Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Faculty recognized the importance of obtaining evidence of graduate achievement and demonstration of knowledge and skills. The faculty have collected information from employers about graduate knowledge and skills. However, the response rate has been low. The faculty have been working with the College of Education to develop additional strategies to assess graduate knowledge and skills in performing rehabilitation counseling tasks.

Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D./Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

( Discipline Knowledge) Develop skills and techniques of case study to include assessment of psychological and social dimensions for those with disabilities

Related Measures

M 1: Conduct an interview with a person with a disability and complete written analysis of impact of disability
 Conduct an interview with a person with a disability and complete written analysis of impact of disability. BCE 543, 100 percent achieve an 80 percent on paper based on scoring rubrics
 Source of Evidence: Academic direct measure of learning - other

M 2: Students write a weekly journal of observations of environment
 Students write a weekly journal of observations of environment or attitudinal barriers for those with disabilities and provide an analysis based on rehabilitation literature and theories, BCE 543; 100 percent achieve an 80 percent on journal analysis
 Source of Evidence: Written assignment(s), usually scored by a rubric

SLO 2: Skills/Abilities

( Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research

Related Measures

M 3: Students complete course requirement in BER 500 Educational Research
 Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article and achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article, 100 percent of students achieve an 80 percent
 Source of Evidence: Academic direct measure of learning - other

M 4: Successful completion of the comprehensive exam, 100 percent pass rate
 Successful completion of the comprehensive exam, 90 percent pass rate
 Source of Evidence: Academic direct measure of learning - other

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcM 3: Recognized Quality
 The program will improve and sustain a high level of recognized quality

Related Measures

M 5: Maintain national accreditation, successful submission and review of annual report to CORE
Maintain national accreditation, successful submission and review of annual report to CORE
Source of Evidence: Academic indirect indicator of learning - other

M 6: Collect Data for program review based on approved evaluation plan and national accreditation, compare data by year
Collect data for program review based on approved evaluation plan and national accreditation, compare data by year
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 4: Optimal Level
The program will build and sustain an optimal level of annual program enrollments and degree completion, meeting ACHE requirements

Related Measures

M 7: A review of graduates to meet ACHE viability standards, maintain minimum viability standards
A review of graduates to meet ACHE viability standards, maintain minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other

M 8: Increase current enrollments through new admits and retention of students to a maximum of 30 students
Increase current enrollments through new admits and retention of students to a maximum of 30 students (what is allowed based on FTE and national accreditation requirements)
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 9: Graduate survey and assessment of satisfaction
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating
Source of Evidence: Student satisfaction survey at end of the program

M 10: Survey of employers of graduates with at least a 75 percent satisfaction rating
Survey of employers of graduates and a rating of 3.0 or higher on a scale of 5.0
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Employer survey plan
Program faculty will discuss the development and implementation of an employer survey with faculty in other departments in the College of Education. Ideas that faculty will discuss include: increasing employer response rate by using web based sources of data collection, e.g. an online platform such as Qualtrics. Also, use Facebook, PeopleSearch, etc. to find graduates and their employers. All these strategies will be discussed with other programs/faculty in the College of Education during AY 2012-2013
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Faculty from across the College of Education meet to discuss employer survey process
Responsible Person/Group: Program faculty and College faculty

Revise graduate survey
We conduct a biannual survey of graduates addressing satisfaction with the program. Department faculty will review the survey questions and determine if any changes in the survey need to be completed. The survey will be distributed March 2014.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Department faculty will review survey questions
Projected Completion Date: 04/2014
Responsible Person/Group: Department faculty
Additional Resources: none
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

(Discipline Knowledge) Develop skills and techniques of case study to include assessment of psychological and social dimensions for those with disabilities.

Connected Document
Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 1: Conduct an interview with a person with a disability and complete written analysis of impact of disability

Conduct an interview with a person with a disability and complete written analysis of impact of disability, BCE 543, 100 percent achieve an 80 percent on paper based on scoring rubrics

Source of Evidence: Academic direct measure of learning - other

Target:
Students in BCE 540 complete an interview with an individual with a disability and demonstrate an understanding of relevant psychosocial issues. Target is 100 percent of students completing interview paper will score an 80 percent or greater on scoring rubrics.

Finding (2012-2013) - Target: Met
Nineteen students completed the interview with a person with a disability. All 19 students successfully demonstrated an understanding of the relevant psychosocial issues for those with disabilities, demonstrating an 80 percent or better on the scoring rubrics. Students in the rehabilitation counseling program have demonstrated an ability to understand the psychosocial issues for those with disabilities over the past several years.

M 2: Students write a weekly journal of observations of environment

Students write a weekly journal of observations of environment or attitudinal barriers for those with disabilities and provide an analysis based on rehabilitation literature and theories, BCE 543, 100 percent achieve an 80 percent on journal analysis

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is that 100 percent of students in BCE 543 whom complete a weekly journal of reflections demonstrate an understanding of barriers for those with disabilities and score an 80 percent on the scoring rubrics for the analysis

Finding (2012-2013) - Target: Met
Nineteen students completed the weekly journal providing reflections demonstrating an understanding of barriers those with disabilities must address. Nineteen students successfully demonstrated an understanding of barriers and achieved better than 80 percent on scoring rubrics.

SLO 2: Skills/Abilities

(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.

Connected Document
Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 3: Students complete course requirement in BER 500 Educational Research

Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article and achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article, 100 percent of students achieve an 80 percent.

Source of Evidence: Academic direct measure of learning - other

Target:
100 percent of students achieve an 80 percent on article critique based on rubrics. Target is 100 percent of students achieve 80 percent based upon scoring rubrics

Finding (2012-2013) - Target: Met
Nine students attempted the article critique. All nine students successfully achieved a score of 80 percent on
the scoring rubrics. Target met. Students in the rehabilitation counseling program over the past few years have demonstrated the skills to effectively analyze and evaluate the professional literature.

**M 4: Successful completion of the comprehensive exam, 100 percent pass rate**
Successful completion of the comprehensive exam, 90 percent pass rate
Source of Evidence: Academic direct measure of learning - other

**Target:**
Target is 90 percent of those attempting the comprehensive exams pass.

**Finding (2012-2013) - Target: Met**
Five students attempted the comprehensive exam during AY 2012-2013. All five students successfully passed the comprehensive exam, both written exam and portfolio presentation.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 3: Recognized quality**
The program will improve and sustain a high level of recognized quality.

**Connected Document**
Counselor Ed- Rehab coun MA Curriculum Maps

**Related Measures**

**M 5: Maintain national accreditation, successful submission and review of annual report to CORE**
Maintain national accreditation, successful submission and review of annual report to CORE

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is maintenance of national accreditation from CORE (Council on Rehabilitation Education). Completion of annual report to CORE in April 2013

**Finding (2012-2013) - Target: Met**
The rehabilitation counseling program continues national accreditation through the Council On Rehabilitation Education, CORE. We submitted an annual report in April and received confirmation of our continued accreditation in August, 2013. The program is accredited through 2017.

**M 6: Collect data for program review based on approved evaluation plan and national accreditation, compare data by year**
Collect data for program review based on approved evaluation plan and national accreditation, compare data by year

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The Rehabilitation Counseling Program collects data for the approved evaluation plan every three years.

**Finding (2012-2013) - Target: Met**
Program faculty collected evaluations of student performance in practicum and internship. The data will be maintained to present for the reaccreditation to take place 2017. Survey of graduates will take place Spring 2014, this additional information will be included in the reaccreditation process in 2017.

**OthOtcm 4: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completion, meeting ACHE requirements

**Connected Document**
Counselor Ed- Rehab coun MA Curriculum Maps

**Related Measures**

**M 7: A review of graduates to meet ACHE viability standards, maintain minimum viability standards**
A review of graduates to meet ACHE viability standards, maintain minimum viability standards

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is 3.75 students graduating each year based on ACHE guidelines

**Finding (2012-2013) - Target: Met**
Seven students graduated during AY 2012-2013. The target was exceeded, target is 3.75 a year. The rehabilitation counseling program is graduating an adequate number of students over the past several years and meets ACHE requirements.

**M 8: Increase current enrollments through new admits and retention of students to a maximum of 30 students**
Increase current enrollments through new admits and retention of students to a maximum of 30 students (what is allowed based on FTE and national accreditation requirements

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintain and increase enrollment from previous year enrollment which was 17 students in 2010

**Finding (2012-2013) - Target: Met**
The program had 26 students enrolled in the program during AY2012-2013. We currently have 28 students in the program. We are two below our target of 30 students, however the number of students is close the maximum allowed by our national accreditation (30 students based upon faculty to student ratio)

**OthOtcm 5: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves

**Connected Document**
Counselor Ed- Rehab coun MA Curriculum Maps
**Related Measures**

**M 9: Graduate survey and assessment of satisfaction**
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
Target is that 75 percent of graduates report satisfaction with the program and their degree based on follow up survey

**Finding (2012-2013) - Target: Not Reported This Cycle**
we complete a survey of graduates biannually. Our next survey of graduates will take place Spring 2014.

**Related Action Plans (by Established cycle, then alpha):**

**Revise graduate survey**
*Established in Cycle: 2012-2013*
We conduct a biannual survey of graduates addressing satisfaction with the program. Department faculty will review the survey qu...

For full information, see the Details of Action Plans section of this report.

**M 10: Survey of employers of graduates with a least a 75 percent satisfaction rating**
Survey of employers of graduates and a a rating of 3.0 or higher on a scale of 5.0

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is to develop and identify a method of distributing employer survey and which is based on college-wide method

**Finding (2012-2013) - Target: Not Reported This Cycle**
The College of Education has contracted with a national survey firm to survey employers of graduates. The survey is currently being collected and data should be available the next reporting cycle.

**Related Action Plans (by Established cycle, then alpha):**

**Employer survey plan**
*Established in Cycle: 2011-2012*
Program faculty will discuss the development and implementation of an employer survey with faculty in other departments in the C...

For full information, see the Details of Action Plans section of this report.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Employer survey plan**
Program faculty will discuss the development and implementation of an employer survey with faculty in other departments in the College of Education. Ideas that faculty will discuss include: increasing employer response rate by using web based sources of data collection, e.g. an online platform such as Qualtrics. Also, use Facebook, PeopleSearch, etc. to find graduates and their employers. All these strategies will be discussed with other programs/faculty in the College of Education during AY 2012-2013

*Established in Cycle: 2011-2012*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

**Measure:** Survey of employers of graduates with a least a 75 percent satisfaction rating | **Outcome/Objective:** Program Value

**Implementation Description:** Faculty from across the College of Education meet to discuss employer survey process

**Responsible Person/Group:** Program faculty and College faculty

**Revise graduate survey**
We conduct a biannual survey of graduates addressing satisfaction with the program. Department faculty will review the survey questions and determine if any changes in the survey need to be completed. The survey will be distributed March 2014.

*Established in Cycle: 2012-2013*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

**Measure:** Graduate survey and assessment of satisfaction | **Outcome/Objective:** Program Value

**Implementation Description:** Department faculty will review survey questions

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Department faculty

**Additional Resources:** none
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Develop skills and techniques of case study to include assessment of psychological and social dimensions for those with disabilities.

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Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 1: Conduct an interview with a person with a disability and complete written analysis of impact of disability
Conduct an interview with a person with a disability and complete written analysis of impact of disability, BCE 543, 100 percent achieve an 80 percent on paper
Source of Evidence: Academic direct measure of learning - other

Target:
Students in BCE 540 complete an interview with an individual with a disability and demonstrate an understanding of relevant psychosocial issues. Target is 100 percent of students completing interview paper will score an 80 percent or greater on scoring rubrics.

Finding (2011-2012) - Target: Met
Nine students completed the interview and paper analysis and scored an 80 percent or better on scoring rubrics.

M 2: Students write a weekly journal of observations of environment
Students write a weekly journal of observations of environment or attitudinal barriers for those with disabilities and provide an analysis based on rehabilitation literature and theories, BCE 543, 100 percent achieve an 80 percent on journal analysis
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is that 100 percent of students in BCE 543 whom complete a weekly journal of reflections demonstrate an understanding of barriers for those with disabilities and score an 80 percent on the scoring rubrics for the analysis

Finding (2011-2012) - Target: Met
15 students completed the journal analysis and all scored an 80 percent or better on scoring rubrics.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.

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Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 3: Students complete course requirement in BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article and achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article, 100 percent of students achieve an 80 percent.
Source of Evidence: Academic direct measure of learning - other

Target:
100 percent of students achieve an 80 percent on article critique based on rubrics. Target is 100 percent of students achieve 80 percent based upon rubrics.

Finding (2011-2012) - Target: Met
Six students completed the article critique and all six received a score of over 80 percent based on the scoring rubrics. 100 percent success.

M 4: Successful completion of the comprehensive exam, 100 percent pass rate
Successful completion of the comprehensive exam, 100 percent pass rate
Source of Evidence: Academic direct measure of learning - other
Target:
Target is 100 percent of those attempting the comprehensive exams pass.

Finding (2011-2012) - Target: Met
12 rehabilitation counseling students attempted the comprehensive exams and all passed.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Document
Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 5: Maintain national accreditation, successful submission and review of annual report to CORE
Maintain national accreditation, successful submission and review of annual report to CORE
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is maintenance of national accreditation from CORE (Council on Rehabilitation Education). Completion of annual report to CORE
Finding (2011-2012) - Target: Met
Report to CORE was submitted April 2012 and response from CORE Board will be received July 2012

M 6: Collect data for program review based on approved evaluation plan and national accreditation, compare data by year
Collect data for program review based on approved evaluation plan and national accreditation, compare data by year
Source of Evidence: Academic indirect indicator of learning - other
Target:
The Rehabilitation Counseling Program collects data for the approved evaluation plan every three years.
Finding (2011-2012) - Target: Not Reported This Cycle
The program will review data in two years to comply with approved evaluation plan with CORE (Council on Rehabilitation Education)

OthOtcm 4: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 7: A review of graduates to meet ACHE viability standards, maintain minimum viability standards
A review of graduates to meet ACHE viability standards, maintain minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is 3.75 students graduating each year based on ACHE guidelines
Finding (2011-2012) - Target: Met
Four students graduates during academic year 2011. Target met

M 8: Increase current enrollments through new admits and retention of students to a maximum of 30 students
Increase current enrollments through new admits and retention of students to a maximum of 30 students (what is allowed based on FTE and national accreditation requirements
Source of Evidence: Academic indirect indicator of learning - other
Target:
Maintain and increase enrollment from previous year enrollment which was 17 students in 2010
Finding (2011-2012) - Target: Met
There were 23 students enrolled during academic year 2011. Target was met and increased enrollment by six students

OthOtcm 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Document
Counselor Ed- Rehab coun MA Curriculum Maps

Related Measures

M 9: Graduate survey and assessment of satisfaction
Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
Source of Evidence: Student satisfaction survey at end of the program
Target:
Target is that 75 percent of graduates report satisfaction with the program and their degree based on follow up survey
Finding (2011-2012) - Target: Met
All students responding to the survey indicated that they were satisfied with the program and their education. Those responding indicated that they considered their education to be excellent, good or fair. No respondents indicated their education was poor. Target met
M 10: Survey of employers of graduates with a least a 75 percent satisfaction rating
Develop a survey of employers of graduates and identify a method of distribution

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is to develop and identify a method of distributing employer survey and which is based on college-wide method

**Finding (2011-2012) - Target: Not Reported This Cycle**
Faculty will discuss development of employer survey with departments in the College of Education

**Related Action Plans (by Established cycle, then alpha):**

<table>
<thead>
<tr>
<th>Employer survey plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established in Cycle: 2011-2012</td>
</tr>
<tr>
<td>Program faculty will discuss the development and implementation of an employer survey with faculty in other departments in the College of Education during AY 2012-2013</td>
</tr>
</tbody>
</table>

For full information, see the Details of Action Plans section of this report.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

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**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Survey of employers of graduates with a least a 75 percent satisfaction rating |
- **Outcome/Objective:** Program Value

**Implementation Description:** Faculty from across the College of Education meet to discuss employer survey process

**Responsible Person/Group:** Program faculty and College faculty
<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 543</td>
<td>Develop skills and techniques of case study to include assessment of psychological and social dimensions for those with disabilities.</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.</td>
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<td>BER 500</td>
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<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.</td>
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<tr>
<td>Comprehensive exam</td>
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</table>
Common Experience

Required Task

Common Assignment

Activity 1

Activity 2

Activity 3

Activity 4

Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
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<table>
<thead>
<tr>
<th>Course 2</th>
<th>Student Learning Outcome 1</th>
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<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 543</td>
<td>Conduct an interview with a person with a disability and complete written analysis of impact of disability. BCE 543, 100 percent achieve a grade of B or better on paper</td>
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<td>Students write a weekly journal of observations of environment or attitudinal barriers for those with disabilities</td>
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</table>
and provide an analysis based on rehabilitation literature and theories, BCE 543, 100 percent achieve a grade of B or better on journal analysis.

<table>
<thead>
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<th>Course 3</th>
<th>BER 500</th>
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</thead>
<tbody>
<tr>
<td>BER 500 Educational Research requiring evaluation of professional journal article with a grade of B or better on the critique, respond to 54 questions in the evaluation of an article, 100 percent of students achieve a grade of B or better.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Required Experience</th>
<th>Comprehensive exam</th>
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<tbody>
<tr>
<td></td>
<td>Successful completion of the comprehensive exam, 100 percent pass rate</td>
</tr>
</tbody>
</table>

**Common Experience**

**Required Task**

**Common Assignment**

- Activity 1
- Activity 2
- Activity 3
- Activity 4