

Self-Study for B.S. Degree in Rehabilitation Psychology

Date Submitted: May 17, 2021

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A. Response to Previous Program Review Recommendations (*Summarize recommendations from the previous program review and how these were acted upon*)

The last Rehabilitation Psychology (RP) program review occurred as a part of a more comprehensive external review of the B.S., M.S., and Ph.D. programs during the 2010-11 academic year. The report from the review team, which was very positive regarding the program, faculty, and students, may be found in Appendix A. Following is the verbatim statement summarizing the review, taken from a September 28, 2012 report prepared by Jocelyn Milner, Director of Academic Planning and Institutional Research, to Provost Paul DeLuca:

An institutional departmental review of Rehabilitation Psychology concluded that the undergraduate program does an excellent job preparing students for careers and graduate study, in part due to a strong internship program. Admission to the RP programs at all levels is competitive and the program attracts strong students. Students are evaluated at regularly scheduled meetings to assure that students are meeting program goals. Indirect assessments include surveys of students and alumni. One question raised is whether five faculty were sufficient to sustain the RP programs. One recommendation was to examine ways to attract a more diverse pool of students to the program.

A question raised was the following: “whether five faculty were sufficient to sustain the RP programs” at the three degree levels. Since that time, according to enrollment reports from the Registrar, the total enrollment in the B.S. degree major in Rehabilitation Psychology increased by 38% from 73 students in Fall 2010 to 101 in Fall 2020, and there are still five full-time tenure-track faculty who staff the program. However, one full-time academic staff member has been added, who coordinates the B.S. degree major, and other courses are covered by Ph.D. student instructors and part-time instructional staff. When a recent faculty vacancy occurred, permission was received to search not only for a replacement but also for a sixth tenure-track position, but only one of the two positions was filled for the current 2020-21 academic year. It is hoped that it will still be possible to fill that sixth position in the near future in order to more adequately staff the B.S., M.S., and Ph.D. degree programs.

Regarding the recommendation to “examine ways to attract a more diverse pool of students to the program,” some progress has been made. Again according to enrollment reports from the Registrar, 63 (86%) of the 73 students in the major who were enrolled in Fall 2010 were European-American, as compared to 79 (78%) of the 101 enrolled in Fall 2020. There is more work to do in increasing diversity, but progress is being made.

B. Overview of the Program (*describe the mission and goals of the program and how its structure, both of the program and its governance, support them and several questions are identified*)

- ***Provide current degree/major requirements as approved.***

Following is a link to the [Rehabilitation Psychology B.S. degree requirements in the UW-Madison Guide](#).

However, revised degree requirements have been proposed and are proceeding through the university approval process, and they are presented in Appendix B. Following is a summary of the proposed degree requirements in relation to the current approved requirements (the University General Education and the School of Education Liberal Studies Requirements remain unchanged):

The proposed **Related Course Requirements** specify 12 credits in **Psychology and/or Educational Psychology**, which has been reduced from 18 credits in the current approved program but still includes PSYCH 405 Abnormal Psychology, and 6 credits in **Sociology and/or Social Work and/or Gender and Women's Studies**, which has been reduced from 9 credits, also with the addition of Gender and Women's studies as an option. In addition, the current 3 credits in Educational Policy Studies in the current approved program has been eliminated. Psychosocial theory and research, the intersection between psychology and sociology, are the foundations for understanding the impact of and adaptation to disability, so they have remained as a prominent part of the degree requirements, with the addition of Gender and Women's studies as an option. However, the courses available specific to Rehabilitation Psychology have been substantially expanded in recent years, resulting in the decision to reduce the Related Course Requirements from a total of 30 credits to 18 credits.

The proposed **Didactic Core in Rehabilitation Psychology** has been expanded from 18 to 21 credits, moving RP&SE 300 Individuals with Disabilities, which has a special education focus, to Rehabilitation Psychology and Special Education Electives, and adding three courses in health and rehabilitation professions, health promotion, and self-management of chronic illness and disability, while retaining coursework in foundations of rehabilitation psychology, applications, biological, psychosocial, and vocational aspects of disabilities, and clinical communication skills. These core requirements are viewed as providing a much stronger foundation in rehabilitation psychology in relation to the current approved program.

The **Supervised Field Experience** requirement has been increased from 6 to 9 credits, as this component of the program has been viewed as a significant strength of the major, worthy of added emphasis.

The **Rehabilitation Psychology and Special Education Electives** requirement has been expanded from 6 to 12 credits, and the potential list of courses that may be taken to satisfy this requirement has also been expanded from 8 courses to 12, providing options in more specific content related to rehabilitation psychology, including substance abuse and disability, special education, positive psychology and well-being, behavior analysis, sport psychology, case management, augmentative communication, assistive technology, forensic rehabilitation, and corrections and disability. Some of these courses are currently being offered as special topics, with new course proposals in the approval process.

Thus the total credits in the proposed curriculum, beyond the University General Education and School of Education Liberal Studies Requirements, have remained at 60 credits, but we believe that a much stronger focus on rehabilitation psychology is provided relative to the current approved program, while continuing to have a strong basis in related course requirements in Counseling Psychology, Psychology, Educational Psychology, Sociology, Social Work, and Gender and Women's Studies.

- ***Dean's Review Charge 1. Given that the SoE is embarking on a major investment in undergraduate internships, please provide information about strengths and challenges regarding internships in the Rehabilitation Psychology undergraduate program.***

Internship has been a highlight of the undergraduate RP curriculum since the inception of the program more than 50 years ago. The value of the internship component is supported by the consistently positive course evaluations and the high ratings for internship in surveys of students and graduates. For example, in surveys conducted specifically for this self-study, the internship course received mean ratings of 4.67 from current students and 4.62 from graduates (where 4 = “satisfied” and 5 = “very satisfied”).

RP&SE 630 Internship in Rehabilitation or Special Education is a variable-credit course offered for 2-6 credits and can be repeated for credit. Typically, it is first taken for 3 credits, usually in the junior year, together with the didactic content course, RP&SE 501 Rehabilitation Counseling Psychology-Applications, which supports the internship experience and is also a Communications-B course. The internship course is then typically repeated in one or more subsequent semesters or summer sessions, with a weekly internship seminar included as a part of the course. Each credit of internship requires 40 hours of experience at the internship site, equating to 8 hours per week over a 15-week semester for 3 credits. The coordinator of the internship component for the RP major is Faculty Associate Susan Wiegmann, who arranges the internship placements, while TAs lead the internship seminars, provide liaison with internship site supervisors during the placement, and meet jointly with students and site supervisors onsite, all under the supervision of the internship coordinator. A listing of the more than 500 RP internship placements that have occurred during the four-year period from Fall 2017 through Spring 2021 is provided in Appendix C. More than 125 internship sites are listed, mostly in the Madison area, but also elsewhere in Wisconsin, as well as Illinois, Minnesota, and several other states.

Historically, 9 credits of internship were required in the RP major, and some students would take additional credits of internship as RP electives. As enrollment in the major climbed dramatically, and given the faculty, staff, and TA resources available, the required number of internship credits was dropped to 6. However, in the revised RP curriculum that is currently undergoing the approval process and may be found in Appendix B, the requirement for internship has been restored to 9 credits, because of the perceived importance of this component to the RP curriculum.

Major strengths of the RP internship are the range of experiences available through the many internship sites that have been developed and maintained over the years. Also, with the internship extending over multiple semesters, there is an opportunity to integrate internship with other coursework and to apply course content to the real-life internship experiences. Additional strengths are the structure of the internship component, including the accompanying seminar, student supervision that is provided both by the university and the internship site, learning contract agreements that outline individualized responsibilities and learning objectives for each student, joint meetings of university supervisors with students and site supervisors to review performance and learning evaluations, course assignments related to the internship experience, reflection on what is being learned through the experience through internship assignments, and the opportunity for multiple internship experiences during the course of the major. Another strength is the opportunities provided for Ph.D. students to supervise internship, thus providing them with valuable experience for their future academic careers.

Many of the challenges of the RP internships are related to the strengths. Extensive faculty and other instructor time is required to develop and maintain a diverse array of community partnerships to provide the internship experiences, the work done with students on an individual level to identify and secure internships related to their interests and future plans, and the provision of the necessary university supervision throughout the internship. RP internships include both paid and unpaid positions, with most of the internships being unpaid, and finding paid internships can be a challenge when students need paid placements because of their financial circumstances. Finally, time and effort are required to manage the required internship documentation and track internships for planning and reporting purposes.

- ***How does the mission of the program fit with the home department/unit, the school/college, and the mission of the university?***

Mission of the department and program are stated on p. 4 of the [Student Handbook](#).

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...(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.

The rehabilitation psychology undergraduate program at UW-Madison trains students with diverse academic and career interests who can contribute to the general needs of the rehabilitation field...prepares students to promote and support the independence and full inclusion of people with disabilities in employment and the community. Various types of disabilities examined in the major include physical, mental, intellectual, emotional, and developmental disabilities...prepare graduates who will provide quality entry level general services in a variety of community settings including advocacy, behavioral support, independent living and supported employment. Many students go on to complete graduate programs in rehabilitation counseling, mental health counseling, occupational therapy, physical therapy, special education, social work, and other helping professions.

With a focus on teaching and preparing leaders within the profession, contributing to the knowledge base through research and scholarship, and providing service to the profession and community and improving the lives of people with disabilities, we believe that our department and program missions are very consistent with those of the School of Education and the UW-Madison as a whole.

The undergraduate program in Rehabilitation Psychology is housed in the Rehabilitation Psychology Program Area as a pre-professional degree, along with the M.S. program in Clinical Rehabilitation Counseling that is a professional degree preparing practitioners, and the Ph.D. program in Rehabilitation Counselor Education that primarily prepares academicians, researchers, and scholars. The Special Education Program Area within the department prepares special education teachers, in addition to academicians, researchers, and scholars in special education. The Special Education Program Area focuses primarily on children with disabilities during the school years, while the Rehabilitation Psychology Program Area focuses primarily on adults with disabilities, with the older adolescent years of transition from school to community life representing the intersection between the two program areas; thus, the department as a whole provides a focus on disability across the entire lifespan from birth to old age. In terms of governance, the two Rehabilitation Psychology and Special Education Program Areas largely function autonomously, although they support one another and collaborate through some shared courses and collaboration in research, scholarship, and service, while also sharing many resources. Over the history of the department, faculty from each of the two program areas have typically alternated in serving terms as chairs of the department. Consideration of the relationship of the undergraduate program to the new Health Promotion and Health Equity major has been posed as a specific charge for this review and will be addressed in a subsequent section of this self-study.

- ***What are the approved learning outcomes?***

Following is a link to the [approved learning outcomes in the UW-Madison Guide](#).

The five learning outcomes focus on analyzing complex social issues; understanding disability; theoretical foundations in psychology; the health and human services system and pre-professional skills; and preparation for graduate study in health and human service fields.

- ***What is the program's structure? For example, is it a single program or does it have informal tracks/concentrations, formal named options or certificates?***

The Rehabilitation Psychology undergraduate program is a single program.

- ***Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements?***

Our undergraduate program has no arrangements for dual, double, or joint degrees with other programs. Our substantial collaborations with other programs include the use of courses from other departments to meet degree requirements, as described above for the proposed revised program requirements, including the Related Course Requirements in Psychology and/or Educational Psychology (12 credits) and in Sociology and/or Social Work and/or Gender and Women's Studies (6 credits); in addition, COUN PSY 655 Clinical Communication Skills is the only course outside of RP&SE that is required in the Rehabilitation Psychology Didactic Core.

Our department has also been a collaborator in the development of the Health Promotion and Health Equity (HPHE) degree program, and courses within our RP program are also shared with HPHE as a part of their degree requirements, as discussed in the Dean's Review Charge 2 that follows.

- ***Dean's Review Charge 2. What is the impact/relationship between the Rehabilitation Psychology undergraduate program and the Health Promotion and Health Equity program?***

As noted above, RP has been a collaborator in the development of the Health Promotion and Health Equity (HPHE) major, along with Kinesiology and Counseling Psychology, with David Rosenthal as the RP faculty representative on the HPHE Steering Committee. The major was initially offered in Fall 2019, and it has quickly grown to 179 students enrolled in Spring 2021, less than two years after it was initiated.

Appendix B, which displays the newly revised curriculum in RP currently going through the UW-Madison approval process, also shows courses that are shared between the two majors. There is some overlap between the two but also substantial coursework that is unique to each. In general, both majors have an emphasis on health, disability, and chronic illness, although the HPHE major has a much heavier emphasis on biological science and kinesiology, while the RP major emphasizes behavioral and social sciences and coursework on psychosocial and vocational aspects of disability and rehabilitation and related human service programs.

It should also be noted here that a Disability Rights and Services (DRS) certificate was implemented through RP&SE in the Fall 2020 semester. The certificate program has quickly grown to 182 students enrolled by Spring 2021, less than one year after implementation. Appendix B also displays shared courses between the RP major and the DRS certificate program.

Regarding the impact of the HPHE major and the DRS certificate on the RP major, we anticipate that both will attract some of the students who would previously have enrolled in RP. For example, a number of pre-nursing or pre-medicine students and those interested in future graduate study in Physical Therapy or Physician Assistant programs, may have previously chosen the RP major, but now may be attracted to HPHE in part because of the biological sciences and kinesiology emphases. RP may be more attractive to students interested in future graduate study in Clinical Rehabilitation Counseling or Occupational

Therapy or to enter bachelor's level careers in rehabilitation and human services. In addition, some students who may have previously entered the RP major may decide to enter the DRS certificate program, while continuing in another major, perhaps in Letters & Science. Thus, since RP draws in part from the same pool of students as the HPHE and DRS programs, the enrollment in the RP major would be expected to decline as the HPHE and DRS enrollments grow. At the same time, with the HPHE major and the DRS certificate program both using RP courses, enrollments in RP courses would be expected to increase.

The table below demonstrates that these two trends are already in evidence. From Fall 2018 to Fall 2020, the RP major declined by 28% from 140 to 101 students, while HPHE increased from zero in Fall 2018 to 147, and DRS enrollment increased from zero in Fall 2019 to 98. In contrast, when looking at RP course enrollment, with some RP courses shared with the HPHE major and the DRS certificate program, total course enrollments in classes taught by RP faculty and instructional staff quadrupled from 187 in Fall 2018 to 751 in Fall 2020.

Semester	Enrollment in Majors/Certificate			Enrollments in Undergraduate RP-Taught Courses in RP, HPHE, and/or DRS programs
	RP	HPHE	DRS	
Fall 2020	101	147	98	751
Fall 2019	113	13	-----	352
Fall 2018	140	-----	-----	187

Nonetheless, the faculty is committed to maintaining robust numbers of students in the RP major and is seeking ways to enhance the visibility of the program and to actively recruit new students. We believe that we have an attractive major to offer, with a strong curriculum that is highlighted by the internship component, and we want to get the word out to potential majors. To facilitate these efforts, we have submitted a School of Education marketing request to gain assistance in building enrollment in the major.

- *If the program is not the only program within the home unit, what are the other programs? If there are several programs in the same academic home, how are they related to one another and what impacts do they have on student learning?*

Within RP&SE, the home unit for the RP undergraduate major, Special Education degrees are offered at the undergraduate, M.S., and Ph.D. degree levels. Both RP and Special Education focus on individuals with disabilities and related special needs, Special Education with younger school age children and RP with older age groups. The overlap between the two occurs with older adolescents, as they transition for special education programs into adult services, employment, and community life, and this is the area where special education and rehabilitation programs collaborate in facilitating that transition. Thus, the area of transition provides opportunities for collaboration in instructional activities, research, and community service, and several courses in Special Education are included in the RP curriculum, providing learning opportunities for RP majors and interaction with Special Education majors who also take those same classes. Also the new Disability Rights and Services certificate program, just initiated in Fall 2020 and discussed in other sections of this self-study, is a joint effort between Special Education and RP faculty.

Other degrees offered through the RP&SE home unit are the M.S. in Clinical Rehabilitation Counseling and the Ph.D. in Rehabilitation Counselor Education. The RP major is a preprofessional program, providing excellent preparation for entry into the M.S. program in Clinical Rehabilitation Counseling and is a major feeder into that program. The M.S. degree in Clinical Rehabilitation Counseling is the primary

practice degree in rehabilitation counseling, satisfying the professional education criteria for the national Certified Rehabilitation Counselor (CRC) credential and for the Licensed Professional Counselor (LPC) license in Wisconsin and in most other states. The Ph.D. program primarily prepares academicians to assume faculty positions in undergraduate and graduate university programs in rehabilitation counseling and related fields of study.

There is considerable interaction among students at the different degree levels. Ph.D. students assume instructional responsibilities with both M.S. and RP undergraduate students, serving as TAs in classroom courses, as clinical supervisors and community site liaisons in practicum and internship, and instructional staff, particularly in undergraduate courses. Ph.D. students typically enter doctoral study with post-master's experience, and both RP and M.S. students learn a great deal from them, and the Ph.D. students often play an important mentoring role in guiding students through their courses of study and planning for the future. At the same time, Ph.D. students gain valuable experience in instruction and clinical supervision that will benefit them in their future academic careers.

- ***Dean's Review Charge 5. Research opportunities with faculty.***

As is true in other departments across the UW-Madison campus, there is considerable research activity on the part of the five tenure-track RP faculty. The faculty currently have four active federal grants and subcontracts totaling \$19,575,000 from the Rehabilitation Services Administration in the Department of Education and the National Institute on Disability and Independent Living Research; these projects are titled, Vocational Rehabilitation Technical Assistance Center for Quality Employment; Rehabilitation Research & Training Center on Employment of People with Intellectual & Developmental Disabilities; Rehabilitation Research & Training Center on Employment of Transition Age Youth with Disabilities; and Rehabilitation Research & Training Center on Successful Employer Practices. There are also many unfunded research projects that our faculty have ongoing. However, although there are many graduate students involved in these research projects, undergraduate students have not typically been involved to any great extent. One exception is our new faculty member, Jina Chun, who is working with two students from underrepresented groups through the Undergraduate Research Scholars (URS) program, both of whom are involved in her research.

Undergraduate RP students have occasionally been part of research teams assisting Ph.D. students with dissertation or other research projects; for example, a recent Hmong undergraduate RP student, who subsequently entered our M.S. degree program, assisted with dissertation research entitled, Facilitators and Barriers to Employment among Hmong American Young Adult Men with Mental Illness. Undergraduate RP students have also been recruited as volunteers for Ph.D. students conducting course-related intelligence and neuropsychological testing and, through this activity over the past five years, more than 50 undergraduate students have gained first-hand experience with testing that is used in clinical and research applications in rehabilitation settings.

The involvement of RP undergraduate majors in faculty and Ph.D. student research has not been extensive to date, but we see value in expanding these opportunities, both to benefit our students and to form faculty relationships with students who may be good candidates to proceed on to our graduate programs. One of our faculty, Malachy Bishop, as a part of his previous academic position, served as Director of Research at the University of Kentucky's University Center for Excellence in Developmental Disabilities (UCEDD), and he was heavily involved in expanding research opportunities for undergraduate students there. Given this experience, he has agreed to lead our efforts to consider ways to expand those opportunities to RP majors here.

- ***How do the program's governance model, program committees, and membership criteria lead to active faculty engagement? How does succession planning work for leadership?***

The RP&SE department is comprised of the RP and Special Education program areas that function semi-autonomously and in a mutually supportive manner. The faculty serving as department chair typically alternate between the two program areas and the department as a whole reviews all curriculum and other issues advanced by both program areas.

Within RP, there are designated coordinators for the undergraduate, M.S., and Ph.D. programs and an overall area chair. With a small group of five tenure-track and one clinical faculty, the faculty operate on a consensus model, with nearly all major decisions made by the faculty as a whole and with any controversies readily resolved. For example, for M.S. admissions, the M.S. program coordinator reviews and prepares summaries of all applicants and presents them to the faculty to select candidates to interview; all faculty participate in the interviews and then convene to finalize admission decisions. Curriculum issues are handled similarly, with program coordinators working with all faculty in making decisions. With a small faculty, succession issues are handled easily and, following a number of retirements of long-time faculty in past years, the current faculty is relatively young and expected to remain for years to come.

C. Program Assessment and Evaluation (*Summarize the assessment plan used to evaluate the extent to which students are meeting program learning outcomes and how the program is engaged in a coherent process of continuous curricular and program improvement*)

The RP program utilizes assessment activities that measure the knowledge and performance of current students to instigate programmatic changes to improve the student learning outcomes and experience. These activities are based on the defined learning outcomes identified in the [Guide](#). The assessment methods and timeline are found in the [Rehabilitation Psychology Assessment Plan](#) that is housed within the Office of the Provost.

- ***Provide annual assessment reports.***

[Click here to access the assessment report submitted on October 25, 2018](#)

Direct Assessments of Knowledge and Performance

Student internship evaluations are compiled every 3 years and reviewed by the RP faculty.

[RPSE 630 Internship Evaluation Form.docx](#)

Student Experience Survey and Postgraduate Experience Survey

A Student Experience Survey was sent to current undergraduate students and a Postgraduate Experience Survey was sent to students who had graduated between Fall 2017 and Fall 2020. Results of the surveys will be presented in subsequent sections of the self-study.

- ***What has the program learned through assessment of learning outcomes? Provide key evidence.***

Each spring semester students who are graduating in current semester or following summer semester are provided a student satisfaction survey. While gauging student satisfaction is one measure, this survey also asks students to indicate their perceived knowledge and understanding of the [program's five learning outcomes](#). The survey posed the following questions:

1. Overall, how well did the education you received through your undergraduate degree help you to analyze complex social issues?
2. How well did the education you received through your undergraduate degree help you to increase your understanding of chronic illness and disability in society?

3. How well did the education you received through your undergraduate degree help you to increase your knowledge of services provided to people with chronic illness and disability?
4. How well did the education you received through your undergraduate degree help you to understand theories in psychology and how they apply to the study of rehabilitation, disability, and health?
5. How well did the education you received through your undergraduate degree help you to gain experience in providing services to people with chronic illness and disability.

In the [most recent survey in July 2020](#), results indicated that 65%-89% of students responded to these questions as very well and somewhat well.

Students have the opportunity to share what they like most about the program, suggest program improvements, and provide explanation if they were satisfied or dissatisfied with the program. Survey results greatly influence faculty recommendations for the program. Through the survey, faculty recognized that there may be content overlap in the curriculum, the course schedule may not meet student needs, and students may benefit from a more diverse course selection that focuses on specific areas of rehabilitation psychology.

- ***What changes have been made as a result of assessment?***

The [2017-18 assessment report](#) indicated the need for an updated list of internship opportunities for students to access. Since then, a [webpage](#) with internship site descriptions and contact information is continually available to students to view on the RP&SE website and is updated on a regular basis (minimum twice per year).

Due to the unexpected medical leave of the Student Services Coordinator in spring 2019, the [2018-2019 assessment](#) activities were not completed. The list of approved internship sites continued to grow and was updated on the department website.

The [2019-2020 assessment activities and report](#) focused on gathering student satisfaction and evaluating student internship learning outcomes. Curriculum overlap and course offerings was discussed and chosen as a leading recommendation for the area to discuss as the 10 Year Program Review occurred over the 2020-2021 academic year. Proposed changes to the RP program requirements were discussed in a previous section of the self-study.

In the student satisfaction survey results, students commented that the course requirements are often taught in 3 hour blocks and suggested to offer a variety in course scheduling. The faculty acknowledged that the master's and doctoral programs had altered to three hour long courses and this subsequently affected the undergraduate course offerings. For Fall 2021, one didactic core course section (RP&SE 501 *Rehabilitation-Counseling Psychology: Applications*) and one RP&SE elective course (RP&SE 125 *Health and Rehabilitation Professions*) will occur two days per week for 75 minutes each day rather than as a one 3 hour block course. The hope is this will allow students more flexibility with their course scheduling and remove any previous barriers that a three hour course may have caused (i.e., athletic schedules, progress toward degree, accommodations, etc.) Additional courses are also being proposed, as discussed in the section that follows.

- ***What are the emerging changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities?***

New courses are being developed to address emerging areas in rehabilitation psychology. Four courses were recently added: RP&SE 121 Substance Abuse & Disability, RP&SE 125 Health & Rehabilitation

Professions, RP&SE 316 Health Promotion, and RP&SE 330 Positive In addition, the RP Area has developed and is now offering or seeking approval to offer four additional courses on the following topics: RP&SE 520 Case Management and Community Resources, RP&SE 660 Technology Assisted Care, RP& E 660 Forensic Rehabilitation, and RP&SE 660 Corrections and Disability. These opportunities are being considered based on student feedback, as well as faculty involvement in leadership roles and research that keep the program abreast of emerging changes in the discipline. For example, David Rosenthal, RP Area Co-Chair and Professor, recently served as President of the National Council on Rehabilitation Education. Valuable feedback is also gained from leaders in the community, as described below.

- ***How do leaders within industry, business, government, or nonprofit organizations become involved in offering advice and perspectives on the program and curriculum?***

The RP Program formed an advisory committee that consists of leaders from the community providing rehabilitation services, graduates from the RP program, and current students in the program. Advisory committee members provide input on learning needs and changes in the profession for proposed changes to the curriculum. Example community partner questions include: What is happening or changing in your own practice environments that we should be aware of as we train new rehabilitation counselors for future practice? What are some of the promising practices and solutions pertinent for the employment related needs of individuals with disabilities? How do these practices and solutions impact education and training of rehabilitation counselors? We plan to include our advisory committee partners in the development and implementation of our undergraduate recruitment planning and to work with the committee in our efforts to increase undergraduate research opportunities and initiatives.

D. Recruiting, Admissions, and Enrollment *(Analyze current practices and trends to determine if enrollment levels are consistent with plans and program resources)*

The undergraduate RP program provides a home for students who intend to pursue professional training at the graduate level in a variety of helping professions, including some, like physical therapy, that previously could be entered directly from undergraduate programs. In addition to foundational coursework in education and psychology, students complete supervised field work related to rehabilitation counseling. This combination of foundational coursework and field experience prepares them well for graduate work in related fields.

The undergraduate program provides two positive spillovers to the graduate programs. First, it serves as a feeder into the M.S. program. Students in the RP undergraduate program become aware of the available professional training and sometimes gain practical experience through internships to help them determine if rehabilitation counseling is an appropriate career. Second, the undergraduate program provides opportunities for doctoral students to gain teaching experience, which is especially valuable as most doctoral students aspire to university careers.

The RP program experienced huge growth from 2011-2016. The program has had a strong overall upward trend in both applications and enrollments over that 5 year span until an expected drop in enrollments starting in AY 2017/18 (see Figures 1 & 2 below). This decrease in enrollment was anticipated as the HPHE major within the SoE was launched and the general trend indicating lower undergraduate enrollments nationally. The current numbers in the undergraduate RP program (approximately 120) are considered consistent with the current capacity of the RP program Area. As the major approached 200 students in 2016/2017, the workload became an extreme challenge for the RP faculty as the RP core faculty are few in number (five tenure track positions), and have multiple obligations running programs at the undergraduate, master's, and doctoral levels.

Women to Men ratios by percentage are presented in Figure 1 with males continuing to constitute approximately 16% of the undergraduate cohorts.

Figure 1

Headcounts of Degree-Seeking Students

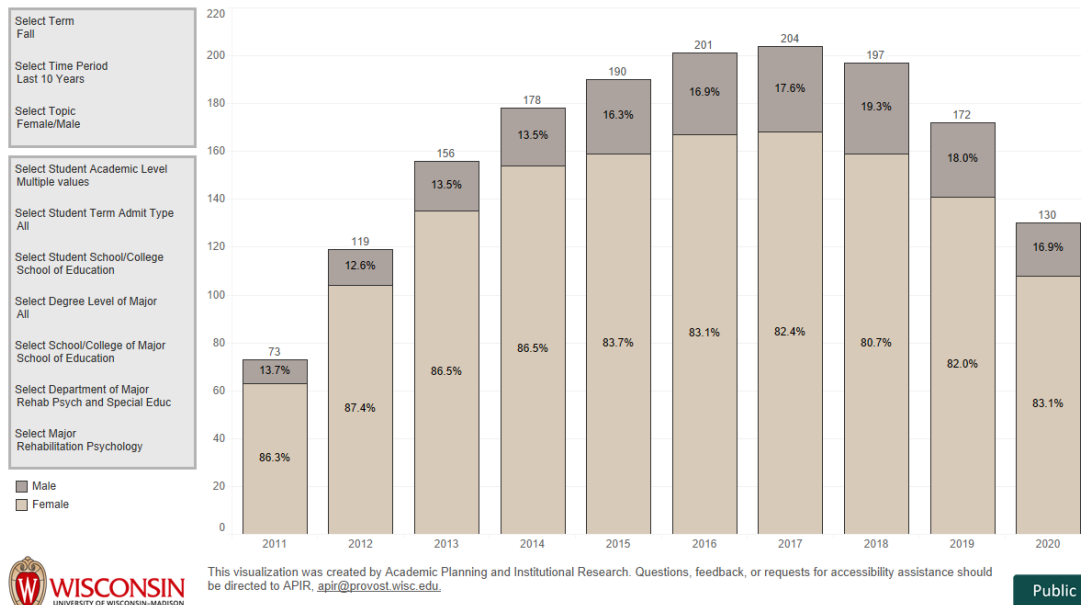
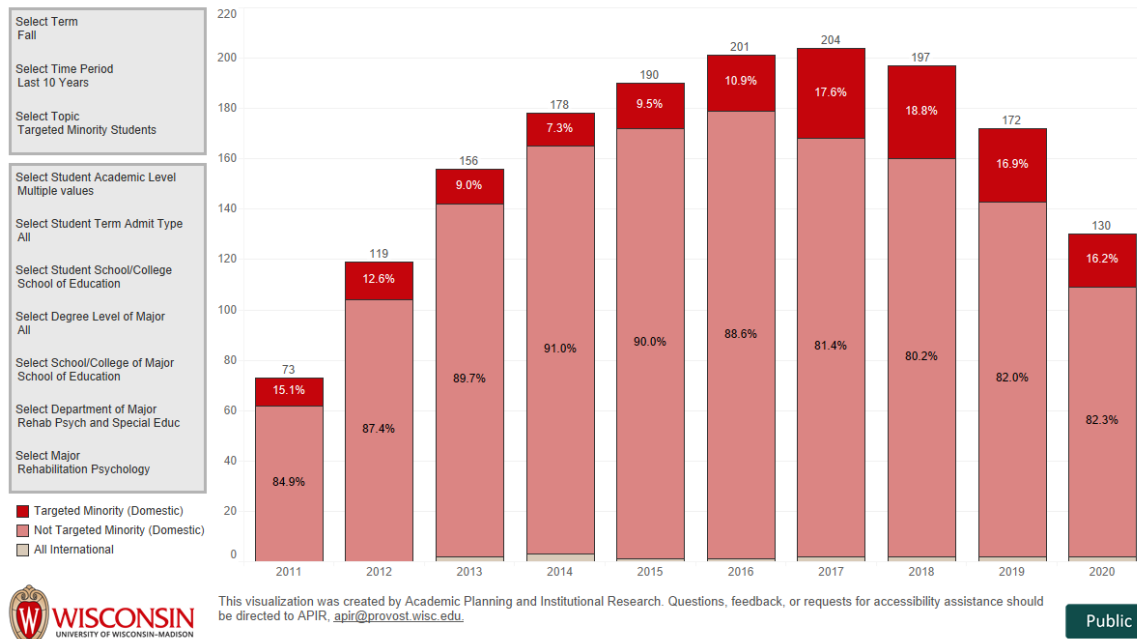


Figure 2 shows ratios by percentage of targeted minority students with targeted minority students continuing to constitute 16% of the undergraduate cohorts (up from 13% and 12% in the years at the beginning of this review period). During the years 2012-2015 percentage of targeted minority students constituted under 10% of the students in the program; the last 3 years (2019-2021) have seen 17%, 18%, and 16% of targeted minority student in the undergraduate program.

Figure 2

Headcounts of Degree-Seeking Students



We have several goals for recruitment, admission, and yield going forward. Given the need for well qualified people to work with persons with disabilities and chronic illness, we seek to continue to recruit students commensurate with our internal available resources. We also recognize the need to maintain or hopefully increase racial diversity within the current cohorts and seek to recruit and admit higher numbers of students from underrepresented groups. Our diversity efforts will also focus on identifying ways to analyze practices and trends in RP program enrollment of students with disabilities. Finally, we would like to continue to develop our admissions and candidate yield process to more easily project needed resources – to assure that we have the level of resources that corresponds to the size of the program on a year to year basis.

- ***Are admissions practices and enrollment levels consistent with plans, program resources, and career outcomes?***

The program is both financially sustainable and successful toward reaching intended outcomes of preparing students to work with individuals with disabilities or matriculate into relevant graduate study. Our admissions practices and criteria focus on identifying strong candidates for both the academic rigor of the program as well as the characteristics identified for successful undergraduate work. These practices include the use of markers of potential academic success such as GPA and the evaluation of university transcripts to assess whether applicants have the requisite capacity needed to succeed in the program.

- ***What effort has the department/academic unit or program made to enhance student diversity (traditionally underrepresented groups in the field)? Have those diversity efforts been successful?***

Recruitment efforts for a diverse cohort of students include reaching out to on-campus student groups such as SOAR and various student organizations with high numbers of students from underrepresented groups. We also utilize available career fairs and events where possible to

recruit and admit applicants from underrepresented groups. For example, this spring semester, our faculty and staff presented at Major Discovery Week hosted by the UW Career Exploration Center and the Health Professions Expo hosted by the UW Center for Pre-Health Advising. We are currently working with the School of Education Office of Undergraduate Academic Advising for Diversity and Inclusion, and other groups to increase efforts for recruiting and admitting students from traditionally underrepresented groups. To this point our efforts have had moderate success in recruiting students from underrepresented groups into the program.

- ***What do trends in application volume, admits, and enrolled students signal about program strength?***

The enormous growth of the program and increased student application from 2011-2016 illustrates the strength of the program. Given the national trend of reduced numbers of students enrolling in undergraduate study and launch of the SoE HPHE major we expected the reduction in enrollees over the past several years. We are working closely with the Dean's office, SoE communications, and department resources to identify and recruit additional RP majors. Additional strengths of the program include the extensive field-based requirement model offered through our program, the reputation of the program within the local agencies we work with, and the ability of the program to prepare and place students in positions across the state, regionally, and nationally as well as prepare them for graduate study.

E. Advising and Student Support (*Discuss the process by which students get regular advising and accurate program information*)

- ***Who does the advising for the program? Describe how advisors are hired/selected. How are students transitioned between advisors when personnel change?***

The RP undergraduate students are assigned an advisor from the School of Education Student Services and a faculty advisor from the RP program. Kayla Armstrong, Student Services Coordinator (SSC), offers programmatic advising support to students. Some RP students utilize the Center for Pre-Health Advising to gain a better understanding of the various pathways to health professions that RP students are often interested in learning about.

The Education Student Services (ESS) advisors play a vital role in assisting the RP students, especially those who are interested in graduate or professional school. ESS advisors assist students in choosing general education requirements that dually fulfill graduation/professional school prerequisites. Students that were in the School of Education prior to admission to the RP program maintain their ESS advisor and are assigned a faculty advisor at the point of admission to the professional program. Students are encouraged to maintain a relationship with their ESS advisor while creating a relationship with the faculty advisor that is focused on career development, content comprehension, and academic support. The SSC assists students in their professional course sequence, course permissions, and basic internship questions. Any program, course, or advisor changes are communicated to the students by the SSC via email. Susan Wiegmann, faculty associate, undergraduate program coordinator, and internship coordinator, advises students who are in the process of choosing their internship site(s) based on their interests and future career goals.

- ***Describe how students are assigned to advisors. What is the ratio of advisors to students? How often do you expect students to meet an advisor?***

Students are evenly assigned to all faculty advisors within the RP program. Some faculty are assigned lower numbers of advisees if they are planning on taking sabbatical in the near future. Faculty are

regularly assigned between 20-30 students each semester. Students are encouraged to contact their faculty advisor each semester to discuss potential career goals, academics, and courses.

- ***What other responsibilities do advisors have in the unit?***

Faculty advisors act as additional support systems and resource for students who may experience difficulty in their studies, school/life balance, or accommodation needs.

- ***What material is available on your website or in print to support advising undergraduates? How is that information kept up to date and accurate?***

The Rehabilitation Psychology and Special Education (RP&SE) website contains a [Current Student Resources webpage](#). From there, students can access [current forms and handbooks](#), including an [undergraduate Rehabilitation Psychology handbook](#), as well as a current list of [pre-approved internship sites and guidelines](#). These documents are updated on an annual basis.

- ***What training and professional development is expected and/or supported for advisors? Do advisors make use of the Advisor Gateway and the Advisor Notes System? How are advisor performance reviews conducted?***

The Student Services Coordinator and Undergraduate Program Coordinator are trained in and utilize Advisor Gateway and Advisor Notes System (ANS) to check student progress and communication between student and other support services. The Student Services Coordinator tracks student meetings with ANS to communicate and track department decisions and advising meetings that impact the student's progress towards degree. Currently, RP does not conduct performance reviews with their faculty advisors.

- ***How is the impact of advising assessed? Is your advising in alignment with the Guiding Principles and Core Competencies for Academic Advising?***

The impact of advising is assessed through the student satisfaction survey question regarding overall satisfaction of the RP major in terms of quality of advising. The survey question is general and does not specify advising from RP faculty or School of Education Student Services academic advisors. The program and academic advisors work together to align efforts with the guiding principles and core competencies for academic advising. These principles and advising could be further assessed in future student surveys.

F. Program Community and Climate (*Where applicable, evaluate exit survey and climate survey data. Describe efforts taken to foster overall program diversity, a climate of respect and inclusion, and a sense of community by considering the following*)

- ***Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community?***

Students who are listed as pre-Rehabilitation Psychology and Special Education receive emails each semester regarding RP&SE courses that are offered in the upcoming semesters as well as application and admission requirements and deadlines. Admitted RP students receive 4-5 emails each semester regarding advising opportunities, future course offerings, and program updates from the Student Services Coordinator. Newly admitted RP students are invited to an internship and program orientation within a month of their admission offer. At this meeting, new RP students meet with the internship coordinator

and Student Services Coordinator to discuss course sequence, internship guidelines, and to ask general questions about the program.

Students are given the opportunity to connect with other School of Education students through the “School of Ed Den” on Microsoft Teams. This all-inclusive SoE student-focused group encourages student interaction through virtual social events. Participation in the “School of Ed Den” is encouraged via email to all RP students.

RP students are assigned a university supervisor during their internship. Students receive internship supervision and support from the university supervisor through participation in weekly classes focused on the internship experience, as well as two to three internship meetings with the student, agency supervisor, and university supervisor throughout the semester. Students also submit reflection papers, weekly logs, and other assignments related to their community-based learning, which provide further opportunities to identify student supervision needs. Internship classes are designed to be small to allow time for the internship supervisor to be available for individual support outside of class as needed. The internship coordinator and university supervisors meet and communicate regularly to discuss student progress and any additional ways to support students in their professional development.

- ***What efforts are there to enhance faculty/staff representation of traditionally underrepresented groups in the field? How does the unit rate its ability to attract and retain a diverse faculty/staff?***

The department of RP&SE, along with the rest of the School of Education, makes a continuous effort to recruit, employ, and retain diverse faculty to create and support an inclusive learning community. The SoE Strategic Plan for Inclusive Excellence outlines our foundational values of inclusive excellence, defines the four essential pillars of inclusive excellence, surveys the current state of inclusive excellence within the SoE, and provides a detailed path forward for implementing inclusive excellence within the SoE. In our recent hires, we systematically searched for diverse faculty candidates in particular by personally reaching out to potential candidates from diverse backgrounds and encouraging them to apply. Evidence can be seen in our Recruitment Efforts Plan for the hiring process (Appendix D). We work closely with the SoE business office and embrace the diversity and anti-bias training that is so critical to fair and culturally responsive hiring processes and outcomes. We rate our ability to attract and retain a diverse faculty/staff as adequate at this time. Although we embrace inclusive excellence and prioritize efforts to recruit, employ, and retain diverse faculty, we can always improve upon our capacity, processes, and responsiveness; and with intentionality, work to ensure inclusive learning communities.

- ***Dean’s Review Charge 3. Examine the student experience in the program, with attention to the Wisconsin Experience and opportunities for undergraduate interactions with program faculty.***

The RP program provides students multiple opportunities to embody the Wisconsin Experience. Current students take RP&SE 630 Internship in Rehabilitation or Special Education, a community-based learning course that requires a minimum of 240 hours of internship experience, often with multiple local agencies that assist or serve individuals with disabilities and their families. In the revised RP curriculum, students will complete 360 hours of internship experience.

Students are encouraged to interact with faculty inside and outside the classroom. In the recent student experience survey, multiple students noted that the faculty were their favorite part of the program. Student experience survey results will be discussed further in Dean’s Review Charge 4.

G. Degree Completion and Time to Degree (*Referencing relevant data and campus goals, describe efforts to help students make timely progress to degree. Include the following in your discussion.*)

- *Use institutional data sources to examine and evaluate progress to degree metrics and comparison to peers.*

Figure 3 demonstrates that the time-to-degree for program graduates has dropped slightly and remains very close to 4 years on average. Of interest, males in the program have taken slightly longer to complete their degrees, averaging approximately 4.5 years to degree (see Figure 4) and targeted minority students were taking slightly longer to degree completion in 2018 (4.5 years to degree) but were down to approximately 4.0 years in AY 2020/21 (Figure 5).

Figure 3

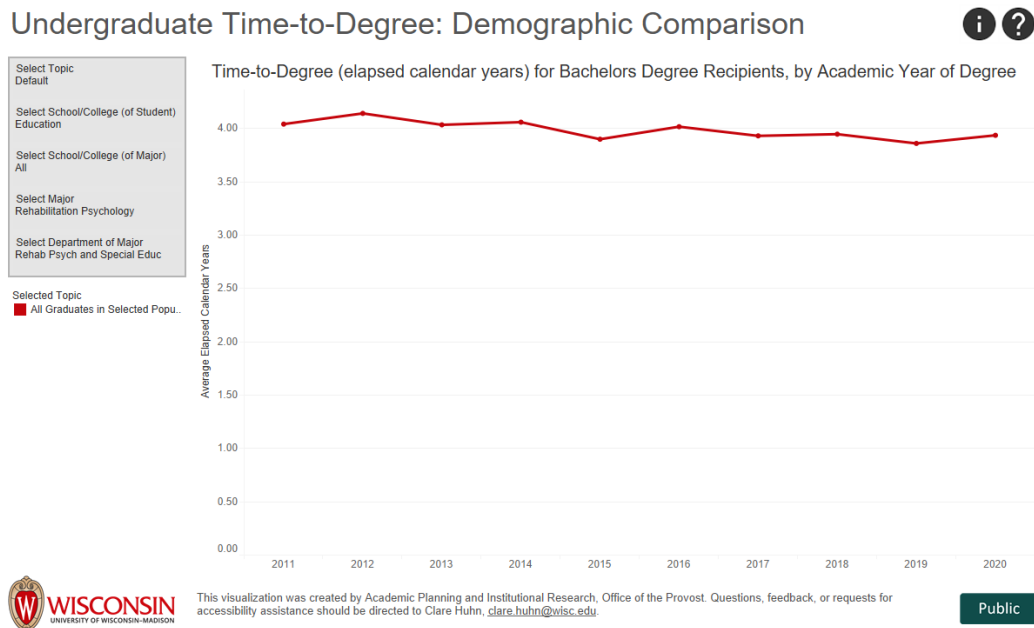


Figure 4

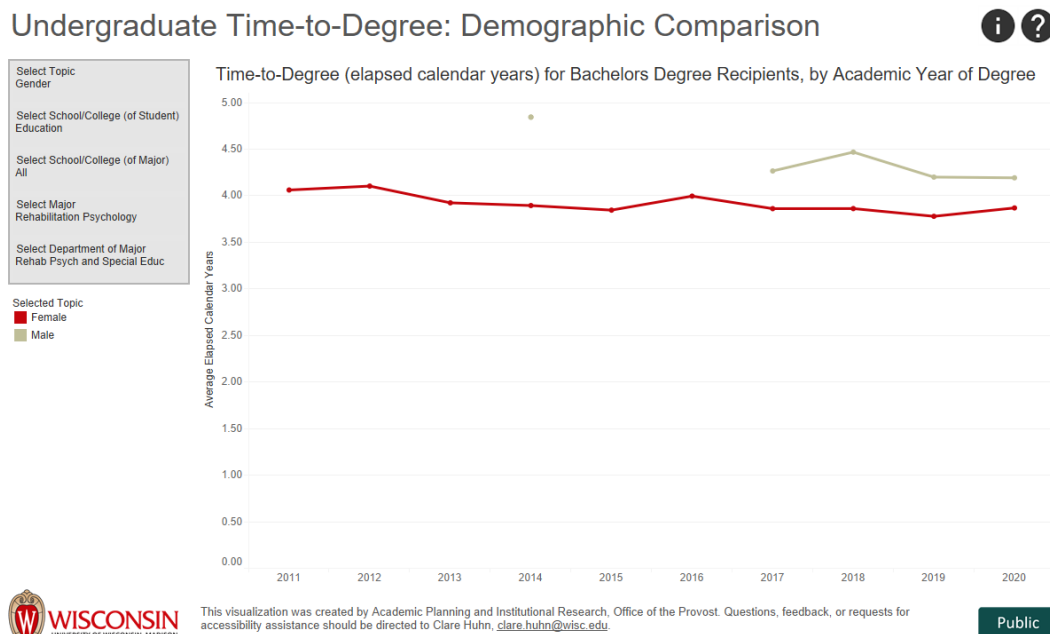
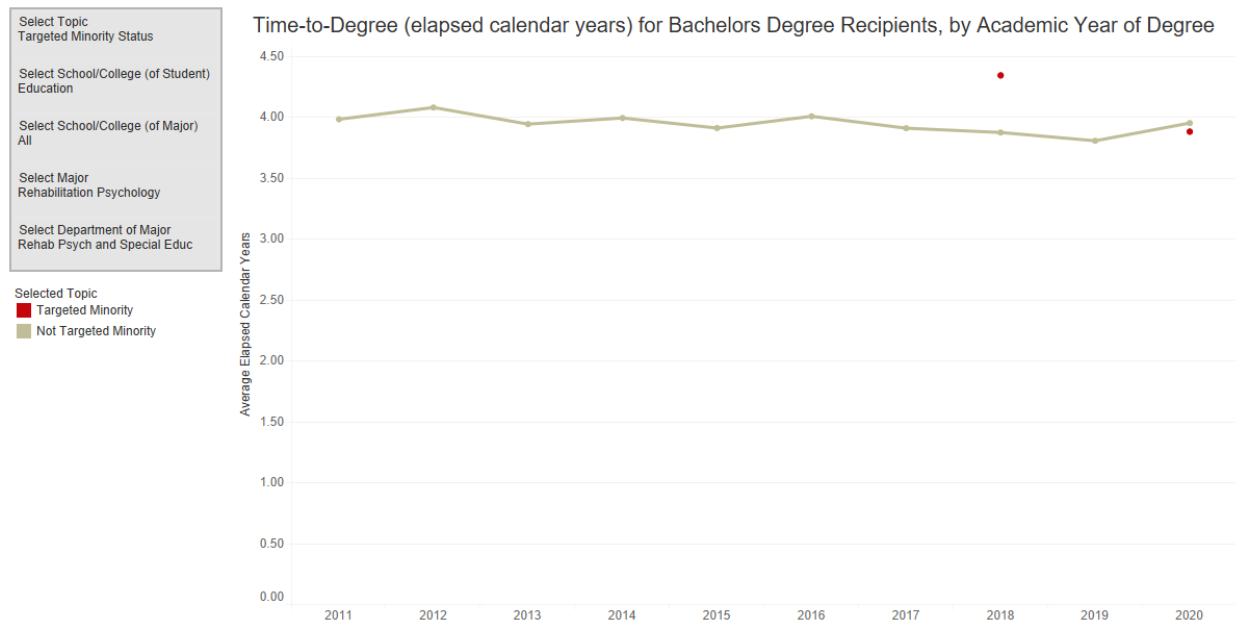


Figure 5

Undergraduate Time-to-Degree: Demographic Comparison



This visualization was created by Academic Planning and Institutional Research, Office of the Provost. Questions, feedback, or requests for accessibility assistance should be directed to Clare Huhn, clare.huhn@wisc.edu.

Public

For purposes of the self-study, we contacted colleagues at other universities offering an undergraduate rehabilitation program. In comparison to other institutions, the RP program's time-to-degree is equal to or less than the time-to-degree for students graduating from similar undergraduate rehabilitation programs, including the Pennsylvania State University Rehabilitation and Human Services Program (4.5 years) and the Arkansas Tech Rehabilitation Science Program (4.5 years).

- *What efforts have been made to improve progress to degree performance and completion rates?*

Table 1 shows admissions and matriculation of students into the RP Program from 2011-2021.

Table 1

Count of Id		Applic Admit Term2										
Applic Academic Plan	Program Action Description	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
PSR 868	Administrative Withdrawal	9	13	11	15	8	15	15	12	10	19	12
	Admission Revocation	1								1		
	Applicant Withdrawal	2		4	3	3	2	2	4	8	5	11
	Deny	12	20	8	14	8	15	25	21	10	14	14
	Matriculation	6	5	6	10	10	5	12	7	9	13	8
PSR 868 Total		30	38	29	42	29	37	54	44	38	51	45

RPS 868	Administrative Withdrawal	1				1						
	Admission Revocation		1					2				
	Matriculation		4	3	6	4	5	2	2	3	3	3
RPS 868 Total		1	5	3	6	5	5	4	2	3	3	3
Grand Total		31	43	32	48	34	42	58	46	41	54	48

Efforts have been made to improve progress to degree performance and completion rates through providing coordinated advising services, using the Degree Auditing Reporting System (DARS), conducting student orientation meetings, connecting students to resources to support their progress, and offering several courses during the summer term.

- *Do students from educationally underrepresented groups (racial/ethnic minority, low-income, first generation in college) succeed in the program at rates comparable to other students? How are equity gaps addressed?*

As discussed above, targeted minority students were taking slightly longer to degree completion in 2018 (4.5 years to degree) but were down to approximately 4.0 years in AY 2020/21 (Figure 5).

H. Career Services and Post-Graduation Outcomes *(Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.)*

- *What do students do after graduation? How does the program prepare them for careers or further academic training?*

After graduating from the RP major, most students choose to enter graduate or professional study. As described below, the RP major conducted a survey of both current undergraduate students and recently graduated students during the Spring 2021 semester. Of the postgraduate survey sample (n= 32), 23 students (72%) rated being “satisfied” or “very satisfied” with the department curriculum in terms of graduate school preparedness, representing a relative strength among overall satisfaction scores for graduates, and 31 students (97%) indicated that they pursued graduate study or will be pursuing graduate study in the future. Retention rates for students who enter graduate school after graduating from the RP major are very high, with only 1 student identifying that they did not complete their course of graduate study. Graduate study disciplines for graduates of the RP major ranged from healthcare careers to educational and human services careers, with most students pursuing graduate study in occupational therapy (48%), counseling (24%), and rehabilitation counseling (15%).

The RP major prepares students for these careers through a robust field experience requirement and upper-level curriculum in disability and rehabilitation as described in Section B.

- *What career resources are available to students?*

The School of Education Career Center is a valuable resource for the RP program and students. The Career Center facilitates the development of career and professional identity for students and alumni of the School, empowering them to make and implement informed career decisions through life’s transitions. The Career Center provides on-going career assistance and job search support by providing individualized services, utilizing web-based applications, and coordinating career-focused events while establishing mutually beneficial relationships with employers, academic departments, and campus-wide

partners. Career consultants from the Career Center are invited each semester to attend RP classes, such as the RP&SE 501 Rehabilitation Counseling Psychology - Applications course, to teach a guest lecture on the application process for jobs and graduate programs, provide example materials, and share information with students about the various Career Center resources that are available to them. The Career Center website includes information on career exploration, creating application materials, interviewing, conducting a job search, applying to graduate school, career and job link resources, fairs and events, and Kaltura MediaSpace Video Portal.

- ***What is the range of student career outcomes, and are these outcomes consistent with program goals? Does the program track the career progress of its graduates?***

As discussed in Section B, graduates are prepared to provide quality entry level general services in a variety of community settings, including advocacy, behavioral support, independent living, and supported employment, and many students go on to complete graduate programs in rehabilitation counseling, mental health counseling, occupational therapy, physical therapy, special education, social work, and other helping professions. These career outcomes are consistent with the mission of the RP program. The program currently tracks career progress of its graduates through the Postgraduate Experience Survey and not on an individual student level. Due to the small sample size of students in the recent survey who did not pursue graduate study (n=1) and number of students currently enrolled in graduate study (n= 25), career outcomes for the RP major may be influenced by available employment opportunities that are outside of a student's desired career but are compatible with the demands of graduate study.

Desired/projected career paths for students are strongly correlated with courses of graduate study, namely careers in occupational therapy and careers in counseling (including rehabilitation counseling, case management, and behavioral health), consistent with past survey results.

- ***Dean's Review Charge 4. Please be sure to include feedback from alumni regarding their experience with the program and outcomes after graduation.***

The RP major conducted a survey of both current undergraduate students and recently graduated students during the Spring 2021 semester. At the conclusion of the survey, the program review team collected 19 responses from current students and 33 responses from recent graduates. As part of the survey, respondents were asked to evaluate overall strengths and weaknesses of the RP major and desired or actual career paths as well as provide quantitative and qualitative feedback regarding specific content areas in the RP curriculum. In addition to the aforementioned feedback, respondents were asked to identify demographic characteristics to demonstrate the diversity of opinion.

Aggregated demographic results indicate that the sample is largely comprised of respondents that identify as either white (89%) and/or female (90%). While the sample does not demonstrate significant diversity by gender (90% female, 8% male, 2% nonbinary/genderfluid/agender), the aggregated demographic sample indicated student representation across racial and ethnic groups (5% Asian, 2% Black, 2% Native American, 6% Latinx, and 2% multiracial). Sixty percent of the postgraduate sample (n= 20) had graduated within the past two years (2019 or 2020), while seventy percent of the current student respondents identified as 2021 graduates (including Spring, Summer, and Fall 2021).

Ninety percent of the aggregate sample identified that they would recommend the RP major to someone else, though only 8% indicated they chose the major because it was recommended to them by someone. The RP major continues to draw its student pool from students who have interest in helping others, experience with disability, and/or employment or graduate school preparedness. Of note, recent graduates were more likely to have identified choosing the major for graduate school preparedness, while current students identified employment preparedness.

Overall evaluations were conducted within four domains: instruction, curriculum, advising, and internship. Current students identified being most satisfied with the RP curriculum, instruction, and internship placement, while graduates indicated high satisfaction with the internship placement and instruction in RP. The differences in internship ratings (current students= 4.38/5, graduates= 4.5/5) may be in part due to challenges in internship coursework due to the COVID-19 pandemic, but remain a high point for the aggregate sample.

In terms of coursework, both students and graduates reported more satisfaction with upper-level required and elective coursework. Satisfaction scores for graduates were highest for RP&SE 630 Internship in Rehabilitation or Special Education, RP&SE 505 Biological, Psychosocial, and Vocational Aspects of Disability, RP&SE 300 Individuals with Disabilities, and RP&SE 501 Rehabilitation Psychology: Applications, and highest for RP&SE 630, RP&SE 505, COUN PSY 650 Theory and Practice in Interviewing, and RP&SE 310 Positive Psychology and Well Being for current students. Overall ratings for the RP major were overwhelmingly positive, with 94% of graduates and 84% of current students rating the major as either Excellent or Good.

As discussed earlier in this section of the self-study, 31 students (97%) indicated that they pursued graduate study or will be pursuing graduate study in the future. Retention rates for students who enter graduate school after graduating from the RP major were very high, with only 1 student identifying that they did not complete their course of graduate study. Graduate study disciplines for graduates of the RP major ranged from healthcare careers to educational and human services careers, with most students pursuing graduate study in occupational therapy (48%), counseling (24%), and rehabilitation counseling (15%).

To access data files for the current student survey, [click here](#).

To access data files for the recent graduate survey, [click here](#).

I. Overall Analysis of the Self-Study and the State of the Program *(Outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement)*

Based on key findings from the self-study, the RP Program has identified the following strengths, challenges, and priorities for improvement:

Strengths:

- **Mission:** The RP program has a long history of meeting the RP&SE mission “to create, integrate, and disseminate new knowledge, theory, and research related to the education and rehabilitation of persons with disabilities” through our focus on teaching and preparing leaders within the profession, contributing to the knowledge base through research and scholarship, providing service to the profession and community, and improving the lives of people with disabilities.
- **Career Outcomes:** Graduates are prepared to provide quality entry level services in a variety of community settings, including advocacy, behavioral support, independent living, and supported employment. Many students go on to complete graduate programs in rehabilitation counseling, mental health counseling, occupational therapy, physical therapy, special education, social work, and other helping professions. These career outcomes are consistent with the mission of the RP program.
- **Faculty Research:** There is extensive research activity on the part of the five tenure-track RP faculty, including four active federal grants and subcontracts and many other research projects

being conducted by faculty as well as graduate students. We are developing strategies to further engage undergraduate students in research activities by broadening our research teams and systematically informing and recruiting undergraduate students to participate.

- **Enrollment:** Enrollment in the B.S. degree major in RP increased by 38% from 73 students in Fall 2010 to 101 in Fall 2020. When looking at RP course enrollment, with some RP courses shared with the HPHE major and the DRS certificate program, total course enrollments in classes taught by RP faculty and instructional staff quadrupled from 187 in Fall 2018 to 751 in Fall 2020. With the anticipated growth in both the HPHE major and the DRS certificate, and given that the RP major draws in part from the same pool of potential students, there will likely be downward pressure on enrollment in the RP major; however, we expect a corresponding continued increase in credits generated through courses taught by RP faculty and instructional staff.
- **Expanded Course Offerings:** New courses have been developed to address emerging areas in rehabilitation psychology, including substance abuse and disability, health and rehabilitation professions, health promotion, and positive psychology. In addition, the RP Area has developed and is now offering or seeking approval to offer additional courses on case management and community resources, technology assisted care, forensic rehabilitation, and corrections and disability.
- **Graduate Programs:** There is considerable interaction among students at the B.S., M.S., and Ph.D. degree levels. The undergraduate program serves as a feeder into the M.S. program in Clinical Rehabilitation Counseling and provides opportunities for doctoral students in Rehabilitation Counselor Education to gain teaching and internship supervision experience valuable for their future university careers; in addition, RP undergraduate majors have opportunities to interact with and learn from our Ph.D. students who have typically had recent post-master's experience as practicing professionals.
- **Collaboration with Other Programs:** The RP&SE Program Areas support one another and collaborate in research, scholarship, and service, while also sharing many resources. The RP program also collaborates with a number of other departments on courses to meet degree requirements, including Counseling Psychology, Educational Psychology, Gender and Women's Studies, Psychology, Social Work, and Sociology.
- **School of Education Services:** The RP program advisors, student services coordinator, and undergraduate program coordinator work in collaboration with the **School of Education ESS** advisors to support students in the program. The program also works with **Career Center** consultants to provide students with ongoing career assistance.
- **Advisory Committee:** The RP Program advisory committee consists of leaders from the community providing rehabilitation services, graduates from the RP program, and current students at the B.S., M.S., and Ph.D. levels. The Committee provides valuable input on learning needs and changes in the profession for proposed changes to the program curriculum.
- **Internships:** Internship has been a highlight of the undergraduate RP curriculum since the inception of the program more than 50 years ago. Practical experience provides a unique opportunity for students to apply knowledge gained in coursework in direct service settings. The value of the internship component is supported by the consistently positive course evaluations and the high ratings for internship in surveys of students and graduates.

Challenges:

- **Growth:** From Fall 2018 to Fall 2020, the RP major declined by 28% from 140 to 101 students, while HPHE increased over that same period from zero to 147, and DRS enrollment increased from zero in Fall 2019 to 98 in Fall 2020. Although shared courses with the HPHE major and the DRS certificate have resulted in increased credit generation, there will likely be downward pressure on RP majors. Nonetheless, the faculty is committed to maintaining robust numbers of students in the RP major and is seeking ways to enhance the visibility of the program and to actively recruit new students. We believe that we have an attractive major to offer, with a strong curriculum that is highlighted by the internship component, and we want to get the word out to potential majors. To facilitate these efforts, we have submitted a School of Education marketing request to gain assistance in building enrollment in the major.
- **Faculty-Student Ratios:** The expansion in the number of majors in the RP Area in the past decade has resulted in high faculty-student ratios, compounded by substantial faculty release time required on externally funded research. We are engaging in significant program development and recruitment activities to increase the number of majors in our RP undergraduate program, our undergraduate credit generation is growing significantly, and our faculty-student ratios remain disproportionately high.

Priorities:

- **Request for New Faculty Hire:** When a recent faculty vacancy occurred, permission was received to search, not only for a replacement, but also for a sixth tenure-track position; however, only one of the two positions was filled for the current 2020-21 academic year. The program has submitted a request for a new faculty hire to fill a sixth position to more adequately staff the B.S., M.S., and Ph.D. degree programs, and we are hopeful that the request will be approved.
- **Recruitment:** The RP Area is currently developing an expanded outreach and recruitment plan to increase the number of undergraduate majors, including students from traditionally underrepresented groups. The plan will address consideration of the relationship of the RP program to the new HPHE major. We have submitted a School of Education marketing request and will include ESS advisors and our advisory committee partners in the development and implementation of our undergraduate recruitment plans.
- **Revised Degree Requirements:** Revised degree requirements have been proposed and are proceeding through the university approval process. The revised requirements provide a stronger focus on rehabilitation psychology relative to the current approved program, while continuing to provide a strong basis in related course requirements in Counseling Psychology, Psychology, Educational Psychology, Sociology, Social work, and Gender and Women's Studies.
- **Advising:** The RP program will continue to work on coordinated advising efforts between the RP program faculty and ESS advisors and will include questions on the student experience survey to identify areas for improvement in advising. The program will also involve ESS advisors in our student recruitment efforts.
- **Research opportunities for students:** The program plans to expand opportunities for involvement of RP students in faculty and Ph.D. student research. We plan to work with the RP Advisory Committee in our efforts to increase undergraduate research opportunities and initiatives.

APPENDICES

Appendix A: [Rehabilitation Counseling/Rehabilitation Psychology Programs: External Review](#)

Appendix B: [Revised B.S. Degree Requirements](#)

Appendix C: [Rehabilitation Psychology Undergraduate Internships Fall 2017- Spring 2021](#)

Appendix D: [Recruitment Efforts Plan](#)