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</tr>
<tr>
<td>RP &amp; SE 903</td>
<td>Psychosocial Theory and Research in Rehabilitation Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 980</td>
<td>Adult Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 983</td>
<td>Seminar: Professional Issues in Rehabilitation Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 984</td>
<td>Seminar: Principles of Behavior Change in Rehabilitation Psychology</td>
<td>3</td>
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**Practicum**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RP &amp; SE 900</td>
<td>Rehabilitation Counseling Psychology-Supervised Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 920</td>
<td>Rehabilitation Counseling Psychology-Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 930</td>
<td>Rehabilitation Counseling Psychology-Practice Teaching</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 940</td>
<td>Rehabilitation Counseling Psychology-Supervised Research</td>
<td>3</td>
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</table>

**Minor**

10-12 credits

**Internship**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RP &amp; SE 660</td>
<td>Special Topics (Rehabilitation Counselor Education Internship)</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 660</td>
<td>Special Topics (Rehabilitation Counselor Education Internship)</td>
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</table>

**Dissertation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RP &amp; SE 990</td>
<td>Research or Thesis</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 990</td>
<td>Research or Thesis</td>
<td>2</td>
</tr>
<tr>
<td>RP &amp; SE 660</td>
<td>Special Topics (Research Seminar)</td>
<td>1</td>
</tr>
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</table>

### 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 (https://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/rehabilitation-psychology-graduate-program) 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
The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE
Students are assigned a faculty advisor upon admission to the program.

CREDITS PER TERM ALLOWED
15 credits

TIME CONSTRAINTS
A doctoral degree requires 32 graduate credits (300 level or above, no audits or pass/fail) taken as a graduate student at UW–Madison.

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

Rehabilitation psychology minimum degree requirements and satisfactory progress chart March 2014 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. Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field.
2. Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field.
3. Creates research, scholarship, or performance that makes a substantive contribution to the field.
4. Communicates complex ideas in a clear and understandable manner.
5. Demonstrates breadth within their learning experiences in the doctoral program in rehabilitation psychology.
6. Shares knowledge and research in the field with students in a clear and engaging manner; effectively communicates with students within and outside of class; advances contributions of the field to society.
7. Participates in public and professional service.
8. Serve as a model of ethical and professional conduct. Promote the ethical and professional conduct of researchers, educators, and practitioners of rehabilitation psychology and rehabilitation counseling.

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