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Welcome

Introduction
Welcome to the Rehabilitation Counseling master’s degree program in the Department of Rehabilitation Psychology and Special Education (RPSE) at the University of Wisconsin at Madison. The department is located within the School of Education. This handbook is a guide to provide students with some information about the program, policies, and procedures specific to the master’s program.

The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accredits the master’s degree program in rehabilitation counseling, and graduates are eligible for national certification as a Certified Rehabilitation Counselor (CRC) through the Commission on Rehabilitation Counselor Certification (CRCC). In addition, graduates meet the educational requirements for state certification and licensure in a number of states, including eligibility to apply for the training license to become a Professional Counselor in the state of Wisconsin.

Program History
The Rehabilitation Counseling master’s program has approximately 60 years of history at UW-Madison and is considered one of the premier programs in the country. The program was housed in the Department of Studies in Behavioral Disabilities until the department name changed to the Department of Rehabilitation Psychology and Special Education in the 1980s. In addition to the leadership provided by the current faculty, many key leaders in the field of rehabilitation counseling have served as faculty in UW-Madison’s program including Professors M. Jane Ayer, Norm Berven, Alfred J. Butler, Paul Lustig, William Gardner, Edna Szymanski, Kenneth R. Thomas, and George Wright.

The UW-Madison program has been instrumental in furthering rehabilitation research and improving education for rehabilitation counseling. The program has housed the Regional Rehabilitation Research Institute, a Research and Training Center in Mental Retardation (1981-1986); the Rehabilitation Research and Training Center on Career Development and Advancement (1993-1996) and the Rehabilitation Research and Training Center on Effective Vocational Rehabilitation Service Delivery Practices (2010-2015). The faculty members of UW-Madison’s program also hold many leadership positions within rehabilitation counseling professional organizations.

See the Department of Rehabilitation Psychology & Special Education website at www.rpse.education.wisc.edu
Department Mission
The mission of the Department of Rehabilitation Psychology and Special Education is to create, integrate, and disseminate new knowledge, theory, and research related to the education and rehabilitation of persons with disabilities. Departmental faculty accomplish this mission in a variety of ways: (a) preparing leaders, including researchers, university faculty, educators, practitioners, and clinicians; (b) conducting research and other scholarly activities to expand the knowledge base; and (c) serving as resources and advocates for persons with disabilities and their families by working cooperatively with individuals, their families, public and private service delivery agencies, and schools as well as by actively participating in local, state, national, and international professional organizations.

Program Overview
The M.S. degree program in Rehabilitation Counseling prepares rehabilitation counselors at the master’s degree level to serve adolescents and adults with disabilities in both private and public rehabilitation agencies and programs through counseling, assessment, job placement, case management, and advocacy.

The program’s mission centers on improving the quality of life and fostering inclusion for individuals with disabilities in community settings. The range of disabilities served by graduates includes physical and psychiatric disabilities, alcohol and drug abuse, traumatic brain injury and other neurological impairments, learning and intellectual disabilities, sensory disabilities, and aging.

The program places a strong emphasis on field experiences including three semesters of practical training in supervised placements in rehabilitation counseling settings. Students benefit from opportunities to take courses from faculty in both the rehabilitation counseling and counseling psychology programs to develop expertise in counseling skills, foundations psycho-social aspects of disability, assessment techniques, socio-cultural aspects of counseling, and career development, among other topics.

Program Objectives
The Rehabilitation Counseling program at UW-Madison recruits, admits, assists, and retains diverse students who can contribute to the general needs of the rehabilitation counseling field. The program strives to prepare professionals who will provide rehabilitation counseling in accordance with the standards outlined by the accrediting body, the Council for Accreditation of Counseling & Related Educational Programs (CACREP), as well as adhering to the legal and ethical considerations outlined in the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and Scope of Practice. The program provides a high-quality learning environment which stimulates interactions and communication with faculty and with other students. The program provides opportunities for students to have exposure with leaders,
workers, consumer and advocacy groups, and other helping professionals in the profession. Students are encouraged to develop skills for lifelong learning through involvement with professional organizations, access to rehabilitation publications, and other conference participation.

Program Faculty & Staff

Malachy Bishop, PhD
4th Floor, Education Bldg.,
Professor Bishop joined the faculty in 2018. Prior to this, Dr. Bishop was a professor at the University of Kentucky for 18 years, and also served as Director of Research and Development for Kentucky’s University Center for Excellence in Developmental Disabilities, the Human Development Institute. He attained his Ph.D. at the University of Wisconsin-Madison in the Department of Rehabilitation Psychology. Dr. Bishop’s professional background includes rehabilitation counseling, vocational evaluation, and rehabilitation psychology and he is a Certified Rehabilitation Counselor. He conducts research in the employment and psychosocial aspects of chronic neurological conditions and psychosocial adaptation to chronic illness and disability. He has authored over 100 professional journal articles and book chapters.

David A. Rosenthal, PhD
Rm. 405 Education Bldg., (608) 263-9411, drosenthal@education.wisc.edu
Professor Rosenthal is a tenured, full professor in the Department of Rehabilitation Psychology and Special Education at the University of Wisconsin-Madison. Prior to joining the faculty at UW-Madison in 2002, Dr. Rosenthal was an assistant professor at Penn State University for three years (1994-1997) and was at UW-Stout for five years (Assistant Professor 1997-1999; Associate Professor 2000-2002). Dr. Rosenthal attained his Ph.D. at the University of WI-Madison in the Department of Rehabilitation Psychology in 1993. He has worked as a rehabilitation counselor, vocational placement specialist, and a vocational consultant in the private sector, an expert witness in workers’ compensation litigations, and a special educator/program director. Dr. Rosenthal has over 50 published articles and chapters pertaining to rehabilitation psychology. He has been the PI and Co-PI and author on several research and training projects funded by the Rehabilitation Services Administration (RSA), the National Institute on Disability and Rehabilitation Research (NIDRR), and Medicaid Infrastructure Grants(MIG). Some of Dr. Rosenthal’s primary areas of interest and research include clinical judgment and decision making in rehabilitation counseling, clinical bias, cross cultural and diversity issues, psychiatric rehabilitation, disability management, and international rehabilitation. He has served as an elected officer on the Executive Council of the American Rehabilitation Counseling Association (ARCA), chairing the Council on Professional Preparation and Standards (2000-2003). Dr. Rosenthal was the recipient of the 1999 American Rehabilitation Counseling Association (ARCA) Research Award, the 2001-2002 Rehabilitation
Research Distinguished Fellow Award from the National Institute of Disability and Rehabilitation Research (NIDRR), the UW-Stout Outstanding Researcher Award in 2001, and was recently awarded the National Council on Rehabilitation Education (NCRE) 2005 Rehabilitation Educator of the Year Award.

Susan Miller Smedema, PhD
Rm. 438 Education Bldg., (608) 265-0845, ssmedema@wisc.edu
Professor Smedema joined the Rehabilitation Psychology faculty in the summer of 2013. Prior to working at UW-Madison, she was an assistant professor in the Rehabilitation Counseling program at Florida State University for six years. She has also served as an instructor in the Graduate Counseling Program at the University of Northern Iowa. She received her Ph.D. in Rehabilitation Psychology from UW-Madison in 2005, and is a Certified Rehabilitation Counselor and Licensed Professional Counselor. She has a strong record of research within the field of rehabilitation psychology, and has published over 40 articles in peer-reviewed journals, including Rehabilitation Psychology, Rehabilitation Counseling Bulletin, Journal of Rehabilitation, and Rehabilitation Research, Policy, & Education. She has written 8 book chapters and has presented 21 times at national conferences, including the National Council on Rehabilitation Education’s annual conference and the American Counseling Association’s annual conference. She is a three-time winner of the American Rehabilitation Counseling Association’s research award. Her research interests generally relate to psychosocial aspects of disability, with an emphasis on positive psychology. In particular, she studies issues associated with quality of life and related constructs including subjective well-being and life satisfaction, core self-evaluations, adjustment to disability, attitudes toward persons with disabilities, coping, self-efficacy, and sexuality.

Timothy N. Tansey, PhD
Rm. 411 Education Bldg., (608) 263-8991, tntansey@wisc.edu
Professor Tansey joined the faculty in 2013. Dr. Tansey received his doctorate in Rehabilitation Psychology from the University of Wisconsin-Madison in 2001 and has over fifteen years of experience in rehabilitation as a counselor, psychologist, and educator. Prior to joining the faculty at UW-Madison, Dr. Tansey was an assistant professor at Utah State University (2001-2005), an assistant professor at Michigan State University (2005-2009), and was an associate professor and associate dean in the College of Health Sciences at The University of Texas at El Paso (2009-2013). He is a Certified Rehabilitation Counselor, a Certified Vocational Evaluator, and licensed as a psychologist. He has an extensive background in the rehabilitation of persons with severe mental illness and in vocational assessment. His research interests include the functional assessment of persons with psychiatric disabilities and the use of technology in rehabilitation counselor education and rehabilitation counseling services. He has over 30 publications in peer-reviewed journals, several book chapters, and has presented his research to a variety of local, state, and national conferences. Dr. Tansey has served as a principal or co-investigator on several long-term training grants and research grants. He has designed and delivered a range of printed and web-based informational materials aimed at knowledge translation and dissemination. Dr.
Tansey has received the AT&T award in Instruction Technology (2007) as well as awards for his service activities from the National Council on Rehabilitation Education and the Utah Rehabilitation Association.

**Emeritus Faculty**

M. Jane Ayer  
Norm Berven  
Fong Chan  
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**Department Alumni Updates**

Graduates of the Rehabilitation Counseling master’s degree program have pursued a diverse range of career paths. To learn about our alumni and their successes visit the Alumni Updates page at

CACREP Standards Met by the Program
In addition to the general counseling standards outlined in the 2016 CACREP standards, the Rehabilitation Counseling program meets standards related to the specialty area of Clinical Rehabilitation Counseling as outlined by CACREP:

https://www.cacrep.org/for-programs/2016-cacrep-standards/

CACREP standards met by the program are outlined in Appendix C

CRCC Scope of Practice for Rehabilitation Counselors
“Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;
- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- provision of consultation about and access to rehabilitation technology.”

CRCC Code of Professional Ethics
Certified Rehabilitation Counselors are required to abide by the CRCC Code of Ethics. According to the code, rehabilitation counselors are committed to facilitating the personal, economic, and social independence of individuals with disabilities. In fulfilling this commitment, rehabilitation counselors recognize diversity and embrace a cultural approach in support of the worth, dignity, potential, and uniqueness of individuals with disabilities within their social and cultural context. They look to professional values as an important way of living out an ethical commitment.

The primary values that serve as a foundation for the Code include a commitment to:

- respecting human rights and dignity;
- ensuring the integrity of all professional relationships;
acting to alleviate personal distress and suffering;
- enhancing the quality of professional knowledge and its application to increase professional and personal effectiveness;
- promoting empowerment through self-advocacy and self-determination;
- appreciating the diversity of human experience and appreciating culture;
- emphasizing client strengths versus deficits;
- serving individuals holistically; and
- advocating for the fair and adequate provision of services.

These values inform principles. They represent one important way of expressing a general ethical commitment that becomes more precisely defined and action-oriented when expressed as a principle. The fundamental spirit of caring and respect with which the Code is written is based upon six principles of ethical behavior:

1. Autonomy: To respect the rights of clients to be self-governing within their social and cultural framework.
2. Beneficence: To do good to others; to promote the well-being of clients.
3. Fidelity: To be faithful; to keep promises and honor the trust placed in rehabilitation counselors.
4. Justice: To be fair in the treatment of all clients; to provide appropriate services to all.
5. Nonmaleficence: To do no harm to others.
6. Veracity: To be honest. Key components include the following.

Bearing those values and principles in mind, the Code consists of the following Key Components:

- The Counseling Relationship
- Confidentiality, Privileged Communication, and Privacy
- Advocacy and Accessibility
- Professional Responsibility
- Relationships with Other Professionals
- Forensic and Indirect Services
- Evaluation, Assessment, and Interpretation
- Teaching, Supervision, and Training
- Research and Publication
- Technology and Distance Counseling
- Business Practices
- Resolving Ethical Issues

For the full code of professional ethics, see:
Completing the Degree Program

**Program Requirements**

The M.S. curriculum is comprised of **60 credits** and is consistent with all standards established by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The curriculum is also designed to meet the requirements for professional licensure as a counselor in the State of Wisconsin.

Students are also eligible to sit for the CRCC Certified Rehabilitation Counselor (CRC) exam. For information about the CRC exam and credential, see:  
https://www.crccertification.com/students-2

In addition to the CRC exam, students are also eligible to take the National Board for Certified Counselor (NBCC) exams in order to obtain the National Certified Counselor (NCC) certification. These exams are the National Counselor Examination for Licensure and Certification (NCE), and the National Clinical Mental Health Counseling (NCMHCE) exam. For more information about the National Certified Counselor credential, see:  
http://www.nbcc.org/Certification/NCC and  
http://www.nbcc.org/Exams/

The master’s program curriculum combines classroom with clinical instruction. Students are expected to attain proficiency across all content areas in the core curriculum. All students, regardless of prior coursework or experience, must complete a minimum of 60 credits of graduate study. See Appendix A for the program sequence, and Appendix B for a course planning checklist.

**Advising**

Each student is assigned a faculty advisor upon admission to the program. Students should meet with their faculty advisor before

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**first semester: things to do**

- Participate in orientation activities
- Plan your course of study with your advisor
- Meet with the student services coordinator
- Network with classmates and other graduate students
- Explore opportunities for leadership, professional development, and community involvement
the end of the first semester of study to plan an individualized program plan of study. The faculty advisor is also an excellent resource for information on professional development and career development.

The RPSE Department also has a student services coordinator who assists students with general advising and serves as a liaison with the Graduate School regarding graduate student policies and procedures.

**Plan of Study**

Depending upon previous coursework and experience, a master's degree can typically be completed in five semesters and/or summer sessions of full-time study, including the final semester of full-time internship. The full time program plan is outlined in Appendix A. A program planning checklist can be found in Appendix B.

Note that the full time plan of study is quite time consuming with 12-15 credits recommended in most semesters. This plan does not allow much time for outside activities or work, so students must plan accordingly. The program provides a strong academic background in counseling skills, rehabilitation systems and services, as well as robust practical experience offered practicum and internship semesters. Successful program participation requires a significant commitment of time and resources from admitted students.

**Clinical Instruction**

Clinical instruction is a major emphasis of the curriculum. Students typically complete two semesters of part-time supervised practicum and a one-semester, full-time supervised internship (600 hours). The Guidelines for Supervised Practice in Rehabilitation Counseling (http://rpse.education.wisc.edu/docs/WebDispenser/rpse-documents/rpfieldguidelinesforsupervisedpracticeinrehabilitationcounseling.pdf?sfvrsn=3) provides additional details about this aspect of the degree program. A wide variety of community agencies and programs in the Madison area provide placement sites for clinical instruction. For those students who wish to complete the final internship semester outside of Madison, it is possible to arrange placements with cooperating agencies in various locations throughout the United States. See Selecting a Clinical Site for more details.
Although not required, students who are considering doctoral study may wish to complete a formal thesis or a non-thesis project which is based on empirical research, a critical review of literature, or other types of research approved by the major professor.

**Selecting a Clinical Site**

The selection of a clinical site is a highly individualized process. Each student is matched to a clinical site based on his/her interests, goals, and needs. You will be contacted in the semester prior to the practicum semester to gather details pertinent to making a match. Consider the following questions:

- What are your future career goals?
- What type of client population interests you?
- What specific skills would you like to hone?

Once the match is made, you will be asked to meet with staff at that site to see if the placement provides a good fit, both from your perspective and that of your potential supervisor. Arrangements are not finalized until both parties agree to the match. There are a number of sites in the Madison area and beyond that typically host students and provide a range of training opportunities. One popular choice is the Wisconsin Division of Vocational Rehabilitation (DVR), which is a key agency in the overall rehabilitation and human service system. It is generally a good idea to complete one of your placements at that site, so that you can collaborate effectively with them, and corresponding agencies in every state in the U.S., wherever you might work in the future. If you have a particular site in mind or specific interest, it may be possible to customize your practicum experience.

**Comprehensive Examination**

In addition to coursework and clinical instruction, all students must successfully complete a comprehensive examination, requiring the integration of content across the core curriculum.

There are two options for completing the comprehensive examination requirement. Those electing Option 1 must take and achieve a passing score on the Certified Rehabilitation Counselor Examination (CRCE), administered as a part of the Certified Rehabilitation Counselor (CRC)
credentialing process by the Commission on Rehabilitation Counselor Certification (CRCC). See “Certification and Licensure” section below. Those electing Option 2 must pass a traditional written four-hour comprehensive examination administered by the department. Further detailed information about both options may be found in Appendix D. The comprehensive examination (either Option 1 or 2) is typically completed during the final semester of the degree program.

**Additional Degree Requirements**

**Minimum Graduate Level Course Work Requirement:** Students must complete a minimum of 30 credits which are designated as “graduate level courses.” The following courses in the program count toward this requirement: CP 723, 740, 777, 825, RPSE 700, 720, 721, 725, 730, 732, 810, 820, 830, 840, 880, 890, and 910.

**Minimum Graduate Degree Credit Requirement:** Students must complete a minimum of 60 total credits as a graduate student.

**Minimum Graduate Residence Requirement:** Students must complete a minimum of 16 credits in residence at UW-Madison (must be 300 level or above, no audit or Pass/Fail courses may count).

**Prior Coursework Requirement:** Students are allowed to count graduate course work from other institutions. With program approval, students are allowed to count 7 credits of course work numbered 300 level or above from a UW-Madison undergraduate degree toward the graduate degree.

With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of course work numbered 300 or above taken as a UW-Madison University Special students.

Course work earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

**Time Constraints:** Master’s degree students who are absent for five or more years will not be given credit for prior work.

**Additional Graduate Student Enrollment Requirements:**

See: [https://grad.wisc.edu/documents/enrollment-requirements/](https://grad.wisc.edu/documents/enrollment-requirements/)

**Enrollment Requirements do NOT include:** courses numbered below 300, courses taken pass/fail, audited courses.
Maximum Credits Per Term: 15 credits is the maximum number of credits per term for graduate students. Summer term maximum credits is 12.

Registering for Classes
UW-Madison has a computer-based registration system, accessible through myUW, a secure, easy-to-use, web-based environment that provides a personalized gateway to the campus services most important to you. You gain access to myUW when you activate your NetID and log in.

To register for courses, you need to follow the prompts from the University’s homepage to establish a myUW account. Once you've established this account, registration is available via the “Academics” tab at my.wisc.edu – see the “Student Center” in the right-hand column. In the Student Center, you can search for courses, create an enrollment wish list, add/drop classes, and view your schedule.

With graduate level courses, it is often necessary to receive prior approval before registering for a class. You must meet with your advisor and then speak with Cheryl Harris (431C) so she can enter an authorization into the registration system. For classes in other departments, you must contact the professor teaching that course directly.

Tuition
Tuition is assessed per semester (fall, spring and summer). Current tuition rates are published by the registrar’s office at https://registrar.wisc.edu/tuition_&_fees.htm. (Choose the semester and “graduate” option under “student career.”) Total cost of attendance is estimated at https://financialaid.wisc.edu/cost-of-attendance/.

Applying for Graduation
Early in your last semester of graduate study, you must contact the student services coordinator to notify the Department of your intention to graduate. If you plan to attend the Commencement Ceremony, you should visit the following website for deadlines and instructions no later than November 1st (for winter graduates) or March 15th (for Spring/Summer graduates):
http://www.commencement.wisc.edu/

Student Policies & Procedures

Accommodations
The UW and members of our department, value the full inclusion of persons with disabilities in classes and events. Please let your instructor know if you need any accommodations in the curriculum, instruction, or assessments of a course to enable you to participate. The information shared with your instructor will remain confidential. If you are new to the UW and anticipate a need for an accommodation or service, contact the UW McBurney Disability Resource Center (for more information, see “Student Support Resources” in this handbook).
McBurney Disability Resource Center statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”

Diversity and Inclusion
The RPSE Department embraces UW-Madison’s statement on diversity and inclusion: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/

Satisfactory Progress - GPA
Requirements for maintaining good standing in the program are consistent with the UW-Madison Graduate School requirements http://guide.wisc.edu/graduate/#policiesandrequirementstext. Students must maintain an overall graduate GPA of 3.00. The Graduate School requires an average grade of B or better in all course work (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. 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. Students who do not meet GPA/Satisfactory Progress requirements may have a hold placed. Failure to maintain satisfactory progress may result in discontinuation from the program.

Satisfactory Progress, Retention, Remediation, and Dismissal
In addition to maintaining an overall graduate GPA of 3.00, students are also required to:
Successfully complete all practicum and internship experiences with a grade of B or higher.

Demonstrate a commitment to their education as evidenced by regular attendance in class, being on time, and completing all required work in a timely manner.

Demonstrate ethical and professional behavior consistent with the CRCC code of ethics, or any other code of professional ethics used by any agency in which a student is completing practicum or internship.

Demonstrate strong communication and social skills, and a high level of professionalism consistent with the ability to become a skilled professional counselor as determined by the Rehabilitation Counseling program faculty.

A failure to meet these requirements, or any demonstration of criminal misconduct, or academic or non-academic misconduct as outlined by the UW-Madison policies on misconduct (see pages 21 and 22) may lead to disciplinary action or immediate dismissal from the program.

The program’s formal Retention, Remediation, and Dismissal Policy can be found in Appendix E.

**Appeal Process**

The student may appeal the decision by submitting an appeal letter to the program director. The appeal will be reviewed by the Rehabilitation Counseling faculty and a decision will be communicated in writing to the student. The possible outcomes include approval to continue, approval to continue with a plan of remediation, or upholding the dismissal. If the dismissal decision is upheld, the student may choose to follow the grievance procedure outlined by the School of Education policy below, moving to step 2.

**Complaints/Grievances**

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students in the Rehabilitation Counseling program should follow the Grievance Policy of the School of Education. If the grievance is not resolved at the School/College level, students may pursue the grievance at the Graduate School. Graduate students wishing to discuss the grievance process, may contact Virginia Waddick, student services coordinator at vwaddick@education.wisc.edu.

**School of Education Grievance Policy**

Any student who feels that he or she has 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:

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.

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. 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.

If either party is not satisfied with the decision of the department, he or she has 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. 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.

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 for Equity and Diversity, 179A Bascom Hall, 608-263-2378, kate.oconnor@wisc.edu, relay calls accepted.

**Graduate School Grievance Policy**
For detailed information on the Graduate School grievance policy and additional resources, see: [https://grad.wisc.edu/documents/grievances-and-appeals/](https://grad.wisc.edu/documents/grievances-and-appeals/).

**Ethical Conduct**
The field of Rehabilitation Counseling is guided by standards of ethical conduct put forth by the Commission on Rehabilitation Counseling (CRC). The complete document can be accessed online: [Code of Professional Ethics for Rehabilitation Counselors](https://grad.wisc.edu/documents/grievances-and-appeals/).

**Academic Misconduct**
Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](https://studentconduct.wiscweb.wisc.edu/academic-integrity/).

**Academic misconduct is an act in which a student (UWS 14.03(1))**:
1. Seeks to claim credit for the work or efforts of another without authorization or citation;
2. Uses unauthorized materials or fabricated data in any academic exercise;
3. Forges or falsifies academic documents or records
4. Intentionally impedes or damages the academic work of others;
5. Engages in conduct aimed at making false representation of a student’s academic performance; or
6. Assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:
- Cutting and pasting text from the Web without quotation marks or proper citation;
paraphrasing from the Web without crediting the source;
- Using notes or a programmable calculator in an exam when such use is not allowed;
- Using another person’s ideas, words, or research and presenting it as one's own by not properly crediting the originator;
- Stealing examinations or course materials;
- Changing or creating data in a lab experiment;
- Altering a transcript;
- Signing another person's name to an attendance sheet;
- Hiding a book knowing that another student needs it to prepare for an assignment;
- Collaboration that is contrary to the stated rules of the course; or
- Tampering with a lab experiment or computer program of another student.
- Falsifying information related to an experiential activity (e.g., not completing a required activity and providing a written reflection as if the student did).

Dean of Students Office: Additional Information for Students
https://www.students.wisc.edu/doso/students/
https://www.students.wisc.edu/doso/academic-integrity/


Non-Academic Misconduct
Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:
https://grad.wisc.edu/documents/misconduct-nonacademic/
Dean of Students Office: Non-Academic Misconduct Standards Statement and Processes:
http://students.wisc.edu/doso/nonacadmisconduct-statement.html

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:
https://conduct.students.wisc.edu/misconduct/violation-of-ch-uws-18/

Research Misconduct
Graduate School Policies & Procedures: Responsible Conduct of Research
https://grad.wisc.edu/documents/responsible-conduct-of-research/

Office of the Vice Chancellor for Research and Graduate Education's - Office of Research Policy: Introduction & Guide to Resources on Research Ethics:
https://research.wisc.edu/respolcomp/resethics/

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting Misconduct and Responsible Conduct of Research Resources
http://kb.wisc.edu/gsadminkb/page.php?id=34486
https://kb.wisc.edu/gsadminkb/search.php?cat=2907
Reporting Misconduct
Resources for reporting research misconduct
https://research.wisc.edu/respolcomp/resethics/

Resources for reporting sexual assault, dating and domestic violence
https://doso.students.wisc.edu/sexual-assault-dating-and-domestic-violence/

Resources for reporting child abuse/neglect
https://oed.wisc.edu/child-abuse-and-neglect-reporting/

Resources for reporting incidents of bias
https://doso.students.wisc.edu/services/bias-reporting-process/

Certification and Licensure

Certified Rehabilitation Counselor (CRC) Credential

Overview
Qualifications to use the title “Certified Rehabilitation Counselor” or “CRC” include earning a degree in an approved college or university program in Rehabilitation Counseling including a 600-hour full time internship, and achieving a passing score on the Certified Rehabilitation Counselor Examination.

The examination is offered by the Commission on Rehabilitation Counselor Certification, (CRCC). Students take the exam in their final semester of the program. The exam consists of questions encompassing twelve knowledge domains reflecting a “body of knowledge that encompasses laws, public regulations, and the delivery of rehabilitation services as practiced in the United States.” There are 175 questions and the exam takes 3 1/2 hours.

Students qualify to apply to take the exam under Category “G.”

For complete application information, see:

Applicants will need to submit a completed Student Status Verification Form (available at the link above) requiring information from their faculty advisor.
Timeline
The exam application must be completed by specific firm deadlines about 5-6 months prior to the exam date.
MARK YOUR CALENDAR! See exam application deadlines at https://www.crcccertification.com/events?cat=CRC%20Application%20Deadlines

Results
Students passing the exam receive a Pass letter upon completion of the exam. Final detailed examination results are not sent to students until after they earn their degree.

Students must send the final transcript showing degree completion to the CRCC in order to obtain the detailed exam results and in order to begin using the title “Certified Rehabilitation Counselor.”

Professional Counselor Training License (LPC-IT) and Professional Counselor License (LPC)
Students who complete the 60 credit Rehabilitation Counseling master’s degree program and who obtain a Professional Counselor Training License from the State of Wisconsin may use the title “Professional Counselor.”

In order to obtain the Professional Counselor Training License, students must:
1. Submit the application to the State of Wisconsin
2. Pay the associated application fee
3. Meet the educational requirement (includes graduating from the UW-Madison 60-credit Rehabilitation Counseling program)
4. Submit proof (a letter noting) that you are in a professional position or that you have a job offer as a Professional Counselor in a supervised professional counseling practice, or in a position which you will receive training and supervision equivalent to the training and supervision received in a supervised professional counseling practice.

Forms You’ll Need for the Application

Official transcript showing Master’s or Doctorate degree: Order an official transcript when your degree completion has been added to your record. https://registrar.wisc.edu/transcript/

Preparing to complete the program
✓ Apply to graduate in your student center and notify the RPSE student services coordinator that you plan to graduate
✓ Send a copy of your CRC Exam pass letter to the student services coordinator
✓ Reserve your cap and gown
✓ Go to the commencement ceremony!

commencement.wisc.edu
Form #1960: Professional Counselor Certificate of Professional Education Form
The required University information can be provided by the RPSE Student Services Coordinator

Form #2456: Professional Counselor Post-Graduate Supervisor Approval Form
https://dsps.wi.gov/Credentialing/Health/fm2456.pdf

Students who do not pass the CRC or another qualifying exam, or who do not meet the eligibility criteria outlined under number 4 above, are not eligible to apply for the Professional Counselor license.

Resources

Canvas
http://canvas.wisc.edu/
Canvas is the university’s web-based course management system. This system allows for some or all of instruction to take place in a web environment through online content, quizzes, discussion boards, and file dropboxes. For help using Canvas, contact the DoIT Help Desk at (608) 264-HELP (4357) or online at www.doit.wisc.edu.

Career Center
https://careercenter.education.wisc.edu/
Visit the School of Education Career Center for workshops and individualized assistance in exploring career directions, finding employment opportunities, and preparing for the job application and interview process.

Division of Information Technology (DoIT)
www.doit.wisc.edu
DoIT provides computer technology services to the UW including free classes, technical assistance, and discounts on computer equipment and software. Contact the DoIT Help Desk at 264-HELP (4357) for assistance with UW website issues (Learn@UW,
MyWisc, etc). Or, visit the DoIT website to connect with a Help Desk technician via live chat.

**Financial Aid and Funding**

**Federal Loans & Grants**
Located at 333 East Campus Mall, Room 9701.
[www.finaid.wisc.edu](http://www.finaid.wisc.edu) (608) 262-3060

**RSA Scholarships**
A limited number of federal traineeships may be provided by the Rehabilitation Services Administration (RSA) for students in rehabilitation counseling. The scholarship offers a partial tuition payment in addition to a stipend for books, supplies, transportation, etc. Students are notified of the scholarship application in January (or incoming students are notified when they apply to the program).

The purpose of the RSA scholarships is to support State-Federal Vocational Rehabilitation programs and promote employment in the state VR agencies (Wisconsin DVR and the corresponding state VR agencies in any state in the US). Thus, the scholarship has a **payback requirement**. Recipients of the scholarship must provide written confirmation of employment in a state VR agency or other qualifying organization within two years of completing the degree program. For a student receiving 1 academic year of RSA support, 2 years of full-time employment is required per the payback agreement.

**PLEASE NOTE** – As of 2019-2020 academic year, RSA scholarships are NOT currently available. However, all students will be notified in the event that scholarships do become available and students will be provided with information about how to apply at that time.

**Project and Research Assistantships**
A variety of research and demonstration projects are conducted by individual professors, usually through some form of external funding. The projects frequently have budgeted research and/or project assistantship positions for which recipients are selected by the project director. Most positions are open only to doctoral students; however, sometimes positions are available for master’s students.

Employment responsibility in such a position is dependent upon the professor who conducts the research and is not a committee function. Salary is based on percentage of time committed, and appointments are usually for no less than one-third time. Dollar amounts change each year to reflect changes in the cost of living. Appointments with a semester percentage of one-third time or more also earn tuition remission for the semester of the appointment.
Scholarships
A few scholarships are available through the general resources of the University and/or the School of Education. Students are notified of the opportunity to apply in January and applications are submitted at https://scholarships.wisc.edu/Scholarships/.

Additional Financial Opportunities
Eligible incoming students are considered for the Education Graduate Research Fellows (EdGRS) program, which provides a stipend and full payment of tuition and fees.

Graduate Student Lounge
There is a graduate student lounge on the 3rd floor of the Education building. The lounge requires a student ID to enter. To request access, submit form at https://uwmadison.qualtrics.com/SE/?SID=SV_4PGKvNXCHlboZql. Lockers are available on a first come, first served basis. Students also have access to a printer. The lounge also has a refrigerator and microwave (please label your food/drink).

Professional Counseling Organizations
The Rehabilitation Counseling program strongly encourages students to be involved with professional organizations as part of their master’s program.

American Congress of Rehabilitation Medicine (ACRM)
https://acrm.org/

American Counseling Association (ACA)
https://www.counseling.org/

American Mental Health Counselors Association (AMHCA)
http://www.amhca.org/home

American Psychological Association (APA)
http://www.apa.org/

American Rehabilitation Counseling Association (ARCA)
http://www.arcaweb.org/
Commission on Rehabilitation Counselor Certification (CRCC) [https://www.crccertification.com/](https://www.crccertification.com/)

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) [http://www.cacrep.org/](http://www.cacrep.org/)

International Association of Rehabilitation Professionals (IARP) [http://rehabpro.org/](http://rehabpro.org/)

National Council on Rehabilitation Education (NCRE) [https://ncre.org/](https://ncre.org/)

National Rehabilitation Association (NRA) [http://www.wra-org.org/](http://www.wra-org.org/)

Wisconsin Counseling Association (WCA) [https://www.wisconsincounselingassociation.com/](https://www.wisconsincounselingassociation.com/)

Wisconsin Rehabilitation Association [www.wra-org.org](www.wra-org.org)

**Leadership, Professional Development and Involvement Opportunities**

Developing leadership skills and being involved in campus and community organizations is an important part of graduate education at UW-Madison. This philosophy builds on the [Wisconsin Idea](https://wisconsinidea.wisc.edu/), which embodies the concept that education should influence positive outcomes across the community and state.

**Center for Leadership and Involvement (Student Organizations)** [https://cfli.wisc.edu/](https://cfli.wisc.edu/)

**Graduate School Professional Development Opportunities** [https://grad.wisc.edu/professional-development/](https://grad.wisc.edu/professional-development/)

**Libraries**
[www.library.wisc.edu](www.library.wisc.edu)

The UW-Madison has more than 40 libraries including Memorial Library (the main library for humanities and social sciences). The library system offers numerous helpful services to assist you
in finding the information that you need. The UW Libraries are the university’s best resource – and essential to successfully completing the degree program!

The MERIT Library merit.education.wisc.edu provides services and resources for students in the School of Education, including RPSE students. Some of these resources include digital recording equipment (e.g., video cameras) available for checkout and media development assistance.

Morgridge Center for Public Service
https://morgridge.wisc.edu/

Student Support Resources
For a more comprehensive index of resources and services, visit the UW’s Student Life webpage www.wisc.edu/student-life.

McBurney Disability Resource Center
www.mcburney.wisc.edu
The McBurney Disability Resource Center provides services to students with disabilities to insure accessibility to university programs. McBurney offers accommodations counseling, evaluation referral, disability-related information, adaptive technology counseling and equipment, and interpreter services for academically related purposes. McBurney does not offer disability evaluation and/or testing, tutoring, personal expenses, or attendants.

Transportation & Parking
UW Transportation: www.transportation.wisc.edu
Free Bus Pass: www.asm.wisc.edu/asm-bus-pass.html
Madison Metro Transit: www.cityofmadison.com/metro
Bus Trip Planner: www.trip.cityofmadison.com

The UW Transportation website has resources and information related to biking, walking, using, and driving. Madison has an excellent bus system for a city of its size. Be sure to pick up your free bus pass at the Student Activity Center! Madison Metro Transit can help you plan your bus route.

Parking on campus is challenging! If you would like to purchase an annual student parking permit or disabled permit, visit the UW Transportation website. Annual permits are available by lottery and are expensive. See: https://transportation.wisc.edu/files/StudentFAQ.pdf
University Health Services (UHS)
www.uhs.wisc.edu
Health and mental health services are available to students at UHS. Most costs are paid for through enrollment fees. Services offered by UHS include flu shots, sexual health services, counseling, wellness activities and more. Also, check out the UHS website for information on the Student Health Insurance Plan (SHIP).

Writing Center
Offers workshops and individualized help with writing papers as well as other writing resources.
https://writing.wisc.edu/

Campus and Beyond

The University of Wisconsin-Madison campus is situated in the center of a vibrant, diverse, and progressive community. Ask anyone around here and they will tell you that Madison is a great place to live, work, eat, and play. Madison is the capital of Wisconsin and is located in Dane County. The city is noteworthy for its location on an isthmus, a land bridge between two bodies of water (Lake Mendota to the north and Lake Monona to the south). To help you explore all that is offered by the UW campus, the Madison community, and beyond, visit the following websites:

University of Wisconsin
- *Know Where You're Going.* www.map.wisc.edu
- *Have Fun.* Memorial Union and Union South: music, food, and outdoor recreation.
  www.union.wisc.edu
- *Get Involved.* The Student Activity Center
- *Stay Active.* Hoofers and Recreational Sports
  [http://hoofers.org/](http://hoofers.org/) and
  [https://recsports.wisc.edu/](https://recsports.wisc.edu/)

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**top 10 things to do in Madison**

1. Memorial Union Terrace
2. Dane County Farmers’ Market
3. Shopping & eating on State Street
4. Wisconsin Film Festival
5. Concerts on the Square
6. Henry Vilas Zoo
7. Overture Center/Madison Museum of Contemporary Art
8. Olbrich Botanical Gardens
9. Picnicking at Picnic Point
10. Hiking at the UW Arboretum

*According to results of a 2010 survey of the program’s graduate students
City of Madison

- www.cityofmadison.com
- www.downtownmadison.org
- www.visitmadison.com
- www.madison.com
- www.thedailypage.com
- www.madisonatoz.com
Appendix A: Program Sequence

This is a standard full time course plan. Each student’s situation is unique. You should prepare an individualized course plan with the assistance of an assigned major professor. Keep in mind that the program is a 60-credit program. Also keep in mind that most courses are offered only in the fall, spring or summer as indicated.

Full Time Program Plan

**Fall 2019 – Year 1**
- RPSE 750 Medical and Psychosocial Aspects (3 cr)
- RPSE 730 Professional Counseling Orientation (3 cr)
- RPSE 810 Techniques (3 cr)
- RPSE 820 Theories (3 cr)
- CP 860 Social/Cultural Foundations (3 cr)

**Spring 2020**
- RPSE 720 Testing (3 cr)
- RPSE 732 Foundations of Rehabilitation Counseling (3 cr)
- RPSE 721 Addictions Counseling (3 cr)
- RPSE 725 Career Development (3 cr)
- CP 740 Abnormal Behavior and Psychopathology (3 cr)

**Summer 2020**
- RPSE 700 Research Methods in Clinical Rehabilitation Counseling and Mental Health (3 cr)
- EP/CP 723 Developmental Processes Across the Lifespan (3 cr)
- CP 777 Crisis/Trauma Counseling (3 cr)
- RPSE 880 Supervised Practicum I (3 cr)

**Fall 2020 – Year 2**
- RPSE 830 Diagnosis and Treatment Planning (3 cr)
- RPSE 840 Group Procedures (3 cr)
- CP 825 Families/Partners/Couples Counseling (3 cr)
- RPSE 890 Supervised Practicum II (3 cr)

**Spring 2021**
- RPSE 910 Internship (6-12 cr)
Part Time Program Plan

Fall 2019
RPSE 730 Professional Counseling Orientation (3 cr)
RPSE 810 Techniques (3 cr)
RPSE 820 Theories (3 cr)

Spring 2020
RPSE 720 Testing (3 cr)
RPSE 732 Foundations of Rehabilitation Counseling (3 cr)
CP 740 Abnormal Behavior and Psychopathology (3 cr)

Summer 2019
EP/CP 723 Developmental Processes Across the Lifespan (3 cr)
CP 777 Crisis/Trauma Counseling (3 cr)

Fall 2019
RPSE 750 Medical and Psychosocial Aspects (3 cr)
CP 860 Social/Cultural Foundations (3 cr)
CP 825 Families/Partners/Couples Counseling (3 cr)

Spring 2020
RPSE 721 Addictions Counseling (3 cr)
RPSE 725 Career Development

Summer 2020
RPSE 700 Research Methods in Clinical Rehabilitation Counseling and Mental Health (3 cr)
RPSE 880 Supervised Practicum I (3 cr)

Fall 2020
RPSE 830 Diagnosis and Treatment Planning (3 cr)
RPSE 840 Group Procedures (3 cr)
RPSE 890 Supervised Practicum II (3 cr)

Spring 2021
RPSE 910 Internship (12 cr)
## Appendix B: Planning Checklist

### Required Core Academic Coursework (48 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Counseling Orientation</td>
<td>CP 730</td>
<td>3</td>
</tr>
<tr>
<td>Crisis/Trauma Counseling</td>
<td>CP 777</td>
<td>3</td>
</tr>
<tr>
<td>Theories</td>
<td>RPSE 820</td>
<td>3</td>
</tr>
<tr>
<td>Family/Partners/Couples Counseling</td>
<td>CP 825</td>
<td>3</td>
</tr>
<tr>
<td>Social/Cultural Counseling</td>
<td>CP 860</td>
<td>3</td>
</tr>
<tr>
<td>Career Development</td>
<td>RPSE 725</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Behavior and Psychopathology</td>
<td>CP 740</td>
<td>3</td>
</tr>
<tr>
<td>Testing</td>
<td>RPSE 720</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Processes Across the Lifespan</td>
<td>EP 723</td>
<td>3</td>
</tr>
<tr>
<td>Medical and Psychosocial Aspects</td>
<td>RPSE 750</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Rehabilitation Counseling</td>
<td>RPSE 732</td>
<td>3</td>
</tr>
<tr>
<td>Diagnosis and Treatment Planning</td>
<td>RPSE 830</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods in Clinical Rehabilitation Counseling and Mental Health</td>
<td>RPSE 700</td>
<td>3</td>
</tr>
<tr>
<td>Addictions Counseling</td>
<td>RPSE 721</td>
<td>3</td>
</tr>
<tr>
<td>Techniques</td>
<td>RPSE 810</td>
<td>3</td>
</tr>
<tr>
<td>Group Procedures</td>
<td>RPSE 840</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Clinical Instruction (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Practicum I</td>
<td>194-880</td>
<td>3</td>
</tr>
<tr>
<td>Supervised Practicum II</td>
<td>194-890</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>194-910</td>
<td>6-12</td>
</tr>
</tbody>
</table>

| Total                                                                 |        | 60      |

*Courses listed as variable credit 2-3 credits should be taken for 3 credits*
### CRC EXAM
Usually taken the semester of graduation. See handbook and CRCC web site for information.

### Additional Graduate School Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Graduate Degree Credit Requirement:</strong></td>
<td>Students must complete a minimum of 30 total credits as a graduate student.</td>
</tr>
<tr>
<td><strong>Prior Coursework Requirement:</strong></td>
<td>Students are allowed to count graduate course work from other institutions. With program approval, students are allowed to count 7 credits of course work numbered 300 level or above from a UW-Madison undergraduate degree toward the graduate degree. With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of course work numbered 300 or above taken as a UW-Madison University Special student. Course work earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.</td>
</tr>
<tr>
<td><strong>Time Constraints:</strong></td>
<td>Master’s degree students who are absent for five or more years will not be given credit for prior work.</td>
</tr>
<tr>
<td><strong>Minimum Graduate Residence Requirement:</strong></td>
<td>Students must complete a minimum of 16 credits in residence at UW-Madison (must be 300 level or above, no audit or Pass/Fail courses may count).</td>
</tr>
<tr>
<td><strong>Minimum Graduate Level Course Work Requirement:</strong></td>
<td>Students must complete a minimum of 30 credits which are designated as “graduate level courses.” The following courses count: CP 723, 740, 777, 825, RPSE 700, 72 721, 725, 730, 732, 810, 820, 830, 840, 880, 890, and 910. Students are required to register for a minimum of two graduate-level credits (300-level or above for a grade, no audits, or pass/fail) in the semester (fall, spring or summer) that they complete the degree. All incomplete, unreported grades, or progress grades in anything other than research/thesis (usually 690, 790, and 990) must have been cleared. Independent study (usually 699, 799, or 999) must be given a grade (not progress) each semester. Graduate GPA of at least 3.00. Complete all requirements by the appropriate degree deadline. See: <a href="https://grad.wisc.edu/currentstudents/mastersproc/">https://grad.wisc.edu/currentstudents/mastersproc/</a></td>
</tr>
</tbody>
</table>

This handout is for advising/planning purposes only, and does not constitute a contract.
Appendix C: CACREP Standards Met By the Program

Council on the Accreditation of Counseling and Related Programs (CACREP) Curriculum Standards, Professional Counseling Identity

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   a. history and philosophy of the counseling profession and its specialty areas
   b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   d. the role and process of the professional counselor advocating on behalf of the profession
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
   g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   h. current labor market information relevant to opportunities for practice within the counseling profession
   i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
   j. technology’s impact on the counseling profession
   k. strategies for personal and professional self-evaluation and implications for practice
   l. self-care strategies appropriate to the counselor role
   m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

g. the impact of spiritual beliefs on clients’ and counselors’ worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan

b. theories of learning

c. theories of normal and abnormal personality development

d. theories and etiology of addictions and addictive behaviors

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

f. systemic and environmental factors that affect human development, functioning, and behavior

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

h. a general framework for understanding differing abilities and strategies for differentiated interventions

i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making

b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

d. approaches for assessing the conditions of the work environment on clients’ life experiences

e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

f. strategies for career development program planning, organization, implementation, administration, and evaluation

g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

h. strategies for facilitating client skill development for career, educational, and life-work planning and management

i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS
a. theories and models of counseling
b. a systems approach to conceptualizing clients
c. theories, models, and strategies for understanding and practicing consultation
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. the impact of technology on the counseling process
f. counselor characteristics and behaviors that influence the counseling process
g. essential interviewing, counseling, and case conceptualization skills
h. developmentally relevant counseling treatment or intervention plans
i. development of measurable outcomes for clients
j. evidence-based counseling strategies and techniques for prevention and intervention
k. strategies to promote client understanding of and access to a variety of community-based resources
l. suicide prevention models and strategies
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK
   a. theoretical foundations of group counseling and group work
   b. dynamics associated with group process and development
   c. therapeutic factors and how they contribute to group effectiveness
   d. characteristics and functions of effective group leaders
   e. approaches to group formation, including recruiting, screening, and selecting members
   f. types of groups and other considerations that affect conducting groups in varied settings
   g. ethical and culturally relevant strategies for designing and facilitating groups
   h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING
   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
   b. methods of effectively preparing for and conducting initial assessment meetings
   c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
   d. procedures for identifying trauma and abuse and for reporting abuse
   e. use of assessments for diagnostic and intervention planning purposes
   f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
g. statistical concepts, including scales of measurement, measures of central
tendency, indices of variability, shapes and types of distributions, and correlations
h. reliability and validity in the use of assessments
i. use of assessments relevant to academic/educational, career, personal, and social
development
j. use of environmental assessments and systematic behavioral observations
k. use of symptom checklists, and personality and psychological testing
l. use of assessment results to diagnose developmental, behavioral, and mental
disorders
m. ethical and culturally relevant strategies for selecting, administering, and
interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION
   a. the importance of research in advancing the counseling profession, including how
to critique research to inform counseling practice
   b. identification of evidence-based counseling practices
   c. needs assessments
d. development of outcome measures for counseling programs
e. evaluation of counseling interventions and programs
f. qualitative, quantitative, and mixed research methods
g. designs used in research and program evaluation
h. statistical methods used in conducting research and program evaluation
i. analysis and use of data in counseling
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the
results of research and/or program evaluation

Council on the Accreditation of Counseling and Related Programs
(CACREP) Curriculum Standards, Clinical Rehabilitation Counseling

Students who are preparing to specialize as clinical rehabilitation counselors will
demonstrate the professional knowledge and skills necessary to address a wide
variety of circumstances within the clinical rehabilitation counseling context.
Counselor education programs with a specialty area in clinical rehabilitation
counseling must document where each of the lettered standards listed below is
covered in the curriculum.

1. FOUNDATIONS
   a. history and development of rehabilitation counseling
   b. theories and models related to rehabilitation counseling
c. social science theory that addresses psychosocial aspects of disability
d. principles, models, and documentation formats of biopsychosocial
case conceptualization and treatment planning
e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS
   a. roles and settings of rehabilitation counselors
   b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
   c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
h. impact of crisis and trauma on individuals with disabilities
i. impact of biological and neurological mechanisms on disability
j. effects of co-occurring disabilities on the client and family
k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development
l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
m. effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)

n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
p. environmental, attitudinal, and individual barriers for people with disabilities
q. assistive technology to reduce or eliminate barriers and functional limitations
r. legislation and government policy relevant to rehabilitation counseling
s. cultural factors relevant to rehabilitation counseling
t. professional issues that affect rehabilitation counselors, including
   independent provider status, expert witness status, forensic rehabilitation,
   and access to and practice privileges within managed care systems
u. record keeping, third party reimbursement, and other practice and management
   issues in rehabilitation counseling
v. professional organizations, preparation standards, and credentials relevant
   to the practice of clinical rehabilitation counseling
w. legal and ethical considerations specific to clinical rehabilitation counseling

3. PRACTICE
   a. diagnostic interviews, mental status examinations, symptom inventories,
      psychoeducational and personality assessments, biopsychosocial histories,
      assessments for treatment planning, and assessments for assistive technology
      needs
   b. career- and work-related assessments, including job analysis, work site
      modification, transferrable skills analysis, job readiness, and work hardening
   c. strategies to advocate for persons with disabilities
   d. strategies for interfacing with medical and allied health professionals,
      including interdisciplinary treatment teams
   e. strategies to consult with and educate employers, educators, and families
      regarding accessibility, Americans with Disabilities Act compliance, and
      accommodations
Appendix D: Comprehensive Examination

Successful completion of a comprehensive examination, covering content areas included in the master’s degree curriculum, is a requirement for the master’s degree in rehabilitation psychology. The examination is typically completed in the final semester or summer session of study toward the master’s degree. There are two options.

**Option 1 – Certified Rehabilitation Counselor Examination (CRCE)**

Students who take the Certified Rehabilitation Counselor Examination (CRCE) may use a passing score on the exam to satisfy the comprehensive examination requirement for the master’s degree. Most master’s degree students in rehabilitation psychology pursue the Certified Rehabilitation Counselor (CRC) credential and, for those students, successful completion of the CRCE will also satisfy the comprehensive examination requirement. Successful completion of the CRCE can also serve as a step toward the Licensed Professional Counselor (LPC) credential in Wisconsin and in several other states that currently use the CRCE as a part of the counselor licensing process.

The CRCE is offered three times per year, typically in early October, early March, and mid-July. In order to take the CRCE, students must complete the CRC application and submit it to the Commission on Rehabilitation Counselor Certification (CRCC), and the application must be approved by CRCC. *Application deadlines are set by CRCC about five months before the date of the examination,* and an application fee is paid directly to CRCC as a part of the application process. In addition, students must agree to the release of examination results directly to the faculty by CRCC in order to document a passing score for purposes of the comprehensive examination requirement.

*Accommodation requests due to disability can be made to CRCC as a part of the application, and the faculty will accept any decisions made by CRCC regarding the accommodations that they deem to be justified.*

Information about the exam, application deadlines, testing dates, and application fees, may be found at the CRCC website: [www.crccertification.com/](http://www.crccertification.com/)

Students electing Option 1, but not achieving a passing score on the CRCE, will then need to document mastery of content through successful completion of a take-home version of the traditional comprehensive examination, described below under Option 2, with the same anonymous grading procedures. If the follow-up examination is required, it is important to note
that graduation could be delayed to the next semester or summer session. In addition, registration for a minimum of 2 credits may be required in the semester or summer session when graduation occurs, as specified by the university. To summarize, any student electing this option should consider the early application deadline (much earlier than for Option 2), the examination fee that must be paid to CRCC (not required for Option 2), and the possible delay in graduation for those who do not achieve a passing score. However, this may be the preferred option for those students who will pursue CRC certification and/or counselor licensure in Wisconsin or several other states.

**Option 2 – Traditional Comprehensive Examination**

The traditional comprehensive examination is a four-hour essay examination that is typically offered during in late October or early November, late March or early April, and late June or early July.

**Accommodations required because of disability or English-as-a-second-language considerations should be requested through the chair of the Rehabilitation Psychology Program Area at least one month in advance of the scheduled time of the examination in order to allow sufficient time for faculty approval and arrangements.**

At least two faculty read each candidate’s response to the examination without knowledge of the candidate’s identity, including the candidate’s major professor/advisor. Each reader rates the response as “pass,” “marginal,” or “fail” and, if both readers do not assign a rating of “pass,” the response is also read by a third faculty member. Two ratings of “pass” are required to pass the examination and, in instances where the response is not rated as passing, the readers will decide on an appropriate procedure to resolve their questions regarding the candidate’s mastery of content and/or relevant literature sources. The procedures will most often involve a take-home written follow-up response or an oral follow-up to the examination where the readers would ask follow-up questions. In instances of two ratings of “fail,” a candidate may be asked to complete the examination again at the scheduled time in the next semester or summer session.

Examination responses will be evaluated in terms of mastery of content demonstrated and knowledge of relevant literature sources. The response should provide sufficient depth and breadth of coverage to demonstrate knowledge of content. Judgments will be made by the readers regarding the degree of depth, substance, and detail that should be expected in a four-hour response, so you should plan to use all four hours of the time available to you, allowing some time at the end to proofread your response. Consideration will be given to originality, comprehensiveness, documentation (literature citations), clarity, and overall quality of expression. The response should demonstrate knowledge of literature through a substantial use of literature citations, following APA style for citing references in text (e.g., Jones & Smith, 2002;
complete citations as would appear in the References sections of journal articles and books are not required). Finally, your response should be presented in narrative and not outline form.

All questions for the examination will be taken from the following list, with the examination comprised of either one question from the first group of four-hour questions, or two questions from the second group of two-hour questions.

Four-Hour Questions
An examination may be comprised entirely of any one of the following nine questions.

1. Choose two contrasting theoretical approaches to counseling and provide an in-depth review of each. Then compare and contrast the theories in terms of their consistency with different approaches to assessment and intervention, including job placement, commonly used in rehabilitation counseling practice. You might find it helpful to select a particular type of agency setting and/or disability group to illustrate your points.

2. Select one theory of occupational choice or career development, one theory of counseling, and one general approach to assessment (psychometric, work sample, or situational). Select theories and approaches that you see as compatible with one another and useful in rehabilitation counseling practice. Provide an overview of the theories and approaches and evaluate their appropriateness in meeting the rehabilitation needs of individuals with disabilities.

3. You have been asked to prepare a document about the rehabilitation counseling profession for a career day for undergraduate social sciences majors who are considering graduate school in rehabilitation counseling. Provide a description of rehabilitation counseling and service delivery. You should include the underlying history of rehabilitation services, a philosophy toward people with disabilities and their needs, and the general approaches to rehabilitation service delivery that are currently in use. Your response should include a broad overview of assessment approaches, counseling and career development theories and interventions, services provided and case management procedures, and job placement approaches.

4. Traditionally, rehabilitation counselors have found employment in diverse settings including state VR agencies, independent living centers, insurance rehabilitation programs, psychosocial rehabilitation and community support programs for people with long-term mental illness, supported employment programs, and brain injury rehabilitation programs. Current trends toward managed care and outcome accountability have provided further demand for rehabilitation consultation, case management, and disability management services. Rehabilitation counseling knowledge and skills are
recognized as effective in assisting people with chronic illnesses and disabilities to address psychosocial, vocational, and independent living adjustment issues in a variety of settings. Rehabilitation counselors must therefore possess a common core of knowledge and skills that are acquired through didactic coursework and clinical training. (1) Please provide a scholarly discussion of the core knowledge and skill areas underlying generic rehabilitation counseling practice. (2) Please select two examples of RC practice settings and discuss the unique knowledge and skill areas that are more specific to each of them.

5. At some time in your professional career you may develop a new program for an existing rehabilitation agency or you may even create a new agency or program of your own. Suppose that you wish to propose a new rehabilitation program to be developed for a particular target group of people with disabilities in a particular type of community or general geographical location. First, describe the target group to be served (people with one or more types of disabilities) and their characteristics, problems, and needs as they relate to the proposed program. Then describe the program to be developed, including guiding philosophies and theoretical rationale, general approaches and methods to be used in providing services, and any special considerations that might be important to discuss.

6. Select a type of disabling condition and discuss the following: (a) the medical, psychosocial, and vocational aspects of this type of disability, (b) the general types of agencies and programs comprising the rehabilitation services system for meeting the needs of individuals with this type of disability, and (c) the specific types of rehabilitation counseling procedures (e.g., assessment, counseling, and job placement) that are commonly used in rehabilitation counseling practice with those individuals.

7. Assessment provides a basis for counseling and service planning in rehabilitation counseling. Assessment practices include more than traditional paper-and-pencil tests, and the assessment methods used must be tailored to the needs of individual clients. First, discuss the role of assessment in the rehabilitation process, including counseling, case management, and job placement. Then, select two client groups that exemplify different client needs and discuss the similarities and differences in assessment practices that would typically be suitable for these different groups. Consider both the general approaches to assessment and the more specific instruments and techniques.

8. Assume that you work as a rehabilitation counselor for an agency that is considering hiring a job placement specialist. Your supervisor has asked you to write a position statement, with appropriate documentation, indicating why a person with training in rehabilitation counseling should be hired for that position. Following a brief introduction describing your overall view of job placement, explain how each of the following topics of
rehabilitation counselor education is used in job placement of persons with disabilities: (a) psychosocial aspects of disabilities, (b) medical aspects of disabilities, (c) career development theory, (d) assessment, and (e) counseling theory and technique. Your elaboration on each topic should explain why the topic is important to effective practice in job placement, provide a brief review of literature and/or other information related to that topic, and draw implications for practice.

9. Select two of the following types of programs where rehabilitation counselors may practice: (a) state vocational rehabilitation agencies, (b) proprietary rehabilitation organizations providing services primarily to worker’s compensation beneficiaries, (c) independent living centers and/or programs providing special living arrangements for individuals with disabilities, (d) supported employment programs, (e) community support programs for individuals with long-term mental illness, and (f) post-acute rehabilitation programs for individuals with acquired brain injuries. Provide brief descriptions of each of the two types of general service programs selected. Then discuss the similarities and differences between the two types of programs in terms of each of the following characteristics: (a) medical, psychosocial, and vocational needs of clients served, (b) service approaches and intervention strategies used to meet client needs.

Two-Hour Questions
An examination may be comprised entirely of any two of the following four questions.

1. Discuss changes that you might anticipate in rehabilitation counseling service settings and professional practice over the next five to ten years and discuss modifications in the rehabilitation counselor education curriculum that may be needed to prepare rehabilitation counselors for these changes.

2. Select a type of disabling condition and briefly describe the functional limitations and other important medical and psychosocial features, focusing on those that have relevance to rehabilitation planning. In the context of this description, discuss theory and technique in assessment and counseling that you see as most relevant in meeting the comprehensive rehabilitation needs of individuals with this disabling condition.

3. Various models of adjustment to an adventitiously occurring disabling condition have been offered by a number of different writers, including several describing a sequence of stages of adjustment. On the basis of your knowledge of the various models proposed, describe the process of adjustment to disability and review some of the factors influencing the adjustment process.
4. Describe a practical, step-by-step approach to assisting clients in choosing appropriate careers or vocations. Draw upon relevant theory and literature in such areas as career development, assessment, and counseling to support your proposed clinical approach.
Appendix E: Remediation, Retention, and Dismissal Policy

The Rehabilitation Counseling Master’s Degree program at the University of Wisconsin – Madison is committed to prepare and train professionals to uphold the highest standards of integrity, competence, and ethical care in their future practice and to require that they uphold such standards during their time in the graduate program. Program faculty recognize the gate-keeping function that they play in protection of those we serve and work with. To fulfill this function, the faculty conducts regular and systematic assessment of student academic progress, professional dispositions and professional behavior throughout the program. We also maintain clear and proactive policies for remediation, retention and dismissal when either formal or informal assessment and observation suggest the need.

INTRODUCTION

In line with The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, our program is disseminating a revised “student retention policy explaining procedures for student remediation and/or dismissal from the program” (CACREP, 2009, I.2.d). This policy coincides with the program’s plan for assessment that charges faculty and staff with addressing “the inability of some students to achieve counseling competencies that might impede performance” (ACA, 2014, F.9.b). The policy (provided below), ensures each of the following requirements from the ACA, code of ethics is met:

1. Assist students in securing remedial assistance when needed,
2. Seek professional consultation and document [our] decision to dismiss or refer students for assistance, and
3. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to [our] institutional policies and procedures” (F.9.b).

This policy allows for but does not require the faculty within the rehabilitation counseling program at the University of Wisconsin – Madison to share information about student progress and performance with each other and with other appropriate parties when relevant to the success or well-being of the student or others.

Concerns about individual student behaviors, attitudes, or dispositions are brought to the faculty, and consultation occurs during regularly-scheduled faculty meetings. Discussed below are some of the areas that may require remediation or dismissal. Also described are the steps that may be taken if remediation or dismissal is required.
ACADEMIC REMEDIATION

Students in the Rehabilitation Counseling Master’s Degree program at the University of Wisconsin – Madison must maintain a cumulative G.P.A. of 3.0 to remain in good standing. Both Program faculty and 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. Students who do not meet GPA/Satisfactory Progress requirements may have a hold placed. Failure to maintain satisfactory progress may result in discontinuation from the program. Students must have a GPA of 3.0 in order to graduate.

Any student who earning grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits will be required to meet with their faculty advisor to discuss the grade and to determine an appropriate course of action. Students may request the presence of another faculty or of the department chair in cases when the student is concerned about the objectivity of her or his advisor. The advisor will consult with the student on a possible remediation plan or dismissal from the program, however, the advisor and rehabilitation counseling faculty, in collaboration with the graduate school, reserve responsibility for determining the final course of action.

Remediation efforts may include requiring the student to retake the course, limiting or preventing future enrollments until academic or non-academic issues can be addressed, mentoring in study habits, or taking of remedial coursework. Where additional action is needed, the advisor will create a written academic plan that details the actions of both the student and the program. Program faculty review all such academic plans at least once per semester in a designated area meeting until the remediation process is deemed complete. Students will be notified of the completion of remediation. Discontinuation from the program would be a rare occurrence of last resort in the case of academic remediation, with the faculty doing everything possible to help students achieve expected knowledge, skill, and competence. Consultation as a faculty, with the graduate school and with other appropriate parties is a critical part of all remediation plans or considerations of dismissal. Students have the right to due process as described in the policy of the graduate school. This includes the right to appeal any decision made by faculty that impacts the student and the right to seek guidance from the university ombudsperson. In instances where a student feels that he or she has not been treated fairly, School of Education grievance procedures are available at the following: (https://grad.wisc.edu/acadpolicy/?policy=grievancesandappeals).
MISCONDUCT REMEDIATION

Wisconsin state statute UWS 17.01 states that “the missions of the University of Wisconsin System and its individual institutions can be realized only if the university’s teaching, learning, research and service activities occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption and intimidation.” The University of Wisconsin – Madison graduate school policy for nonacademic misconduct is adhered to closely by our department and provides guidance for remediation and dismissal. The statute for misconduct can be found at https://docs.legis.wisconsin.gov/code/admin_code/uws/17/01. A description of how the Program proactively seeks to maintain the utmost professional conduct follows.

Students in the Rehabilitation Counseling Master’s Degree program at the University of Wisconsin – Madison must demonstrate the proper disposition and conduct in order to progress in and graduate. As such, the faculty informally and formally assess your professional dispositions and behavior throughout your time in the program. Formal assessment of professional competence is conducted through the regular use a dispositional measure.

Any student who score lower than meets expectation on any one of the formally assessed dispositions will be required to meet with their faculty advisor to discuss the assessment and to determine an appropriate course of action. Students may request the presence of another faculty or of the department chair in cases when the student is concerned about the objectivity of her or his advisor. The advisor will consult with the student on a possible remediation plan or dismissal from the program, however, the advisor and rehabilitation counseling faculty reserve responsibility for determining the final course of action. Options include

1. Allowing the student to continue in the program without conditions;
2. Allowing the student to continue in the program with conditions (including the denial of enrollment in practicum or internship requirements until remediation conditions are fulfilled);
3. Or dismissal from the program.

Informal assessment will be continuously applied through the observation of faculty, staff, and community partners. Faculty will initiate a process of remediation in any case when communication or behaviors are observed that convey a lack of ethics or would be likely to produce harm for self or others.

Remediation efforts may only require informing a student of the area of deficiency. Where additional action is needed, the advisor will create a written dispositional plan that details the actions of both the student and the program. Program faculty review the dispositional plans at least once per semester in a designated area meeting until the remediation process is deemed complete. Students will be notified of the completion of remediation.
The remediation plan for dispositional deficits or misconduct may include any number of activities or consequences, including the completion of University sponsored Individual Development Plan (which is a self-guided, on-line intervention that can be used to support development in multiple competencies and professional behaviors), increased supervision, written reflection papers, or interpersonal skills interventions. Discontinuation from the program would be a rare occurrence of last resort, with the faculty doing everything possible to help students achieve expected levels of professional conduct or when the severity of misconduct warrants removal. Consultation as a faculty, with the graduate school and with other appropriate parties is a critical part of all remediation plans or considerations of dismissal. Students have the right to due process as described in the policy of the graduate school. This includes the right to appeal any decision made by faculty that impacts the student and the right to seek guidance from the university ombudsperson. In instances where a student feels that he or she has not been treated fairly, School of Education grievance procedures are available at the following: (https://grad.wisc.edu/acadpolicy/?policy=grievancesandappeals).

**REMEDIATION PLANNING DOCUMENT**

1. Name of student: ________________________________

2. Course/Field Experience (if applicable): ____________________________________________________________

3. Area of remediation (circle): Academic Non-Academic

4. Reason for Concern: ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. Initiated by: ____________________________________________________________
(Name) (Title)

6. Date submitted to faculty advisor: __________________________________________

7. Date of advisory meeting: _________________________________________________

8. Result of advisory meeting: ________________________________________________
   a. Clarification of Problem: ____________________________________________________
____________________________________________________________________________
____________________________________________________________________________
b. Recommendations (attach necessary documentation):

___________________________________________________

9. Signatures of Faculty advisors and student:
a. Program director:

___________________________________________________

b. Faculty advisor:

___________________________________________________
c. Faculty member:

___________________________________________________
d. Student:

___________________________________________________

RETENTION

After completion of the suggested plan of remediation, the faculty advisor, the program director, and the student will meet to discuss the success of the remediation plan. At this point, if the student has successfully completed the faculty’s recommendations, then the student will continue in or return to his or her program of study. If, after completion of the remediation plan, it is determined that the success of the student’s remediation is questionable, then the program director may reinstitute conditions or make additional recommendations.

PROGRAM DISMISSAL

Discontinuation from the program would be a rare occurrence of last resort, with the faculty doing everything possible to help students achieve expected levels of professional conduct or when the severity of misconduct warrants removal. Consultation as a faculty, with the graduate school and with other appropriate parties is a critical part of all remediation plans or considerations of dismissal.

The American Counseling Association’s (ACA) code of ethics states that students must be provided with due process according to institutional policies and procedures (F.9.b). Students have the right to due process as described in the policy of the graduate school. This includes the right to appeal any decision made by faculty that impacts the student and the right to seek guidance from the university ombudsperson. In instances where a student feels that he or she has not been treated fairly, School of Education grievance procedures are available at the following: (https://grad.wisc.edu/acadpolicy/?policy=grievancesandappeals).

RE-ADMISSION POLICY
If it has been determined by faculty that a student must withdraw from the program, and attend to remedial actions, a remediation plan will be developed, discussed, and signed by the student. If the student wishes to re-enter the program, she or he will be required to re-apply and undergo the typical admission process without any guarantee of readmission. In addition to the typical process, the student must provide a written report of the completion of their remediation plan that specifically explains the actions that she or he has taken, and the steps to alter any problematic behavior that triggered the withdrawal from the program. The student is also required to address these issues in the Personal Statement of their formal application for readmission. The Personal Statement must include sufficient reflection on the impact of their experiences during the time away from the program, and how he or she has used and will continue to use the insights gained as a readmitted student and then as a rehabilitation counselor.
# Acronym Guide

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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACA</td>
<td>American Counseling Association</td>
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<td>AD</td>
<td>Alzheimer's Disease</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>ADAAG</td>
<td>Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities</td>
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<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<td>ADLs</td>
<td>Activities of Daily Living</td>
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<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<td>ALF</td>
<td>Assisted Living Facility</td>
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<td>ALS</td>
<td>Amyotrophic Lateral Sclerosis</td>
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<td>AODA</td>
<td>Alcohol and Other Drug Abuse</td>
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<td>APA</td>
<td>American Psychological Association</td>
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<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<td>American Sign Language</td>
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<tr>
<td>AT</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>BT</td>
<td>Behavioral Therapy</td>
</tr>
<tr>
<td>CAC</td>
<td>Consumer Advisory Committee</td>
</tr>
<tr>
<td>CAP</td>
<td>Client Assistance Program</td>
</tr>
<tr>
<td>CBR</td>
<td>Community Based Rehabilitation</td>
</tr>
<tr>
<td>CBT</td>
<td>Cognitive–Behavioral Therapy</td>
</tr>
<tr>
<td>CDC</td>
<td>Centers for Disease Control and Prevention</td>
</tr>
<tr>
<td>CIL</td>
<td>Center or Centers for Independent Living</td>
</tr>
<tr>
<td>CMS</td>
<td>Centers for Medicare &amp; Medicaid Services (Federal)</td>
</tr>
<tr>
<td>CNA</td>
<td>Certified Nursing Assistant</td>
</tr>
<tr>
<td>COBRA</td>
<td>Consolidated Omnibus Budget Reconciliation Act, or continued healthcare coverage after leaving a healthcare program</td>
</tr>
<tr>
<td>COPD</td>
<td>Chronic Obstructive Pulmonary Disease</td>
</tr>
<tr>
<td>CP</td>
<td>Cerebral Palsy</td>
</tr>
<tr>
<td>CRC</td>
<td>Certified Rehabilitation Counselor</td>
</tr>
<tr>
<td>CRP</td>
<td>Community Rehabilitation Program</td>
</tr>
<tr>
<td>CSP</td>
<td>Community Support Program</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Disabilities or Developmental Delay or Dually Diagnosed</td>
</tr>
<tr>
<td>DSM-5</td>
<td>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition</td>
</tr>
<tr>
<td>DVR</td>
<td>Division of Vocational Rehabilitation (Wisconsin)</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>HIPAA</td>
<td>Healthcare Insurance Portability &amp; Accountability Act</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
</tbody>
</table>
HMO  Health Maintenance Organization
IADLs  Instrumental Activities of Daily Living
ICD-10  International Classification of Diseases, or International Statistical Classification of Diseases and Related Health Problems, 10th Revision
ICF  International Classification of Functioning, Disability and Health
ICIDH  International Classification of Impairments, Disabilities, and Handicap (now called ICF)
IDEA  Individuals with Disabilities Education Act
IEP  Individualized Educational Plan
IL  Independent Living
ILC  Independent Living Center or Independent Living Council
ILP  Independent Living Plan
IPE  Individual Plan for Employment
IWRP  Individualized Written Rehabilitation Plan
LPC  Licensed Professional Counselor
LTC  Long Term Care
MA  Medical Assistance, Medicaid
M.A.  Master of Arts
M.S.  Master of Science
MH  Mental Health
MI  Mental Illness
MS  Multiple Sclerosis
NAMI  National Alliance for the Mentally Ill
NCDDR  National Center for the Dissemination of Disability Research
NIDRR  National Institute on Disability and Rehabilitation Research
NIH  National Institute of Health
OJT  On the Job Training
OT  Occupational Therapy, Occupational Therapist
PACT  Program of Assertive Community Treatment
PCP  Primary Care Physician
PT  Physical Therapy, Physical Therapist
PTSD  Post Traumatic Stress Disorder
PWDs  People with Disabilities
REBT  Rational Emotive Behavioral Therapy
RSA  Rehabilitation Services Administration
SCI  Spinal Cord Injury
SES  Socioeconomic Status
SILC  Statewide Independent Living Council
SSA  Social Security Administration
SSDI  Social Security Disability Insurance
SE  |  Supported Employment
SSI |  Supplemental Security Income
SSN |  Social Security Number
TBI |  Traumatic Brain Injury
VA  |  Veterans Administration (U.S.)
VR  |  Vocational Rehabilitation
WHO |  World Health Organization
WIA |  Workforce Investment Act

More Acronym Resources

Wisconsin Department of Workforce Development Glossary of Frequently Used Acronyms
http://dwd.wisconsin.gov/dwd/glossary.htm