

# REHABILITATION COUNSELOR EDUCATION, PHD

The PhD 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 PhD 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.

Faculty members work closely with doctoral students on research projects including several Rehabilitation Research and Training Centers, technical assistance projects focused on promoting evidence-based practices in vocational rehabilitation and program evaluation, and the Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE). 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.

For more information on current research projects, visit the department's Featured Research Projects page (<https://rpse.education.wisc.edu/research/featured-research-projects/>).

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

## ADMISSIONS

### ADMISSIONS

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

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

Requirements	Detail
Fall Deadline	January 1
Spring Deadline	This program does not admit in the spring.
Summer Deadline	This program does not admit in the summer.

GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Refer to the Graduate School: Minimum Requirements for Admission policy: <a href="https://policy.wisc.edu/library/UW-1241">https://policy.wisc.edu/library/UW-1241</a> ( <a href="https://policy.wisc.edu/library/UW-1241/">https://policy.wisc.edu/library/UW-1241/</a> ).
Other Test(s) (e.g., GMAT, MCAT)	Not required.
Letters of Recommendation Required	3

This program may require direct client or patient contact; therefore, this program may not be suitable for students on a J-1 visa. Federal regulations prevent J-1 visa holders from participating in direct client or patient contact. J-1 visa holders admitted to this program will need to work closely with the program and their visa sponsor (ISS, Fulbright, IIE, etc.) to fulfill any degree requirements related to clinical activity.

## ADMISSION REQUIREMENTS

Applicants must have a master's degree in rehabilitation counseling, counseling, psychology, or other relevant field to be considered for admission.

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, and
- letters of recommendation.

## FUNDING

### FUNDING

#### GRADUATE SCHOOL RESOURCES

[The Bursar's Office provides information about tuition and fees associated with being a graduate student. Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information is available from the Graduate School.](#) Be sure to check with your program for individual policies and restrictions related to funding.

#### PROGRAM RESOURCES

Prospective students should see the program website (<https://rpse.education.wisc.edu/admissions-and-aid/funding-and-financial-aid/>) for funding information.

## REQUIREMENTS

### MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum degree requirements (<https://guide.wisc.edu/graduate/#requirementstext>) and policies (<https://guide.wisc.edu/graduate/#policiestext>), in addition to the program requirements listed below.

### MAJOR REQUIREMENTS

#### MODE OF INSTRUCTION

Face to Face	Evening/ Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

#### Mode of Instruction Definitions

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW–Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

### CURRICULAR REQUIREMENTS

Requirement Detail	
Minimum Credit Requirement	66 credits
Minimum Residence Credit Requirement	33 credits
Minimum Graduate Coursework Requirement	33 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> ( <a href="https://policy.wisc.edu/library/UW-1244/">https://policy.wisc.edu/library/UW-1244/</a> ).
Overall Graduate GPA Requirement	3.50 GPA required.
Other Grade Requirements	n/a
Assessments and Examinations	Students are assessed between the 2nd and 3rd preliminary exams to determine continuation in program. Four preliminary examinations Dissertation final oral committee examination

Language Requirements No language requirements.

Graduate School Breadth Requirement PhD students in the Rehabilitation Counselor Education program may elect and in some rare cases may be required to develop a minor area of concentration. This minor is optional for most students. Students who wish to complete a cohesive body of work outside the major may wish to obtain a doctoral minor. Students are expected to consult with their advisors concerning minor/breadth requirements.

### REQUIRED COURSES

Code	Title	Credits
<b>Understanding Behavior</b>		
COUN PSY/RP & SE/ PSYCH 729	Advanced Social Psychology	3
ED PSYCH 533	Thinking, Feeling, & Learning	3
ED PSYCH 542	The Biological Basis of Behavior	3
RP & SE/COUN PSY/ ED PSYCH 736	Seminar in Psychology of Individual Differences	3
<b>Measurement, Statistics and Research Design</b>		
ED PSYCH 760	Statistical Methods Applied to Education I	3
ED PSYCH 761	Statistical Methods Applied to Education II	3
ED PSYCH 771	Test Construction	3
RP & SE 940	Rehabilitation Counselor Education - Supervised Research	3
RP & SE 985	Advanced Methodologies in Disability & Rehabilitation Research	3
<b>Advanced Course</b>		
	Complete an Advanced Course in Measurement, Design, Statistics, or Qualitative Methods selected in consultation with major advisor and approved by Rehabilitation Counselor Education faculty; examples include Regression Analysis, Advanced Measurement, Research Design, Qualitative Research Methods	3
<b>Rehabilitation Counselor Education Theory and Research Core</b>		
RP & SE 870	Rehabilitation Counselor Education - Assessment Theory & Research	3
RP & SE 903	Rehabilitation Counselor Education - Psychosocial Theory & Research	3
RP & SE 983	Rehabilitation Counselor Education - Leadership & Professional Issues	3
RP & SE 984	Rehabilitation Counselor Education - Counseling Theory & Research	3
<b>Other Core Courses in Rehabilitation Counselor Education and Rehabilitation Counseling Practice</b>		
RP & SE 735	Legal & Ethical Bases of Counseling	3
RP & SE 920	Rehabilitation Counselor Education - Counseling Supervision	3
RP & SE 930	Rehabilitation Counselor Education - Teaching	3
RP & SE 980	Clinical Rehabilitation Counseling - Advanced Assessment Practice	3
<b>Practicum and Internship</b>		

RP & SE 900	Clinical Rehabilitation Counseling - Supervised Practicum III	3
RP & SE 945	Internship in Rehabilitation Counselor Education I	3
RP & SE 955	Internship in Rehabilitation Counselor Education II	3
<b>Dissertation</b>		
RP & SE 990	Research or Thesis	3
<b>Total Credits</b>		<b>66</b>

## POLICIES

### GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) serve as the official document of record for Graduate School academic and administrative policies and procedures and are updated continuously. Note some policies redirect to entries in the official UW-Madison Policy Library (<https://policy.wisc.edu/>). Programs may set more stringent policies than the Graduate School. Policies set by the academic degree program can be found below.

### MAJOR-SPECIFIC POLICIES

#### PRIOR COURSEWORK

##### Graduate Credits Earned at Other Institutions

With program approval, students are allowed to transfer graduate coursework from other institutions. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

##### Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits taken as an undergraduate are allowed to transfer.

##### Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

Refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

##### Credits Earned as a University Special Student at UW-Madison

Refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

#### PROBATION

Refer to the Graduate School: Probation (<https://policy.wisc.edu/library/UW-1217/>) policy.

The Rehabilitation Counselor Education program maintains a higher satisfactory progress standard than the Graduate School. This program requires a cumulative GPA of 3.5 for formal admission to doctoral candidacy. Students are placed on probation if they do not maintain a 3.5 cumulative GPA and may be dismissed from the program.

#### ADVISOR / COMMITTEE

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

### CREDITS PER TERM ALLOWED

15 credit maximum. Refer to the Graduate School: Maximum Credit Loads and Overload Requests (<https://policy.wisc.edu/library/UW-1228/>) policy.

### TIME LIMITS

Doctoral students have five years from the date of passing the preliminary examination to take the final oral examination and deposit the dissertation.

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.

### GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
  - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Employee Assistance (<http://www.eao.wisc.edu/>) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (<https://employee disabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office Student Assistance and Support (OSAS) (<https://osas.wisc.edu/>) (for all students to seek grievance assistance and support)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

### School of Education Grievance Policy and Procedures

The following School of Education Student Grievance Policy and associated procedures are designed for use in response to individual student grievances regarding faculty or staff in the School of Education.

Any individual student who feels they have been treated unfairly by a School of Education faculty or staff member has the right to file a grievance about the treatment and receive a timely response addressing their concerns. Any student, undergraduate or graduate, may use these grievance procedures, except employees whose complaints are covered under other campus policies. The grievance may concern classroom

treatment, mentoring or advising, program admission or continuation, course grades (study abroad grade complaints are handled through International Academic Programs (<https://studyabroad.wisc.edu/>)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on protected bases (<https://compliance.wisc.edu/eo-complaint/>) (i.e., race, color, national origin, sex, disability, age, etc.), contact the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

For grievances or concerns regarding sexual harassment or sexual violence (including sexual assault, dating/domestic violence, stalking, and sexual exploitation), contact the Sexual Misconduct Resource and Response Program (<https://compliance.wisc.edu/titleix/>) within the Office of Compliance.

For grievances that involve the behavior of a student, contact the Office of Student Conduct and Community Standards in the Dean of Students Office at <https://conduct.students.wisc.edu/>.

For grievances about, or directed at, faculty or staff in a School of Education department, unit, or program, students should follow these steps:

1. Students are strongly encouraged to first talk with the person against whom the concern is directed. Many issues can be settled informally at this level. If students are unable to resolve concerns directly or without additional support, step 2 or 3 should be pursued.
2. If unresolved after taking or considering step 1:
  - a. If the concern is directed against a teaching assistant (TA), and the student is not satisfied, the student should contact the TA's supervisor, who is usually the course professor. The course professor will attempt to resolve the concern informally.
  - b. If the concern involves a non-TA instructor, staff member, professor, academic department, or School of Education office or unit, the student should contact the chair of the department or the director of the office or unit, or their designee. The chair or director, or their designee, will attempt to resolve the concern informally. If the concern is about the department chair or office/unit director, the student should consult the School of Education Senior Associate Dean for guidance.
3. If the concern remains unresolved after step 2, the student may submit a formal grievance to the chair or director in writing within 30 business days<sup>1</sup> of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear and concise statement of the issue(s) involved and the relief sought.
4. On receipt of a written grievance, the chair or director will notify the person at whom the grievance is directed with a copy of the written grievance. The person at whom the complaint is directed may submit a written response, which would be shared with the student.
5. On receipt of a written grievance, the chair or director will refer the matter to a department, office, or unit committee comprised of at least two members. The committee may be an existing committee or one constituted for this purpose. The committee, or delegates from the committee, may meet with the parties involved and/or review any material either party shares with the committee.

6. The committee will provide a written description of the facts of the grievance and communicate recommendations to the department chair or office/unit head regarding how the grievance should be handled.
7. The chair or director will offer to meet with the student who made the grievance and also will provide a written decision to the student, including a description of any related action taken by the committee, within 30 business days of receiving the formal grievance.

<sup>1</sup> For the purpose of this policy, business days refers to those days when the University Offices are open and shall not include weekends, university holidays, spring recess, or the period from the last day of exams of fall semester instruction to the first day of spring semester instruction. All time limits may be modified by mutual consent of the parties involved.

If the grievance concerns an undergraduate course grade, the decision of the department chair after reviewing the committee's recommendations is final.

Other types of grievances may be appealed using the following procedures:

1. Both the student who filed the grievance or the person at whom the grievance was directed, if unsatisfied with the decision of the department, office or unit, have five (5) business days from receipt of the decision to contact the Senior Associate Dean, indicating the intention to appeal.
2. A written appeal must be filed with the Senior Associate Dean within 10 business days of the time the appealing party was notified of the initial resolution of the complaint.
3. On receipt of a written appeal, the Senior Associate Dean will convene a sub-committee of the School of Education's Academic Planning Council. This subcommittee may ask for additional information from the parties involved and/or may hold a meeting at which both parties will be asked to speak separately (i.e., not in the room at the same time).
4. The subcommittee will then make a written recommendation to the Dean of the School of Education, or their designee, who will render a decision. The dean or designee's written decision shall be made within 30 business days from the date when the written appeal was filed with the Senior Associate Dean. For undergraduate students, the dean or designee's decision is final.

Further appealing a School of Education decision – *graduate students only*

Graduate students have the option to appeal decisions by the School of Education dean or designee by using the process detailed on the Graduate School's website (<https://grad.wisc.edu/documents/grievances-and-appeals/>).

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

## Resources

- Office of Compliance (<https://compliance.wisc.edu/>) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378

- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700
- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700
- Graduate School (<https://grad.wisc.edu/>) (for graduate students who need informal advice at any level of review; for official appeals of program/departmental or school/college grievance decisions, see Graduate Assistant Policies and Procedures (<https://hr.wisc.edu/policies/gapp/>)) 217 Bascom Hall, 608-262-2433
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for UW–Madison employees, including graduate students) 523-524 Lowell Center, 608-265-9992
- Employee Assistance (<http://www.eao.wisc.edu/>) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987
- Office of Human Resources (<https://kb.wisc.edu/ohr/policies/search.php?cat=4506>) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257
- Office of Student Assistance and Support (<https://osas.wisc.edu/>) (OSAS) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
- School of Education, Office of Student Services (<https://education.wisc.edu/about/student-services/>) (for students, particularly undergraduates, in the School of Education) 139 Education Building, 608-262-1651
- School of Education, Office of Equity, Diversity, and Inclusion (<https://education.wisc.edu/about/diversity-inclusion/>) (OEDI) 145 Education Building, 608-262-8427

## OTHER

n/a

## PROFESSIONAL DEVELOPMENT

### 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

### 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. Serves 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.

## ACCREDITATION

### ACCREDITATION

Council on Accreditation of Counseling and Related Educational Programs (<https://www.cacrep.org/>) (CACREP)

Accreditation status: Accredited. Next accreditation review: 2027

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education (via 34 CFR Part 668 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/toc=1>)) requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes, regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW–Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

#### The requirements of this program meet certification/licensure requirements in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming; District of Columbia;

American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S.  
Virgin Islands

**The requirements of this program do not meet  
certification/licensure requirements in the following  
states:**

Not applicable

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