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 US 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

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/).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>January 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>January 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.*</td>
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</tbody>
</table>

English Proficiency Test

Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).

Other Test(s) (e.g., GMAT, MCAT) *Miller Analogies Test accepted as alternative to GRE.

Letters of Recommendation Required 3

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).

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 restrictions 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>
</tr>
</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

Requirements Detail

Minimum Credit Requirement 66 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(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 at least 9 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.

66 post-master's graduate degree credits to include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Understanding Behavior</td>
<td></td>
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<tr>
<td>COUN PSY/RP &amp; SE/PSYCH 729</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 533</td>
<td>Thinking, Feeling, &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 542</td>
<td>The Biological Basis of Behavior</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>Measurement, Statistics and Research Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 760</td>
<td>Statistical Methods Applied to Education I</td>
<td>3</td>
</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 940</td>
<td>Rehabilitation Counselor Education - Supervised Research</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 985</td>
<td>Advanced Methodologies in Disability &amp; Rehabilitation Research</td>
<td>3</td>
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<tr>
<td>3 cr. 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</td>
<td>3</td>
<td></td>
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<tr>
<td>Rehabilitation Counselor Education Theory and Research Core</td>
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<tr>
<td>RP &amp; SE 870</td>
<td>Rehabilitation Counselor Education - Assessment Theory &amp; Research</td>
<td>3</td>
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<tr>
<td>RP &amp; SE 903</td>
<td>Rehabilitation Counselor Education - Psychosocial Theory &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 983</td>
<td>Rehabilitation Counselor Education - Leadership &amp; Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 984</td>
<td>Rehabilitation Counselor Education - Counseling Theory &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>Other Core Courses in Rehabilitation Counselor Education and Rehabilitation Counseling Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RP &amp; SE 735</td>
<td>Legal &amp; Ethical Bases of Counseling</td>
<td>3</td>
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<tr>
<td>RP &amp; SE 920</td>
<td>Rehabilitation Counselor Education - Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 930</td>
<td>Rehabilitation Counselor Education - Teaching</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 980</td>
<td>Clinical Rehabilitation Counseling - Advanced Assessment Practice</td>
<td>3</td>
</tr>
<tr>
<td>Practicum and Internship</td>
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</tr>
<tr>
<td>RP &amp; SE 900</td>
<td>Clinical Rehabilitation Counseling - Supervised Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 945</td>
<td>Internship in Rehabilitation Counselor Education I</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 955</td>
<td>Internship in Rehabilitation Counselor Education II</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor

Minimum 9 credits
Dissertation
RP & SE 990 Research or Thesis 3

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

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.

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/)
- Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
- 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://employeedisable.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 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)

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

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

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

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

3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

4. If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean’s office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean’s office within 60 calendar days of the alleged unfair treatment.

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

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

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

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: ‘No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.’ In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (https://compliance.wisc.edu/), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

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 complex ideas in a clear and understandable manner.
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.

PEOPLE

Faculty:

Rehabilitation Psychology:
Malachy Bishop, David Rosenthal, Susan Smedema, and Timothy Tansey

Special Education:
Zhe An, Aydin Bal, Bonnie Doren, Melinda Leko, Andrea Ruppar, Beverly Trezek, 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 (https://rpse.education.wisc.edu/rpse/people/faculty/)

ACCREDITATION

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

Accreditation status: Accreditation. Next accreditation review: 2027

n/a
CERTIFICATION/LICENSURE

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)
The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

The requirements of this program do not meet Certification/Licensure in the following states:
Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:
Not applicable