

# Rehabilitation Counseling - MRC 2017 - 2018 Assessment Plan

Currently status is: Report Accepted

## I. ANNUAL REPORT FOR 2016 - 2017

### Mission Statement

Rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and addiction-based disabilities in their personal, career, and independent-living goals through counseling activities. Rehabilitation counselors help individuals deal with personal, interpersonal, and societal problems, plan careers, and find and maintain appropriate employment. Counselors work with individuals, organizations, and advocacy groups that address environmental and social barriers creating obstacles for individuals with disabilities. They also collaborate with physicians, psychologists, therapists, employers, representatives of the business community, and others in assisting individuals with disabilities in achieving their goals.

In keeping with the overall purpose and function of the rehabilitation counseling profession, the Rehabilitation Counseling Program at the University of South Carolina is dedicated to the enhancement of the quality of life of individuals with disabilities through:

- I. The provision of high quality professional education emphasizing the assimilation of the skills and knowledge necessary for successful, effective, and responsible participation in a changing state and national rehabilitation environment.
- II. The provision of clinical rehabilitation services (counseling, assessment, case management, advocacy, and community program development activities) that supplement or enhance the menu of services available to South Carolinians with disabilities while offering students the opportunity for hands on learning under the supervision of qualified, experienced professionals.
- III. The dissemination of research that enhances the knowledge and understanding of disability and its effects on the lives of individuals, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

### Goal 1.

Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological and vocational goals.

### Curriculum

Students complete a minimum of 48 credit hours of required coursework that follows the course requirements outlined by the Council on Rehabilitation Counselor Education (CORE). Key content areas of study include professional orientation, medical and psychosocial aspects of disability, rehabilitation assessment, occupational and career assessment, job placement, and individual and group counseling. As part of the 48-credit hours, students complete a 150 hour practicum and a 600 hour internship in approved community agencies.

Students are also required to receive a passing grade on the comprehensive examination in the semester in which they intend to graduate. The comprehensive exam includes three (3) sections that represent three overarching areas of study within the degree program: disability studies, career/vocational aspects, and counseling. Each section of the exam includes 5 questions that represent more specific knowledge and competencies within the overarching area.

Students may individualize their professional preparation by electing to participate in a wide range of rehabilitation counseling activities that occur in the Rehabilitation Counseling and Assessment Center or working with faculty members on rehabilitation research projects.

Graduates of the program are eligible to take the national Certified Rehabilitation Counselor (CRC) exam. With additional coursework offered by the program, students are eligible to take the National Counselor Examination (NCE) that leads to counselor licensure.

The 48 credit-hour curriculum includes thirteen (13) required courses (including practicum and internship) and two (2) electives. The courses are listed below in groupings that reflect the overarching sections of the comprehensive examination. It is noted that several of the courses have applicability across the sections. The field experiences are listed separately.

### **REQUIRED COURSES (39 credit hours)**

#### ***Disability Studies***

RHAB 700 Intro to Rehabilitation Counseling

RHAB 703 Psychosocial Aspects of Disability

RHAB 710 Medical Aspects of Disability

RHAB 730 Case Management and Community Resources

RHAB 702 Intro to Rehabilitation Research

#### ***Career/Vocational Aspects***

RHAB 712 Occupational Analysis & Job Placement in Rehab.

RHAB 713 Career Development and Counseling Rehabilitation

RHAB 714 Rehabilitation Assessment

#### ***Counseling***

RHAB 701 Rehabilitation Counseling Practice I

RHAB 711 Rehabilitation Counseling Practice II

RHAB 720 Group Counseling in Rehabilitation Settings

#### ***Field experiences***

RHAB 880 Counseling Practicum

RHAB 883 Counseling Internship (6 credits)

### **ELECTIVES (6 semester hours)**

*A partial listing of electives includes:*

RHAB 704 Ethics in Rehabilitation Counseling

RHAB 705 Culture and Disability\*

RHAB 750 Assistive Technology

RHAB 752 Disability and Sexuality

RHAB 753 Counseling of Severely Disabled Persons

NPSY 757 Psychopathology for Counselors\*

NPSY 758 Classification & Assessment of Mental Disorders\*

Courses marked with an asterisk (\*) are recommended for students interested in professional counselor licensure. Students should be aware the licensing requirements vary by state and are subject to change.

NOTE ABOUT CURRICULUM: Courses in the MRC program are open as electives to students from other

university programs and non-degree students interested in rehabilitation topics and to students who are preparing for professional licensure and/or certification.

### **Learning Outcome 1.**

Students will utilize knowledge of career counseling theories by selecting a career theory, explaining its primary components, and applying those components by recommending attainable and satisfying employment options for persons with disabilities.

#### **Measures and Criteria**

At least 85% of students will earn a score of 90% or better on Career Paper assignment.

#### **1.1 Career Paper**

##### **Methods**

At end of academic year, the Course instructor (RHAB 713) will report the number and percentage of students who earned grades of 90% or above on the Career Paper. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be gathered, tallied and summarized by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

##### **Results**

For the academic year 2016-2017, 6 students enrolled in RHAB 713.

Measure #1: 6/6 or 100% achieved a score of 90% or better on the Career Paper assignment.

##### **Use of Results**

At this time, students showed a relative strength in the application of career theory. Students also showed strengths in the ability to conceptualize plans to help people with disabilities to explore and plan for the world of work.

An additional measure will be added to assess for outcomes in determining appropriateness of job placement options.

### **Learning Outcome 2.**

Students will be able to assess the interests, aptitudes, abilities, and functioning of persons with disabilities by selecting, administering, and scoring rehabilitation assessment tools.

#### **Measures and Criteria**

At least 85% of students will score 85% or better on the RHAB 714 Instrument Review assignment.

#### **13.1 Instrument review assignment**

##### **Methods**

Every semester, the Course instructor (RHAB 714) will report the number and percentage of students who earned grades of 85% or above on the Instrument Review assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Faculty will review annually.

##### **Results**

In the 2016–2017 academic year, 14 students completed RHAB 714 (9 in the Fall semester and 5 in Spring). Each student completed an Instrument Review assignment. Each student reviewed 2 instruments, compared and contrasted the two instruments, and selected which instrument to use with a client based on the client characteristics and the characteristics of the instruments. Thirteen (13) of the 14 students (92.85%) earned grades of 90% or higher.

##### **Use of Results**

Faculty reviewed and discussed this learning outcome. We are pleased with student performance. The course instructor, after teaching this course 2 times, has decided that changing the text book may also reflect better applied learning opportunities for students. That text has been changed and, as a result, students will have the benefit of better written and more updated information.

### **Learning Outcome 3.**

Students will be able to demonstrate and apply an understanding of the process of job search, job placement, and ensuring job retention for persons with disabilities.

### **Measures and Criteria**

Students in RHAB 712 will be able to discuss and prepare an employment proposal (i.e. Job Development Plan) that includes job search and job placement strategies for a person with a disability and will be measured as follows: 85% of students will earn a grade of 90% or better on an oral presentation and written summary.

### **Job placement plan**

#### **Methods**

Every semester, the Course instructor will report the number and percentage of students who earned grades of 90% or above on the employment proposal (i.e. Job Development Plan). Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

#### **Results**

A total of 18 students completed RHAB 712 in the 2016-2017 academic year, including 7 in the Fall 2016 semester and 11 in the Spring 2017 semester. 17 (17) of the 18 students (94.4%) scored 90% or better on the Employment Proposal assignment.

#### **Use of Results**

Faculty reviewed and discussed this learning outcome. No changes are planned for the course assignments at this time. This is a well-developed assignment. Instructor will focus on helping students turn in the assignment in a more timely way. Instructor will also assess student difficulties in areas of resume and cover letter writing and determine if any changes in instruction should be made.

### **Learning Outcome 4.**

Students will demonstrate an understanding of vocational consultation and other services needed by employers of individuals with disabilities.

### **Measures and Criteria**

At least 85% of students in RHAB 712 will earn a grade of Satisfactory on Section K of the Job Placement Plan. This component of the Plan involves initiating contact with an employer as part of the post-employment component of the job placement plan and discussing strategies to work with both the person and the employer to address concerns related to accommodations or other issues.

### **Working with employers**

#### **Methods**

For Measure 1: Every semester, the Course instructor (RHAB 712) will report the number and percentage of students who earned grades of Satisfactory or above on Section K of the employment proposal. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

#### **Results**

In the 2016-2017 academic year, 18 students moved through the RHAB 712 course; 7 in Fall of 2016 and 11 in Spring of 2017.

18/18 students achieved a grade of 85% or better in Section K of the Job Placement Plan. This was noted as a relative strength of the students.

#### **Use of Results**

The application of developing and negotiating accommodations with employers was noted as a relative strength of this group, perhaps due to the expertise of the instructor in this area and the special emphasis placed on the critical thinking skills involved in the process throughout the semester. Faculty plans to continue this area of emphasis.

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## Learning Outcome 5.

Students will demonstrate an understanding of the case management process as it relates to human service provision and rehabilitation counseling.

### Measures and Criteria

1. Students in RHAB 730 will develop a comprehensive Case Management Plan for persons with a severe disability (e.g., spinal cord injury [SCI] or traumatic brain injury [TBI]). This will be measured by at least 85% of students earning a grade of 90% or above on the Case Management Plan assignment.

2. Students in RHAB 730 will develop a community resource file. This will be measured by at least 85% of students earning a grade of 90% or above on the community resource assignment.

Case management plan  
Community resource file

### Methods

For Measures 1 and 2:

Every semester, the Course instructor (RHAB 730) will report the number and percentage of students who earned grades of 90% or above on the Case Management assignment and the community resource file assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Review: Faculty will meet, discuss results, and determine use of results.

### Results

In the 2016-2017 academic year, 17 students completed RHAB 730, 4 in the Summer of 2016 and 13 in the Fall 2017 semester. Working in teams, students applied three major assignments (case management plan, community resource file, and biopsychosocial assessment) to a single case study.

Measure #1: All 17 students (100%) scored 90% or better on the comprehensive Case Management Plan. Relative strengths among students were the ability to identify the psychosocial concerns of diverse individuals seeking employment in diverse communities. A relative weakness, although the students still did a very good job, was developing an understanding of the dynamic balance between encouraging autonomy and self-determination while promoting responsible management of one's medical needs.

Measure #2: All 17 students (100%) scored at least 90% or above on the Community resource assignment. It was noted that students displayed a notable strength in the awareness and development of community resources. This is a notable achievement for students at this stage of development.

### Use of Results

Faculty reviewed and discussed these learning outcomes. No changes are planned for the course assignments at this time.

## Learning Outcome 6.

Student will demonstrate an understanding of rehabilitation services and resources.

### Measures and Criteria

At least 85% of students in RHAB 730 students are able to identify, distinguish among, utilize, and identify gaps in existing rehabilitation services and resources for persons with disabilities by passing with a score of 90% or better on the Biopsychosocial Evaluation.

Biopsychosocial assessment

### Methods

Every semester, the Course instructor (RHAB 730) will report the number and percentage of students who earned grades of 90% or above on the biopsychosocial assessment assignment. Each semester, the

instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout the academic year, above entered quantitative and qualitative data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

### **Results**

In the 2016-2017 academic year, 17 students completed RHAB 730, 4 in the Summer of 2015 and 13 in the Spring 2016 semester. 100% of students (17/17) earned grades of 90% on the Biopsychosocial Evaluation assignment.

### **Use of Results**

Faculty reviewed student performance and are pleased with the results. No changes are planned at this time.

## **Learning Outcome 7.**

Students will demonstrate effective individual counseling and communication skills appropriate for beginning counselors at the training level.

### **Measures and Criteria**

1. At least 85% of students in RHAB 701 will learn and demonstrate a series of microskills of counseling. This will be measured by students earning a grade of Satisfactory or above on the final 2 video assignments in this course, thus demonstrating microskill competency.

2. At least 85% of students in RHAB 711 will learn and demonstrate specific counseling techniques associated with counseling theories by videotaping 4 counseling sessions and earning 9 of 12 points on each session on a grading rubric that includes three elements: basic listening and attending skills, use of counseling techniques, and students' ability to articulate theory-based rationale supporting the choice of techniques.

[RHAB 701 video rubric](#)

[RHAB 711 video rubric](#)

### **Methods**

For measures 1 and 2: Every semester: Course instructors for RHAB 701 and RHAB 711 will review students' videos and assign grades based on students' demonstration of skills. Course instructors will report the number and percentages of students earning grades of Satisfactory or above on assignment (RHAB 701) and 9 of 12 points on assignment (RHAB 711). Each semester, the instructors will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

### **Results**

In 2016-2017, 9 students moved through the RHAB 701 course, 7 in Fall of 2016 and 2 in Spring of 2017..

Measure #1: 9/9 or 100% achieved the grade of Satisfactory or better on the final 2 video assignments in the course. Students showed relative strengths in conceptualizing the helping process, while many showed relative weaknesses in the use of silence. This relative weakness is common at this stage of counselor development and did improve with each student as the semester moved forward.

In 2016-2017, 15 students moved through the RHAB 711 course; 6 in Fall of 2016 and 9 in Spring of 2017.

Measure #2: 14/15 or 93.3% earned at least 9 of 12 points on the target assignments. One student could not complete for medical reasons, or the percentage would have been higher. The instructor reports that he felt a new rubric would improve outcomes.

### **Use of Results**

Student performance in the RHAB 701 class was acceptable. After faculty review, no changes were suggested.

Student performance on the RHAB 711 course was also acceptable, but the instructor felt that a new rubric for the assignment may be helpful. The new rubric was developed and successfully deployed in Spring 2017.

### **Learning Outcome 8.**

Students will demonstrate an understanding and skills in group and family counseling appropriate for beginning counselors at the training level.

#### **Measures and Criteria**

1. At least 85% of students in RHAB 720 will demonstrate and accurately identify group leadership skills by earning a rating of Satisfactory on measures including student self-evaluations of leader skills and course instructor observations.
2. At least 85% of students in RHAB 720 will be able to accurately identify stages of group development by earning grades of Satisfactory on group process papers.
3. At least 85% of students in RHAB 720 will develop and implement a group for persons with disabilities by earning grades of 90% or above on the group development capstone project.

Group leader skills

Group process papers

Group development paper

#### **Methods**

For measures 1, 2, and 3:

Every semester, the course instructor for RHAB 720 will track grades/ratings on leadership skills, identification of stages of group development, and the capstone project and report number and percentages of students meeting the target. Course instructor will identify relative strengths and weaknesses with regard to performance of group counseling competencies. At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee.

Review: Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

#### **Results**

A total of 13 students completed the group counseling (RHAB 720) class in the academic year: 7 students in Fall 2016 and 6 students in Spring 2017. Students in this class receive peer feedback each week along with evaluative instructor feedback at various points throughout the semester. Students are also asked to self-monitor and to report their feelings of self-efficacy with group techniques throughout the semester. Students are also graded on the capstone project. This project, which asks students to design a group of their choice for a population of their choice, also asks students to explain these choices in terms of the professional literature and also to cite specific professional literature to support those choices. Results for the 3 measures listed above are:

Measure 1: 100% of students (13 of 13) earned a rating of Satisfactory on group leadership skill activities.

Measure 2: All students (100%; 13 of 13) were able to accurately identify stages of group development as assessed by the instructor via the group process papers.

Measure 3: 100% of students (13 of 13) earned a grade of 90% or better on the capstone project (group development paper).

The instructor noted that students were strongest in competencies related to developing relationships, but did occasionally struggle with confrontation and in allowing disagreements among group members, which is developmentally appropriate at this stage. A relative area of weakness was accepting that as a group facilitator, the leader is not responsible for doing the group members' work for them. Developmentally, this is consistent with counselor skill acquisition at the graduate level of study.

#### **Use of Results**

The instructor noted that students were strongest in competencies related to developing relationships, but did occasionally struggle with confrontation and in allowing disagreements among group members, which is

developmentally appropriate at this stage. A relative area of weakness was accepting that as a group facilitator, the leader is not responsible for doing the group members' work for them. Developmentally, this is consistent with counselor skill acquisition at the graduate level of study.

To address these areas moving forward, increased emphasis was placed upon the development of Effective Group Leader Dispositions as well as student-based ranking of skill development over time. This approach was initialized in the Fall of 2016 and continued into the Spring of 2017. Students evidenced increased awareness of personal developmental dispositions as well as skill development. It is hoped that this will continue into Practicum and Internship experiences.

### **Learning Outcome 9.**

Students will demonstrate an understanding and develop basic competencies in mental health counseling.

#### **Measures and Criteria**

##### **Measure 1.**

At least 85% of students in RHAB 880 will be able to identify risk factors and protective factors for suicidality in clients with psychiatric disabilities, and will be able to describe the clinical use of suicide assessment techniques. Proficiency on this outcome will be measured by earning a grade of satisfactory or better on responses to case study questions.

##### **Measure 2**

At least 85% of students in RHAB 883 will be able to develop case conceptualizations that include how mental health issues are impacting the rehabilitation process and suggest effective strategies for counseling persons with mental health conditions. The measure for this will be achieving a score of Satisfactory or higher on the case conceptualization assignment in RHAB 883.

#### **Basic MH Suicidality assessment**

#### **Case conceptualization**

#### **Methods**

For measures 1 and 2:

Every semester, Course instructor for RHAB 880 (Practicum) will track grades on case study/basic mental health assignment. Course instructor for RHAB 883 (Internship) will track grades on case conceptualization assignment. Instructors will report the number and percentage of students who met the target and will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

#### **Results**

Measure # 1: 14 Students moved through the RHAB 880 course in 2016-2017; 6 in Summer of 2016, 3 in Fall of 2016 and 5 in Spring of 2017.

Measure #1: Of those, 14/14 or 100% were able to identify risk factors for suicidality in clients with psychiatric disabilities and could describe the clinical use of assessment techniques. This was measured through class discussion related to these topics. This discussion-based methodology was chosen due to the small class size. Each student was asked to engage with each questions and performance was evaluated by the instructor based upon responses in the discussion.

Measure #2: In 2016-2017, 26 students moved through the RHAB 883 course. Of those, 25 of 26 or 96.15% achieved a score of Satisfactory or above on the case conceptualization assignment. The student who did not achieve the score of Satisfactory completed a remedial assignment. Assignments had students surveying either an article in the current (2016-2017) professional literature or, in the case of Spring 2017, reviewing a new Code of Ethics released by the CRCC Board in January of 2017. The instructor shifted the assignment parameters to take advantage of this new Code of Ethics release by re-structuring the conceptualization assignment to incorporate the new Code. The new assignments required students to conceptualize cases from an ethical and clinically appropriate framework using the new code.

#### **Use of Results**

The Ethical Code version of this assignment proved successful in giving students an opportunity to explore both the ethical as well as clinical aspects of the cases. Students met in small groups and presented the results of their work to the class, with time allowed for both peer and instructor feedback. The small group work involved in this assignment allowed students to leverage the Learning Community in expanding their skills in conceptualization and ethical decision making. This Ethical Code structure will be retained in future years.

### **Learning Outcome 10.**

Students will demonstrate an understanding of the psychosocial and cultural issues involved in counseling.

#### **Measures and Criteria**

1. At least 85% of students in RHAB 703 will be able to identify and describe societal views of disability from their personal frame of reference after completing the Insight Project (an experiential project). The Insight Project will include choices of experiential activities such as simulating disability by spending 3 hours in public using a wheelchair for mobility and sharing a "day in the life" of a person with severe disability. The measure for this will be a score of Satisfactory on students' reflection papers.

2. At least 85% of students in RHAB 703 will score Satisfactory or above on the Interview Project in which students must demonstrate understanding of psychosocial and cultural variables affecting persons with disability and family members.

#### **Insight project & Interview project**

##### **Methods**

For measures 1 and 2:

Every semester the Course instructor for RHAB 703 will report the number and percentage of students who earned grades of Satisfactory on reflection papers and the Interview Project assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Review: Faculty will meet, discuss results, and determine use of results.

##### **Results**

In the 2016-2017 academic year, 11 students moved through the RHAB 703 course, 7 in Fall of 2016 and 4 in Summer of 2016.

Measure # 1: Of those, 11 of 11 or 100% achieved a score of Satisfactory or above on the Insight project. Students displayed relative strengths on conceptualizing and realizing the insight potentials in this assignment. In particular, the Summer 2016 group displayed exceptional insight.

Measure # 2: Of the students, 11 of 11 or 100% achieved a score of Satisfactory or above on the Interview Project. Students displayed considerable strengths in both recognizing the applying the psychosocial and cultural variables impacting people with disabilities and their family members.

##### **Use of Results**

Faculty reviewed both the measures and the results and were pleased with students display of strengths in psychosocial case conceptualization and application. No changes are planned at this time.

### **Learning Outcome 11.**

Students will demonstrate and apply knowledge of the medical, functional, and environmental aspects of disabilities.

#### **Measures and Criteria**

1. At least 85% of students in RHAB 710 will apply knowledge of medical terminology to interpret medical records by achieving a score of Satisfactory (defined as grade of 80 or above) on the medical terminology unit assignment.

2. At least 85% of students in RHAB 710 will utilize the International Classification of Functioning (ICF)

checklist to describe body systems, functioning, and environmental barriers and facilitators by achieving a score of 45 of 50 points (90%) on ICF section of the mid-term and final examinations.

3. At least 85% of students in RHAB 710 will construct vocational profiles and develop comprehensive rehabilitation plans for persons with disabilities by achieving a score of 45 of 50 points (90%) on the vocational profile and rehabilitation plan section of the mid-term and final examinations.

Medical terminology

ICF checklist

Voc profile and rehab plan

### Methods

Measures 1, 2, and 3: Every semester, Course instructor for RHAB 710 will report the number and percentage of students who met criterion for medical terminology unit and ICF, vocational profile, and rehabilitation plan sections of midterm and final exams. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

Review: Faculty will meet, discuss results, and determine use of results.

### Results

In academic year 2016-2017, 6 students moved through the RHAB 710 course, 5 in Fall of 2016 and 1 in Spring of 2017.

Measure #1: Of these 6 of 6 or 100% scored at or above the score of Satisfactory on the Medical Terminology Unit assignment.

Measure #2: 6 of 6 or 100% scored 45 points or higher on the ICF section of the Mid Term and Final examinations.

Measure #3: 6 of 6 or 100% scored at least 45 or higher on the comprehensive vocational plan assignment.

### Use of Results

The faculty and course instructor discussed student performance and were pleased. The course instructor did note that the ICF can be very difficult to utilize due to its broad nature and some linguistic issues. She suggested switching to the WHO ICF, which is a well validated instrument that is easier to use. The instructor also added additional instructional materials oriented to the ICF in order to foster student learning. These changes will be incorporated into the course moving forward.

## Learning Outcome 12.

Students will demonstrate an understanding of the foundations, ethical guidelines, and professional issues of the rehabilitation counseling field.

### Measures and Criteria

1. At least 85% of students in RHAB 700 will demonstrate knowledge and values related to rehabilitation counseling history and legislation, roles of rehabilitation professionals, professional organizations, and the federal-state rehabilitation system. This will be measured as the number/percent of students earning a grade of 85% or better on the capstone project, which is a comprehensive research paper.
2. At least 85% of students in RHAB 700 students will be able to identify the competing principles in ethical dilemmas by achieving a grade of B or better on the introductory ethics unit assignment. The grade is determined using a Blackboard posting rubric.
3. At least 85% of students in RHAB 883 students will be able to state the ways in which ethical issues and aspects of the Professional code of Ethics are applicable to their field experience by achieving a grade of Satisfactory or above on the advanced-level ethics assignment.

Rehab system

Basic ethics

Advanced ethics

## **Methods**

For Measures 1 and 2:

Every semester, Course instructor for RHAB 700 will report the number and percentage of students who achieved the criterion on the research paper and on the ethics unit assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

For Measure 3:

Every semester, the course instructor for RHAB 883 will report the number and percentage of students who earned grades of Satisfactory or above on the advanced-level ethics unit assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

For review: Faculty will meet, discuss results, and determine use of results.

## **Results**

In Academic Year 2016-2017, 8 students moved through the RHAB 700 class, 6 in Fall of 2016 and 2 in Spring of 2017.

Measure #1: 6 of 8 students, or 75%, achieved a grade of 85% or better on the comprehensive research paper.

Measure #2: 8 of 8 students, or 100%, achieved a grade of B or better on the Ethics Unit assignment.

In Academic Year 2016-2017, 26 students moved through the RHAB 883 course, 10 in Summer 2016, 10 in Fall of 2016 and 6 in Spring 2017.

Measure #3: 25 of 26 students, or 96.15% achieved a grade of Satisfactory or better on the Advanced-Level ethics assignment. As noted previously, the Spring 2017 semester afforded the opportunity of a newly revised CRCC Code of Ethics. This provided a new framework for the Advanced Level ethics assignment and students were able to practice both case conceptualization as well as ethical conceptualization within the same assignment.

## **Use of Results**

Faculty met and discussed the students' performance in this area. Faculty was pleased and noted the enhanced opportunity provided by the release of the Code of Ethics. Attention was also given to the progress seen in students from the Introductory course (RHAB 700) and the Internship course (RHAB 883).

Analysis revealed that students understanding of the complexities of case conceptualization and the application of rehab principles in clinical settings showed substantial progress from the beginning of the program to the end. This is developmentally appropriate and a sign that the existing curricular structure is helping students to build needed clinical and critical thinking skills.

## **Learning Outcome 13.**

Students will demonstrate an understanding of the disability and healthcare system.

## **Measures and Criteria**

1. At least 85% of students in RHAB 700 will be able to explain how disability is defined and determined by earning 14 of 20 points on final examination questions related to disability determination (Ques. 1).

2. At least 85% of students in RHAB 710 will demonstrate an understanding of the Social Security disability determination system by earning a score of Satisfactory or better in Section 7 of final exam.

Disability determination

Disability eligibility

### **Methods**

For Measures 1 and 2:

Every semester, Course instructors for RHAB 700 and RHAB 710 will report the number and percentage of students who met or exceeded the target. Each semester, the instructors will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

### **Results**

In Academic Year 2016-2017, 8 students moved through the RHAB 700 class, 6 in Fall of 2016 and 2 in Spring of 2017.

Measure #1: 8 of 8 students, or 100% achieved points of 14 or more on Final examination questions related to disability determination.

In Academic Year 2016-2017, 6 students moved through the RHAB 710 course; 5 in Fall 2016 and 1 in Spring 2017.

Measure # 2: 6 of 6 students, or 100%, earned a score of Satisfactory or better in the Disability Determination section of the final exam.

### **Use of Results**

Faculty met and discussed the results. Faculty were pleased with student performance, but felt that more could be done to enhance student learning and skills in this area. Two faculty members with expertise in disability evaluation and disability evaluation appeal cases presented to the full students body several examples of de-identified disability appeal cases in order to illustrate both the evaluation process and systemic procedures in disability evaluation. This presentation is to be a periodic one throughout student's stay in the program, providing both a core foundation as well as the option for interested students to delve more deeply into this area.

## **II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018**

### **Mission Statement**

Rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and addiction-based disabilities in their personal, career, and independent-living goals through counseling activities. Rehabilitation counselors help individuals deal with personal, interpersonal, and societal problems, plan careers, and find and maintain appropriate employment. Counselors work with individuals, organizations, and advocacy groups that address environmental and social barriers creating obstacles for individuals with disabilities. They also collaborate with physicians, psychologists, therapists, employers, representatives of the business community, and others in assisting individuals with disabilities in achieving their goals.

In keeping with the overall purpose and function of the rehabilitation counseling profession, the Rehabilitation Counseling Program at the University of South Carolina is dedicated to the enhancement of the quality of life of individuals with disabilities through:

- I. The provision of high quality professional education emphasizing the assimilation of the skills and knowledge necessary for successful, effective, and responsible participation in a changing state and national rehabilitation environment.
- II. The provision of clinical rehabilitation services (counseling, assessment, case management, advocacy, and community program development activities) that supplement or enhance the menu of services available to South Carolinians with disabilities while offering students the opportunity for

hands on learning under the supervision of qualified, experienced professionals.

III.

The dissemination of research that enhances the knowledge and understanding of disability and its effects on the lives of individuals, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

### **Goal 1.**

Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological and vocational goals.

#### **Curriculum**

Students complete a minimum of 48 credit hours of required coursework that follows the course requirements outlined by the Council on Rehabilitation Counselor Education (CORE). Key content areas of study include professional orientation, medical and psychosocial aspects of disability, rehabilitation assessment, occupational and career assessment, job placement, and individual and group counseling. As part of the 48-credit hours, students complete a 150 hour practicum and a 600 hour internship in approved community agencies.

Students are also required to receive a passing grade on the comprehensive examination in the semester in which they intend to graduate. The comprehensive exam includes three (3) sections that represent that three overarching areas of study within the degree program: disability studies, career/vocational aspects, and counseling. Each section of the exam includes 5 questions that represent more specific knowledge and competencies within the overarching area.

Students may individualize their professional preparation by electing to participate in a wide range of rehabilitation counseling activities that occur in the Rehabilitation Counseling and Assessment Center or working with faculty members on rehabilitation research projects.

Graduates of the program are eligible to take the national Certified Rehabilitation Counselor (CRC) exam. With additional coursework offered by the program, students are eligible to take the National Counselor Examination (NCE) that leads to counselor licensure.

The 48 credit-hour curriculum includes thirteen (13) required courses (including practicum and internship) and two (2) electives. The courses are listed below in groupings that reflect the overarching sections of the comprehensive examination. It is noted that several of the courses have applicability across the sections. The field experiences are listed separately.

#### **REQUIRED COURSES (39 credit hours)**

##### ***Disability Studies***

RHAB 700 Intro to Rehabilitation Counseling

RHAB 703 Psychosocial Aspects of Disability

RHAB 710 Medical Aspects of Disability

RHAB 730 Case Management and Community Resources

RHAB 702 Intro to Rehabilitation Research

##### ***Career/Vocational Aspects***

RHAB 712 Occupational Analysis & Job Placement in Rehab.

RHAB 713 Career Development and Counseling Rehabilitation

RHAB 714 Rehabilitation Assessment

##### ***Counseling***

RHAB 701 Rehabilitation Counseling Practice I

RHAB 711 Rehabilitation Counseling Practice II

RHAB 720 Group Counseling in Rehabilitation Settings

**Field experiences**

RHAB 880 Counseling Practicum

RHAB 883 Counseling Internship (6 credits)

**ELECTIVES (6 semester hours)**

*A partial listing of electives includes:*

RHAB 704 Ethics in Rehabilitation Counseling

RHAB 705 Culture and Disability\*

RHAB 750 Assistive Technology

RHAB 752 Disability and Sexuality

RHAB 753 Counseling of Severely Disabled Persons

NPSY 757 Psychopathology for Counselors\*

NPSY 758 Classification & Assessment of Mental Disorders\*

Courses marked with an asterisk (\*) are recommended for students interested in professional counselor licensure. Students should be aware the licensing requirements vary by state and are subject to change.

NOTE ABOUT CURRICULUM: Courses in the MRC program are open as electives to students from other university programs and non-degree students interested in rehabilitation topics and to students who are preparing for professional licensure and/or certification.

**Learning Outcome 1.**

Students will utilize knowledge of career counseling theories by selecting a career theory, explaining its primary components, and applying those components by recommending attainable and satisfying employment options for persons with disabilities.

**Measures and Criteria**

Measure # 1: At least 85% of students will earn a score of 90% or better on Career Paper assignment.

Measure #2: At least 85% of students will earn a score of 90% or better on the Transferrable Skills Assignment.

**Methods**

At end of academic year, the Course instructor (RHAB 713) will report the number and percentage of students who earned grades of 90% or above on the Career Paper. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be gathered, tallied and summarized by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

**Career Paper**

**Transferrable Skills Analysis and Rubric**

**Learning Outcome 2.**

Students will be able to assess the interests, aptitudes, abilities, and functioning of persons with disabilities by selecting, administering, and scoring rehabilitation assessment tools.

**Measures and Criteria**

Measure 1: At least 85% of students will score 85% or better on the RHAB 714 Instrument Review assignment.

Measure 2: At least 85% of students will score 85% or better on the RHAB 714 Assessment Administration Assignment.

#### **Methods**

Every semester, the Course instructor (RHAB 714) will report the number and percentage of students who earned grades of 85% or above on the Instrument Review assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Faculty will review annually.

[Instrument Review Assignment  
Assessment Admin Assignment and Rubric](#)

### **Learning Outcome 3.**

Students will be able to demonstrate and apply an understanding of the process of job search, job placement, and ensuring job retention for persons with disabilities.

#### **Measures and Criteria**

Measure 1: Students in RHAB 712 will be able to discuss and prepare an employment proposal (i.e. Job Development Plan) that includes job search and job placement strategies for a person with a disability and will be measured as follows: 85% of students will earn a grade of 90% or better on an oral presentation and written summary.

Measure 2: Students in RHAB 713 will be able to complete a Task Analysis the details the essential functions of the job and enables clear communication as to how to do the job. At least 85% of students will achieve a 90% or above on this assignment.

#### **Methods**

Every semester, the Course instructor will report the number and percentage of students who earned grades of 90% or above on the employment proposal (i.e. Job Development Plan). Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Job Development Plan  
Task Analysis Assignment and Rubric](#)

### **Learning Outcome 4.**

Students will demonstrate an understanding of vocational consultation and other services needed by employers of individuals with disabilities.

#### **Measures and Criteria**

At least 85% of students in RHAB 712 will earn a grade of Satisfactory on Section K of the Job Placement Plan. This component of the Plan involves initiating contact with an employer as part of the post-employment component of the job placement plan and discussing strategies to work with both the person and the employer to address concerns related to accommodations or other issues.

[Working with Employers](#)

#### **Methods**

For Measure 1: Every semester, the Course instructor (RHAB 712) will report the number and percentage of students who earned grades of Satisfactory or above on Section K of the employment proposal. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

### **Learning Outcome 5.**

Students will demonstrate an understanding of the case management process as it relates to human service provision and rehabilitation counseling.

### **Measures and Criteria**

1. Students in RHAB 730 will develop a comprehensive Case Management Plan for persons with a severe disability (e.g., spinal cord injury [SCI] or traumatic brain injury [TBI]). This will be measured by at least 85% of students earning a grade of 90% or above on the Case Management Plan assignment.

2. Students in RHAB 730 will develop a community resource file. This will be measured by at least 85% of students earning a grade of 90% or above on the community resource assignment.

### **Methods**

For Measures 1 and 2:

Every semester, the Course instructor (RHAB 730) will report the number and percentage of students who earned grades of 90% or above on the Case Management assignment and the community resource file assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Review: Faculty will meet, discuss results, and determine use of results.

[Case Management Plan](#)  
[Community Resource File](#)

## **Learning Outcome 6.**

Student will demonstrate an understanding of rehabilitation services and resources.

### **Measures and Criteria**

Measure 1: At least 85% of students in RHAB 730 students are able to identify, distinguish among, utilize, and identify gaps in existing rehabilitation services and resources for persons with disabilities by passing with a score of 90% or better on the Biopsychosocial Evaluation.

Measure 2: Students in RHAB 730 will develop a community resource file. At least 85% of students will earn a grade of 90% or above on the community resource assignment.

### **Methods**

Every semester, the Course instructor (RHAB 730) will report the number and percentage of students who earned grades of 90% or above on the biopsychosocial assessment assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout the academic year, above entered quantitative and qualitative data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Biopsychosocial Assessment](#)  
[Community Resource File](#)

## **Learning Outcome 7.**

Students will demonstrate effective individual counseling and communication skills appropriate for beginning counselors at the training level.

### **Measures and Criteria**

1. At least 85% of students in RHAB 701 will learn and demonstrate a series of microskills of counseling. This will be measured by students earning a grade of Satisfactory or above on the final 2 video assignments in this course, thus demonstrating microskill competency.

2. At least 85% of students in RHAB 711 will learn and demonstrate specific counseling techniques associated with counseling theories by videotaping 4 counseling sessions and earning 9 of 12 points on

each session on a grading rubric that includes three elements: basic listening and attending skills, use of counseling techniques, and students' ability to articulate theory-based rationale supporting the choice of techniques.

### **Methods**

For measures 1 and 2: Every semester: Course instructors for RHAB 701 and RHAB 711 will review students' videos and assign grades based on students' demonstration of skills. Course instructors will report the number and percentages of students earning grades of Satisfactory or above on assignment (RHAB 701) and 9 of 12 points on assignment (RHAB 711). Each semester, the instructors will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[RHAB 701 Video Rubric](#)

[RHAB 711 Video Rubric Rev. January 2017](#)

## **Learning Outcome 8.**

Students will demonstrate an understanding and skills in group and family counseling appropriate for beginning counselors at the training level.

### **Measures and Criteria**

1. At least 85% of students in RHAB 720 will demonstrate and accurately identify group leadership skills by earning a rating of Satisfactory on measures including student self-evaluations of leader skills and course instructor observations.
2. At least 85% of students in RHAB 720 will be able to accurately identify stages of group development by earning grades of Satisfactory on group process papers.
3. At least 85% of students in RHAB 720 will develop and implement a group for persons with disabilities by earning grades of 90% or above on the group development capstone project.

### **Methods**

For measures 1, 2, and 3:

Every semester, the course instructor for RHAB 720 will track grades/ratings on leadership skills, identification of stages of group development, and the capstone project and report number and percentages of students meeting the target. Course instructor will identify relative strengths and weaknesses with regard to performance of group counseling competencies. At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee.

Review: Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Group Leader Skills](#)

[Group Process Papers](#)

[Group Development Paper](#)

## **Learning Outcome 9.**

Students will demonstrate an understanding and develop basic competencies in mental health counseling.

### **Measures and Criteria**

Measure 1.

At least 85% of students in RHAB 880 will be able to identify risk factors and protective factors for suicidality in clients with psychiatric disabilities, and will be able to describe the clinical use of suicide assessment techniques. Proficiency on this outcome will be measured by earning a grade of satisfactory or better on responses to case study questions.

Measure 2

At least 85% of students in RHAB 883 will be able to develop case conceptualizations that include how mental health issues are impacting the rehabilitation process and suggest effective strategies for counseling

persons with mental health conditions. The measure for this will be achieving a score of Satisfactory or higher on the case conceptualization assignment in RHAB 883.

### **Methods**

For measures 1 and 2:

Every semester, Course instructor for RHAB 880 (Practicum) will track grades on case study/basic mental health assignment. Course instructor for RHAB 883 (Internship) will track grades on case conceptualization assignment. Instructors will report the number and percentage of students who met the target and will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

### **Basic MH Suicidality Assessment Case Conceptualization**

#### **Learning Outcome 10.**

Students will demonstrate an understanding of the psychosocial and cultural issues involved in counseling.

#### **Measures and Criteria**

1. At least 85% of students in RHAB 703 will be able to identify and describe societal views of disability from their personal frame of reference after completing the Insight Project (an experiential project). The Insight Project will include choices of experiential activities such as simulating disability by spending 3 hours in public using a wheelchair for mobility and sharing a “day in the life” of a person with severe disability. The measure for this will be a score of Satisfactory on students’ reflection papers.
2. At least 85% of students in RHAB 703 will score Satisfactory or above on the Interview Project in which students must demonstrate understanding of psychosocial and cultural variables affecting persons with disability and family members.

#### **Methods**

For measures 1 and 2:

Every semester the Course instructor for RHAB 703 will report the number and percentage of students who earned grades of Satisfactory on reflection papers and the Interview Project assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Review: Faculty will meet, discuss results, and determine use of results.

### **Insight Project and Interview Project**

#### **Learning Outcome 11.**

Students will demonstrate and apply knowledge of the medical, functional, and environmental aspects of disabilities.

#### **Measures and Criteria**

1. At least 85% of students in RHAB 710 will apply knowledge of medical terminology to interpret medical records by achieving a score of Satisfactory (defined as grade of 80 or above) on the medical terminology unit assignment.
2. At least 85% of students in RHAB 710 will utilize the International Classification of Functioning (ICF) checklist to describe body systems, functioning, and environmental barriers and facilitators by achieving a score of 45 of 50 points (90%) on ICF section of the mid-term and final examinations.
3. At least 85% of students in RHAB 710 will construct vocational profiles and develop comprehensive rehabilitation plans for persons with disabilities by achieving a score of 45 of 50 points (90%) on the

vocational profile and rehabilitation plan section of the mid-term and final examinations.

### **Methods**

Measures 1, 2, and 3: Every semester, Course instructor for RHAB 710 will report the number and percentage of students who met criterion for medical terminology unit and ICF, vocational profile, and rehabilitation plan sections of midterm and final exams. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

Review: Faculty will meet, discuss results, and determine use of results.

[Medical Terminology](#)

[ICF Checklist](#)

[Vocational Profile and Rehab Plan](#)

## **Learning Outcome 12.**

Students will demonstrate an understanding of the foundations, ethical guidelines, and professional issues of the rehabilitation counseling field.

### **Measures and Criteria**

1. At least 85% of students in RHAB 700 will demonstrate knowledge and values related to rehabilitation counseling history and legislation, roles of rehabilitation professionals, professional organizations, and the federal-state rehabilitation system. This will be measured as the number/percent of students earning a grade of 85% or better on the capstone project, which is a comprehensive research paper.
2. At least 85% of students in RHAB 700 students will be able to identify the competing principles in ethical dilemmas by achieving a grade of B or better on the introductory ethics unit assignment. The grade is determined using a Blackboard posting rubric.
3. At least 85% of students in RHAB 883 students will be able to state the ways in which ethical issues and aspects of the Professional code of Ethics are applicable to their field experience by achieving a grade of Satisfactory or above on the advanced-level ethics assignment.

### **Methods**

For Measures 1 and 2:

Every semester, Course instructor for RHAB 700 will report the number and percentage of students who achieved the criterion on the research paper and on the ethics unit assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

For Measure 3:

Every semester, the course instructor for RHAB 883 will report the number and percentage of students who earned grades of Satisfactory or above on the advanced-level ethics unit assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

For review: Faculty will meet, discuss results, and determine use of results.

[Rehab System](#)

[Basic Ethics](#)

[Advanced Ethics](#)

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### **Learning Outcome 13.**

Students will demonstrate an understanding of the disability and healthcare system.

#### **Measures and Criteria**

1. At least 85% of students in RHAB 700 will be able to explain how disability is defined and determined by earning 14 of 20 points on final examination questions related to disability determination (Ques. 1).
2. At least 85% of students in RHAB 710 will demonstrate an understanding of the Social Security disability determination system by earning a score of Satisfactory or better in Section 7 of final exam.

#### **Methods**

For Measures 1 and 2:

Every semester, Course instructors for RHAB 700 and RHAB 710 will report the number and percentage of students who met or exceeded the target. Each semester, the instructors will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Disability Determination

Disability Eligibility