



Systematic Program Evaluation

PhD in Rehabilitation Counseling

School of Rehabilitation Services and Counseling

College of Health Affairs

Dr. Jerome Fischer, Coordinator, PhD in Rehabilitation Counseling Program

## **Mission**

The mission of the Doctorate of Philosophy Program in Rehabilitation Counseling is to train rehabilitation counselor educators, counselors, researchers, and rehabilitation administrators in order to meet the growing and critical demand statewide and nationally to educate next-generation counselors, conduct original research regarding the issues facing persons with disabilities, and ultimately strive to meet the personal, vocational, and independent living needs of persons with disabilities.

## **Program Objectives**

### **A. Professional Leadership and Identity**

1. Students will demonstrate leadership skills in local, state, regional or national professional organizations.
2. Students will become members of relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards.
3. Students will demonstrate knowledge and skills of ethical and legal issues in counselor education.

### **B. Teaching**

1. Students will demonstrate skills in the development of coursework and teaching in a classroom setting.
2. Students will demonstrate skills in designing syllabi for a variety of rehabilitation services and counseling education courses.
3. Students will demonstrate skills in the utilization of technology in the classroom.

### **C. Clinical Counseling Practice**

1. Students will demonstrate counseling skills.
2. Students will demonstrate skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective.
3. Students will provide live supervision or videotape or counseling sessions, which demonstrate the skills to work with clients from a variety of cultural and disability backgrounds.

### **D. Supervision**

1. Students will demonstrate knowledge of the theories, techniques and ethics of supervision.
2. Students will demonstrate the skills to supervise counselors.
3. Students will demonstrate the skills to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs.

### **E. Research**

1. Students will demonstrate knowledge of and skills to conduct qualitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.

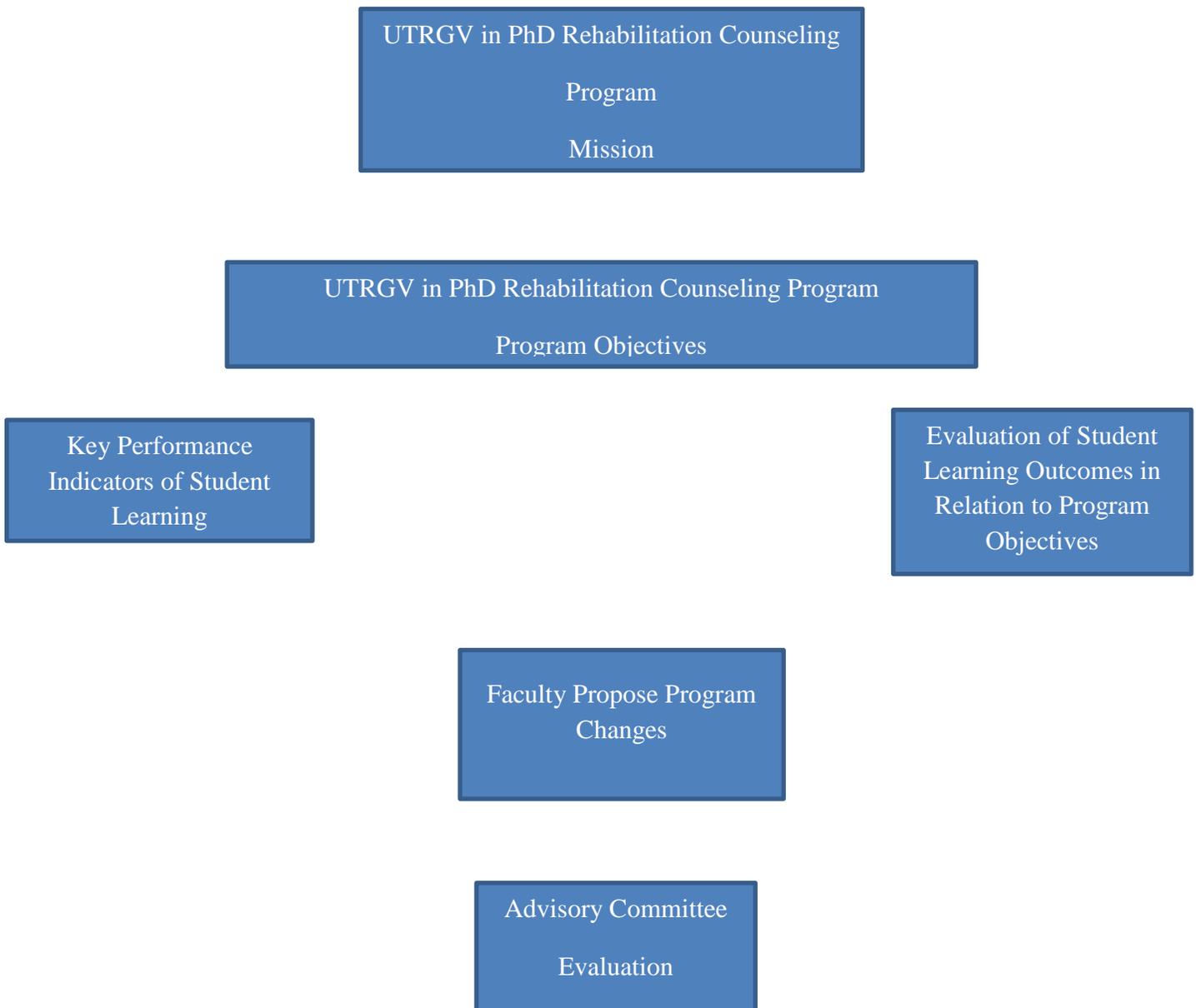
2. Students will demonstrate knowledge and skills to conduct quantitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.
3. Students will demonstrate ethical conduct in research.
4. Students will demonstrate knowledge of how research can be utilized to inform public policy.

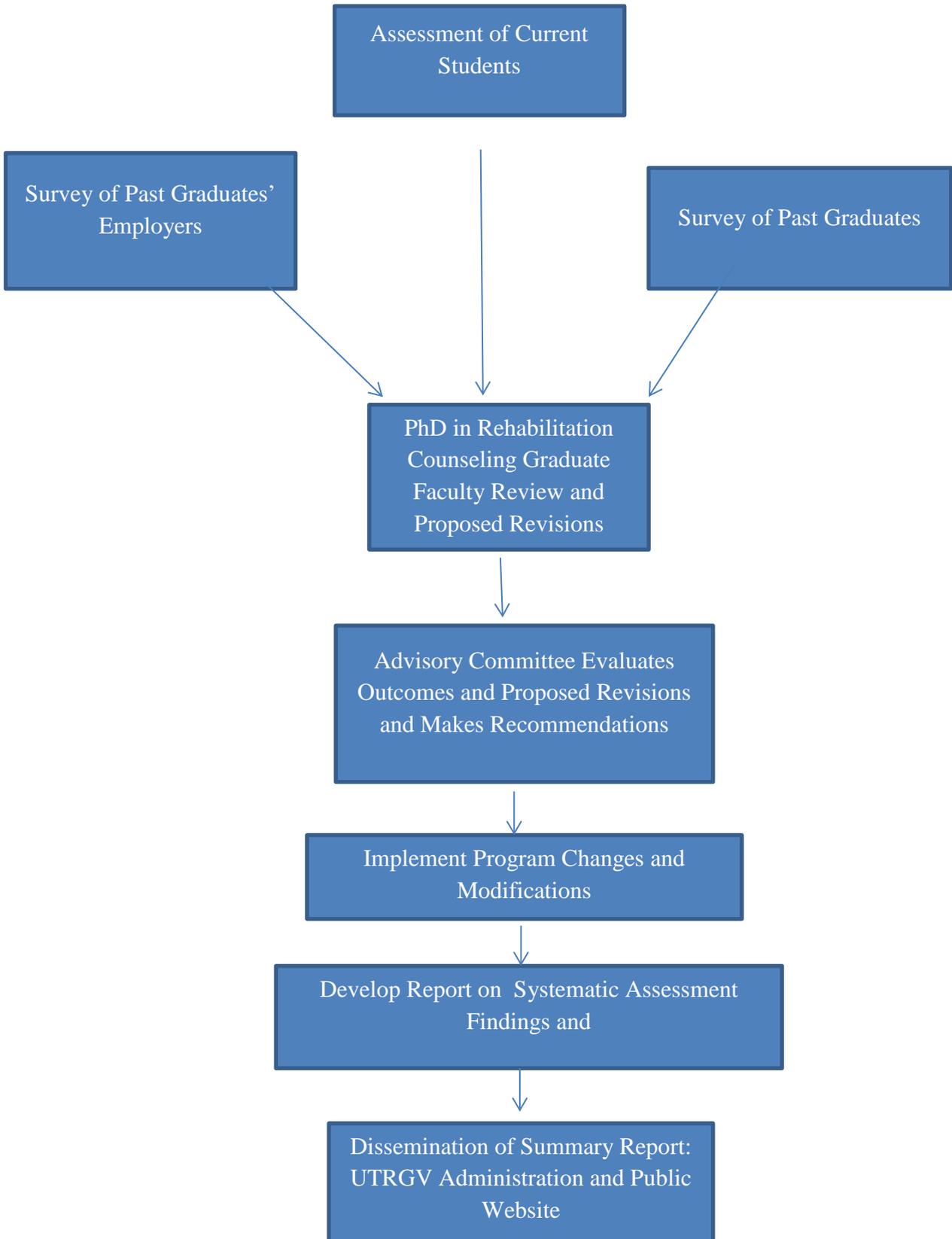
F. Disability and Multicultural Competence

1. Students will demonstrate the knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences.
2. Students will demonstrate the skills to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or people with different sexual orientations.
3. Students will demonstrate the knowledge of societal evolution and the role of advocacy.

## Systematic Assessment Plan: Overview

All of the School of Rehabilitation Services and Counseling Graduate Faculty are actively involved in the Systematic Program Evaluation. The Advisory Committee reviews and provides recommendations based on outcomes and proposed changes. The plan is ongoing from year to year, using multiple methods of assessment. The Key Performance Indicators include evaluations of current students' academic and personal/professional development, and level of learning based on students' accomplishment of student learning outcomes. Graduates are evaluated by assessing knowledge of student learning outcomes, accomplishments, and employer/site supervisor evaluations. Faculty evaluate the curriculum, programs, coursework, admissions process, and current student functioning. Site supervisors and [Advisory Committee](#) members evaluate current student learning outcomes, program outcomes, and current/future direction of the programs.





## Key Performance Indicators

**Academic Performance:** Students are required to maintain a minimum 3.25 GPA. A student who receives a grade of C or lower in 9 semester hours of credit attempted toward the doctoral degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree and will not be permitted to re-enroll. A doctoral student whose overall GPA falls below 3.25 in a given semester is automatically placed on academic probation the following semester. Within the following nine semester credit hours, the overall GPA must return to 3.25 or the student will be suspended for a minimum of one semester. A student who receives an F in any course is automatically dismissed from the graduate program. A suspended graduate student may petition for readmission. Students will be reviewed academically at the end of each semester and yearly each Spring Semester (Appendix B).

**Clinical Competence:** Students will complete a self-assessment of their clinical skills upon entry to REHS 8312 using the PhD in Rehabilitation Counseling Student Clinical Performance Evaluation. Students will be evaluated by the site supervisor using the Student Clinical Performance Evaluation mid-term and final for the field experience REHS 8315 Advanced Counseling Practicum II, and by the site supervisor mid-term and final for REHS 8600 Internship: Counseling. Students will be reviewed yearly each Spring Semester (Appendix B).

**Professional Development:** Students will be evaluated yearly each Spring Semester using the PhD Rehabilitation Counseling Student Professional Performance Evaluation (Appendix C).

**Professional Disposition:** Students will be evaluated year each Spring Semester using the PhD Rehabilitation Counseling Student Professional Disposition Evaluation (Appendix D).

**Comprehensive Exam:** Students, after completing the academic portion of the program and prior to Candidacy, will take a Comprehensive Exam consisting of writing on select questions organized according to the Program Objectives for the PhD in Rehabilitation Counseling Program. A. Professional Leadership and Identity, B. Teaching, C. Clinical Counseling Practice, D. Supervision, E. Research, and F. Disability and Multicultural Competence. The Comprehensive Exam evaluation rubric will be used to evaluate each section (Appendix E.)

**Dissertation:** Student will complete a dissertation of original research. The Dissertation Rubric will be used to evaluate the student's dissertation (Appendix F)

### **Admissions and Retention Process**

**18 Characteristics of the UTRGV PhD in Rehabilitation Counseling Program.** This instrument collects important information about the students in the Program, Program faculty, and Program resources.

### **Systematic Program Evaluation Processes**

The following pages are matrices demonstrating the evaluation processes of the program. They report the relationships among data collection, timelines faculty responsible for assessments; Program Objectives and Assessments; and CACREP Standards and Program Objectives; and CACREP Standards and Program Classes.

### **Past Graduate and Employer Surveys**

Past Graduates are surveyed to determine their perceptions of the effectiveness of the program in preparing them for the profession of Counselor Education and Supervision (Appendix G). Employers of the Past Graduates are surveyed to determine the effectiveness of the program (Appendix H).

**Key Performance Indicators and Program Evaluation and Assessment Matrix**

Key Performance Indicators	Beginning REHS 8312	(Midterm) REHS 8317 Practicum	(Final) REHS 8317 Practicum	(Midterm) REHS 8600 Internship	(Final) REHS 8600 Internship	Semester Evaluation	Yearly Student Evaluation	Prior to Candidacy	Yearly 18 Characteristics Review
Student Clinical Performance Evaluation	Instructor Administers Beginning of Class	Site Supervisor Administers	Site Supervisor Administers	Site Supervisor Administers	Site Supervisor Administers		Graduate Faculty Evaluation		
Student Academic Performance Evaluation						PhD Program Coordinator	Graduate Faculty Evaluation		
Student Disposition Evaluation							Graduate Faculty Evaluation		
Student Professional Performance Evaluation							Graduate Faculty Evaluation		
Comprehensive Examination Prior to Candidacy								PhD Program Coordinator	
Dissertation									Graduate Faculty Evaluation

Doctoral Program 18 Characteristics									PhD Program Coordinator
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**Program Key Performance Indicators and Evaluation Matrix**

Key Performance Indicators	Professional Leadership and Identity	Teaching	Clinical Counseling Practice	Supervision	Research	Disability and Multicultural Competence
Student Clinical Performance Evaluation	X		X		X	X
Student Academic Performance Evaluation	X	X	X	X	X	
Student Disposition Evaluation	X	X	X	X		X
Student Professional Performance Evaluation	X	X		X		X
Comprehensive Examination Prior to Candidacy	X	X	X	X	X	

Dissertation					X	
Doctoral Program 18 Characteristics	X				X	

CACREP Standards and Program Objectives Matrix

CACREP STANDARD	Professional Leadership and Identity	Teaching	Clinical Counseling Practice	Supervision	Research	Disability and Multicultural Competence
F.1.c.	X		X			X
F.1.l.			X			
F.3.d.			X			
F.3.g.			X			X
F.3.h,	X		X			X
F.5.l.			X			
F.5.m			X			
F.6.h			X			
F.7.a					X	
F.8.a					X	
Doc						
B.1.a.			X			
B.1.b			X			
B.1.c.			X			X
B.1.d.			X			X
B.1.e			X		X	
B.1.f	X		X			
B.2.a				X		
B.2.b				X		
B.2.c				X		
B.2.d.				X		
B.2.e				X		
B.2.f.				X		
B.2.g.				X		
B.2.h.				X		

B.2.i.				X		
B.2.j.	X			X		
B.2.k.	X			X		X
B.3.a		X				
B.3.b		X				
B.3.c		X				
B.3.d.		X				
B.3.e		X				
B.3.f.		X				
B.3.g.		X				
B.3.h.	X	X				X
B.3.i.		X				
B.4.a					X	
B.4.b					X	
B.4.c					X	
B.4.d.					X	
B.4.e					X	
B.4.f.					X	
B.4.g.					X	
B.4.h.					X	
B.4.i.					X	
B.4.j.					X	
B.4.k.					X	
B.4.l	X				X	X
B.5.a	X					
B.5.b	X					
B.5.c	X					

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B.5.d.	X					
B.5.e	X					
B.5.f.	X					
B.5.g.	X					
B.5.h.	X					
B.5.i.	X					
B.5.j.	X					
B.5.k.	X					X
B.5.l	X					X





APPENDIX A

18 Characteristics of UTRGV in PhD Rehabilitation Counseling

Doctoral Program characteristics	Definition	Academic year	Number or documentation of characteristic
Number of degrees per year	Number of degrees awarded per academic year		
Graduation rates	Percent of first-year doctoral students who graduated within 10 years		
Average time to degree	Average of the graduates time-to-degree		
Employment profile (in field within one year of graduation)	Number and percent of graduates employed, those still seeking employment, and unknown		
Admissions criteria	Description of admission factors	1. Master's degree in Rehabilitation Counseling or related degree	
		2. 3.25 GPA graduate work	
		3. Graduate Record Exam (GRE)	
		4. 2 years of professional experience with people with disabilities	
		5. Official transcripts of all graduate course work	
		6. Personal statement (3 pages)	
		7. Letters of reference (3)	
		8. Interview with faculty	
Percentage of full-time students	FTS/ number of students enrolled (headcount) for last 3 fall semesters		
Institutional support provided	For those receiving financial support, the average monetary institutional support provided per full-time graduate student for the prior year assistantships, scholarships, stipends, grants and fellowships (does not include tuition or benefits)		

Percentage full-time students with institutional support	Number of FTS with at least \$1,000 of annual support/number of FTS		
Number of core faculty	Number of core faculty		
Student-core faculty ratio	Average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTE) of core faculty		
Core faculty publications	Average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments and notices of discoveries filed/patents issued per core faculty member		
Core faculty external grants	Average number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year		
Faculty teaching load	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty		
Faculty diversity	Core faculty by ethnicity and gender		
Student diversity	Enrollment headcount by ethnicity and gender		
Date of last external review	Date of last formal review		
External program accreditation	Name, body, and date of last accreditation review		
Student publications/presentations	number of discipline-related refereed publications, books/book chapters, juried creative/performance accomplishments and notices of discoveries		



6. Can recognize and adjust to client disabilities. CACREP Sec. 2.F.5.f. & n.; Sec 5. 1. b. & m. Sec 6.B.1. a & f.								
5. Can recognize and skillfully interpret client covert messages CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
II. Counseling Behaviors CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
1. Conveys feeling comfortable in the role of counselor. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
2. Ability to show client the person behind the counselor (conveys genuineness). CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
3. Can resist feeling threatened or becoming defensive. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
4. Able to convey competence to the client. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
5. Able to keep session moving toward some counseling outcome. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
6. Able to respond to important developments during session. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
7. Can trust counselor intuition during session. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								
8. Able to maintain control of the counseling session. CACREP Sec. 2.F.5.f. & n.; Sec 6.B.1. a & f.								

<p>9. Able to respond to client in a culturally appropriate manner. . CACREP Sec. 2.F. 2. b. c. d. &amp; f. 5.f. &amp; n.; Sec 6.B.1. a &amp; f.</p>								
<p>III. Counseling Assessment CACREP Sec. 2. F. 2. c. 5. g. &amp; h. 7. j. l. &amp; m. Sec. 5. D. 1. c. 2. i. m. s. 3. a. &amp; b. Sec. 6. B. 1. c.</p>								
<p>1. Able to comprehend client issues. CACREP Sec. 2. F. 2. c. 5. g. &amp; h. 7. j. l. &amp; m. Sec. 5. 1. c. 2. i. m. s. 3. a. &amp; b. Sec. 6. B. 1. c.</p>								
<p>2. Able to appropriately conceptualize the case. CACREP Sec. 2. F. 2. c. 5. g. &amp; h. 7. j. l. &amp; m. Sec. 5. 1. c. 2. i. m. s. 3. a. &amp; b. Sec. 6. B. 1. c.</p>								
<p>3. Able to assess multicultural dimensions of the case. CACREP Sec. 2. F. 2. c. 7. m. Sec. 5. D. 2. s. Sec. 6. B. 1. f.</p>								
<p>4. Able to identify relationships among conceptual themes as expressed by the client. CACREP Sec. 2. F. 2. c. 5. g. &amp; h. 7. j. l. &amp; m. Sec. 5. D. 1. c. 2. i. m. s. 3. a. &amp; b. Sec. 6. B. 1. c.</p>								
<p>5. Able to recognize the significance of client statements in relation to presenting problem. CACREP Sec. 2. F. 2. c. 5. g. &amp; h. 7. j. l. &amp; m. Sec. 5. D. 1. c. 2. i. m. s. 3. a. &amp; b. Sec. 6. B. 1. c.</p>								
<p>6. Can assist the client to identify appropriate outcome and/or process goals. . CACREP Sec. 2. F. 2. c. 5. g. &amp; h. 7. j. l. &amp; m. Sec. 5. D. 1. c. 2. i. m. &amp; s. 3. a. &amp; b. Sec. 6. B. 1. c.</p>								
<p>Adapted from Evaluation of Therapists Rating Scale Performance (Short Form) scale. Bernard (1982)</p>								



<p>2. Able to work respectfully and collaboratively with faculty. CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. i. k. &amp; j.</p>								
<p>3. Able to work respectfully and collaboratively with support staff. CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.</p>								
<p>4. Able to work respectfully and collaboratively with fellow students. CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.</p>								
<p>5. Able to work respectfully and collaboratively with other professionals. CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.</p>								
<p>II. Ethics CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								
<p>1. Is knowledgeable of ethical codes, standards and guidelines, rules and regulations relevant to counseling. CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								
<p>2. Able to recognize and analyze ethical and legal issues across the range of professional activities. CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								
<p>3. Able to seek appropriate information and consultation when faced with ethical issues. CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								

III. Leadership. CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.								
1. Able to participate as a leader in team activities. CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.								
2. Able to understand the purpose and structure of meetings and how to facilitate them. CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.								
7. Able to self-evaluate one's skills as leader. CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. & l.								
IV. Professional Competencies. CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.								
1. Demonstrates critical thinking and analysis skills. CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.								
2. Demonstrates utilization of resources to promote learning. CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.								
3. Demonstrates time management. CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.								
4. Demonstrates self-understanding and reflection. CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.								
5. Demonstrates self-care. CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.								
Adapted from the Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup Robert L. Hatcher, Ph.D. & Kim Dudley Lassiter, Ph.D. Revision Date: May 20, 2004								



<p>8. Shows initiative and is dependable and responsible * **</p>								
<p>9. Respects confidential nature of information shared. * **</p>								
<p>10. Actively &amp; positively participates in small group activities. * **</p>								
<p>11. Openly and willingly brings in new ideas and information to class * **</p>								
<p>Evidence-based citations:</p> <p>* Swank, J. M., Lambie, G. W., and Witta, E. L. (2012). An exploratory investigation of the counseling competencies scale: A measure of counseling skills, dispositions, and behaviors. <i>Counselor Education and Supervision, 51, 189-206.</i></p> <p>** Christensen, J. (2015). <i>Building a consensus on the professional dispositions of counseling students: A content analysis on counseling student retention policies</i> (Doctoral Dissertation). Retrieved from Dissertations and Thesis database. ISBN 9781321797206</p>								

**APPENDIX E**

**PhD COMPREHENSIVE EXAM**

**RATING FORM**

**NAME OF REVIEWER** \_\_\_\_\_

**DATE REVIEWED** \_\_\_\_\_

**STUDENT REVIEWED** \_\_\_\_\_

**Check the Box of the Area of Evaluation**

**PROFESSIONAL LEADERSHIP AND IDENTITY**

**TEACHING**

**CLINICAL COUNSLING PRACTICE & DISABILITY & MULTICULTURAL  
COMPETENCE**



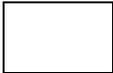
SUPERVISION



RESEARCH PART A



RESEACH PART B



Check Comprehensive Examination Attempt

First Attempt

1	2	3	4	5
Failed need to write comprehensive exam again next semester.	Failed need to write comprehensive exam again within this semester	Failed need oral comprehensive exam this semester	Sufficient evidence for mastery of material	Superior mastery of material
Check Appropriate Box below				

Second Attempt

1	2
Fail	Pass
Check Appropriate Box Below	

Appeal Attempt

1	2
Fail	Pass
Check Appropriate Box Below	

In the space below, provide specific feedback for student who failed and meets the criteria for another attempt.

Quality of and style of response—indicate areas of quality and style improvement

Sufficient quantity of content of response—indicate areas of content improvement

APPENDIX F

UTRGV PhD Rehabilitation in Counseling Dissertation Assessment Rubric

<b>Student:</b>	<a href="#">Click here to enter text.</a>	<b>Date:</b>	<a href="#">Click here to enter text.</a>
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Outstanding	Very Good	Acceptable	Unacceptable
Original and Significant	Is solid	Demonstrates technical competence	Poorly written
Ambitious, Brilliant	Is well written and organized	Shows ability to do research	Spelling and grammar errors
Creative, Elegant	Has some original ideas, insights and observations	Demonstrates an understanding of a theory, but is not imaginative	Contains errors and mistakes
Exciting, Insightful	Has a good question or problem that tends to be small and traditional	Uses standard methods	Plagiarizes
Sophisticated, Thoughtful	Is the next step in a research program	Has predictable results	Misread or misses sources
Very well organized	Shows understanding and mastery of subject matter	Makes a contribution	Demonstrates that procedures, concepts or processes are not understood
Interdisciplinary	Is strong, comprehensive and coherent		Relies on inappropriate or incorrect methods
Connects components in a seamless way	Well executed research		Data are flawed
Exhibits mature and independent thinking	Demonstrates technical competence		Incoherent analysis
Asks new questions	Uses appropriate theory, methods and techniques		Has results that are obvious, already known, or misinterpreted
Clearly states problem and why it is important	Obtains solid, expected results		Does not make a contribution
Focused, logical and rigorous	Makes a modest contribution to the field		
Theoretically sophisticated and shows deep understanding of theory			
Brilliant research design			
Develops new tools, methods, approaches and types of analysis			
Rich data from multiple sources			

<p>Analysis is comprehensive, complete, and sophisticated</p> <p>Results are significant</p> <p>Conclusion ties the whole research together</p> <p>Is publishable in a top-tier journal</p> <p>Changes the way people think</p> <p>Pushes the disciplines boundaries and opens new areas for research</p>			
<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

APPENDIX G

**PhD in Rehabilitation Student Exit Survey**

Did you graduate from the PhD in Rehabilitation Program?      \_\_\_ Yes                      \_\_\_ No

Using the following scale, rate these aspects of the PhD program:

**1 = poor            2 = below average            3 = adequate            4 = good            5 = outstanding**

	1	2	3	4	5
Coursework					
Knowledge of faculty					
Course sequencing					
Preparation for a career					
Advisement					
Financial supports (e.g., assistantships, travel to conferences)					
Opportunities to work with faculty (e.g., research, publications, grants, presentations)					
Networking in the community—local, state and national					
Administrative staff supports					
Comprehensive exam					
Guidance through the completion of the dissertation					
Feeling welcomed & supported					

What areas are we doing well?

How can we improve?

Other thoughts or recommendations?



<p>2. Graduate’s membership in relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards. CACREP Sec. 6. B. 5. d.</p>								
<p>3. Graduate’s knowledge regarding professional affiliations and accreditation standards. CACREP Sec. 6. B. 5. d.</p>								
<p>4. Graduate’s knowledge of ethical and legal issues in counselor education. CACREP Sec. 6. B. 5. c.</p>								
<p>B. Teaching CACREP Sec. 6. B. 3. a. –i.</p>								
<p>1. Graduate’s ability to develop coursework and teach in a classroom setting. CACREP Sec. 6. B. 3. b.</p>								
<p>2. Graduate’s ability to design syllabi for a variety of rehabilitation services and counseling education courses. CACREP Sec. 6. B. 3. d.</p>								
<p>3. Graduate’s knowledge of and utilize technology in the classroom. CACREP Sec. 6. B. 3. b. &amp; d.</p>								
<p>C. Clinical Counseling Practice CACREP Sec. 6. B. 1. a.-f.</p>								
<p>1. Graduate’s counseling competencies. CACREP Sec. 6. B. 1. b.</p>								
<p>2. Graduate’s ability to assess clients with a multicultural perspective. CACREP Sec. 6. B. 1. e. &amp; f.</p>								

<p>3. Graduate’s ability to diagnose clients with a multicultural perspective. CACREP Sec. 6. B. 1. e. &amp; f.</p>								
<p>4. Graduate’s ability to treat clients with a multicultural perspective. CACREP Sec. 6. B. 1. f.</p>								
<p>D. Supervision CACREP Sec. 6. B. 2. a.-k.</p>								
<p>1. Graduate’s knowledge in the theories, techniques and ethics of supervision. CACREP Sec. 6. B. 2. b. &amp; k.</p>								
<p>2. Graduate’s ability to supervise counselors. CACREP Sec. 6. B. 2. d.</p>								
<p>3. Graduate’s ability to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs. CACREP Sec. 6. B. 2. k.</p>								
<p>E. Research CACREP Sec. 6. B. 5. a.-l.</p>								
<p>1. Graduate’s knowledge of and the ability to conduct qualitative research projects relevant to counselor education. CACREP Sec. 6. B. 5. a.</p>								
<p>2. Graduate’s knowledge of and the ability to conduct quantitative research projects relevant to counselor education. CACREP Sec. 6. B. 5. a.</p>								
<p>3. Graduate’s ability to conduct ethical research. CACREP Sec. 6. B. 5. 1.</p>								

<p>4. Graduate’s understanding of how research can be utilized to inform public policy. CACREP Sec. 6. B. 5. h. &amp; i.</p>								
<p>F. Disability and Multicultural Competence CACREP Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								
<p>1. Graduate’s ability to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences. CACREP Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								
<p>2. Graduate’s ability to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or those of sexual orientation. CACREP Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								
<p>3. Graduate’s understanding of societal evolution and the role of advocacy. CACREP Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.</p>								