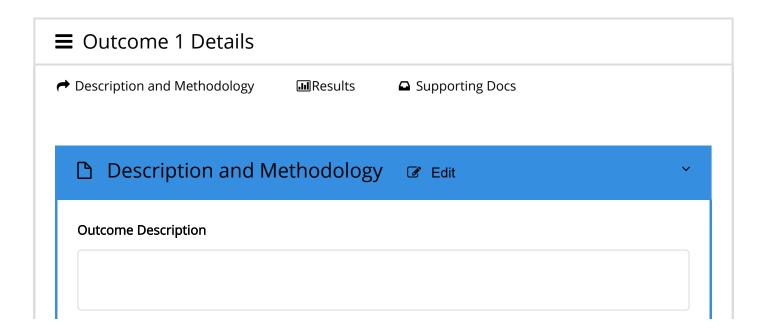
■ Assessment Plan Summary	
College/Division	Education
Department	Counselor Ed
Program	M.Ed. Clinical Rehabilitation Counseling
Plan Type	Learning Outcomes Plan
Plan Status	Report approved (complete)
Updated	09/30/2017
Plan developed by: Michael Frain	
Plan Approver:	
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)	



		litation counseling student demonstrate Content Knowledge in the are of habilitation Counseling.
Academic Learning Categories related to this outcome:		
) (Content K	ínowledge
		ProceduralKnowledge (Technical Skills)
		Procedural Knowledge (Research skills)
		Declarative Knowledge
	Communi	cation
		Team/Collaborative communication
		Mulimedia/Graphic communication
		Oral Communication
		Written Communication
	Critical Th	inking
		Practical Skills
		Creative Skills
		Analytical Skills

QEP / URI Related		
No IFP Related		
No Data collected from online coursework?		
Νο		
FAU Strategic Plan related goals & objectives:		
Goals		
Boldness: A uniquely competitive and globalized student body.		
Synergy: Prominent teams of researchers and scholars.		
Place: Deep engagement with South Florida's global communities		
Quality: Continuously-assessed and evolving best practices.		
Brand: National reputation for excellence.		
Strategy: Wise and innovative allocation of resources.		
Dillars (define institutional programs focused on greating knowledge that henefits society)		
Pillars (define institutional programs focused on creating knowledge that benefits society.)		
Healthy aging		
Neuroscience		
Ocean Science and Engineering/Environmental Sciences		
Sensing and Smart Systems		
Platforms (represent scholarly activities that apply to and support pillars)		

Big Data	Analytics
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- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice and Human Rights
- South Florida Culture
- Undergraduate Research and Inquiry

Performance Funding Metrics

\checkmark	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their
	Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after
	graduation. Net Tuition and Fees Cost to the Student
	Six year graduation rates for First-time in College (FTIC)
	Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
	Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
	University Access Rate [Percent of undergraduates with a Pell Grant]
\checkmark	Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
	Baccalaureate Degrees Awarded Without Excess Hours

Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy :

All students graduating the program must take the national Certiified Rehabilitation Counselor Exam (CRC).

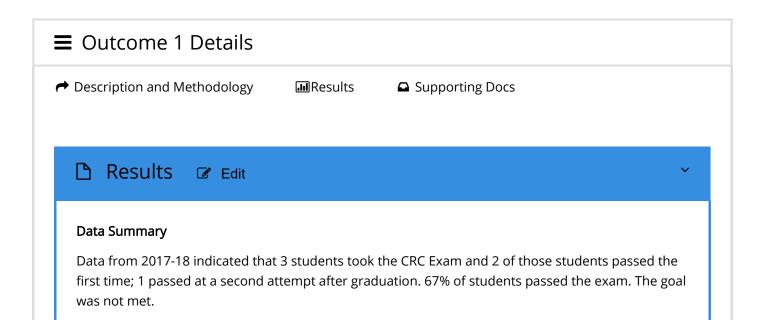
Assessment Method :

Score report on the CRC exam will be examined once administered.

Criterion for success

80% of students will receive passing scores on the CRC Exam on the first adminstration.

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Program Improvement

A new full time rehabilitation faculty member was hired in Fall 2018 to provide additional support and instruction to students. Rehabilitation faculty will review the current coursework and assignments and ensure that they are adequate in preparing students for the CRC Exam.

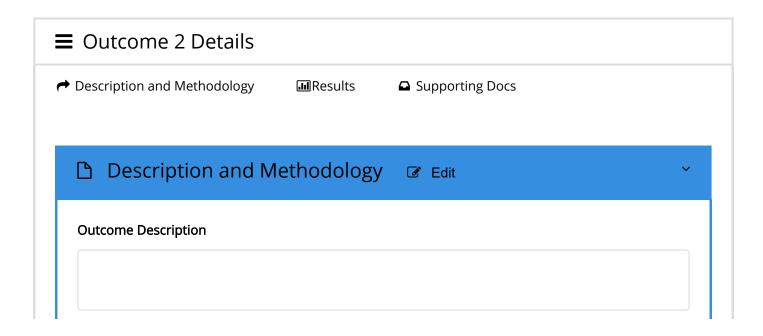
Program Improvement Codes

1. Curricular Change ?

- 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
 - 5. Assessment Plan Change ?
 - 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?

9. Other ?

■ Assessment Plan Summary	
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n es ti	The rehabilitation counselor candidate will demonstrate their written communicatio n by completing the Case Conceptualization assignment in the Theories and Techniqu es Course. The candidate's ability to organize, allocate, and manage resources of time, space, and attention is required by CORE for all candidates who are enrolled in rehabilitation counseling training programs accredited by CORE.		
Aca	demic	Lear	ning Categories related to this outcome:
	Cont	ent k	ínowledge
			ProceduralKnowledge (Technical Skills)
			Procedural Knowledge (Research skills)
			Declarative Knowledge
	Com	muni	ication
			Team/Collaborative communication
			Mulimedia/Graphic communication
			Oral Communication

Vritten Communication

Critical Thinking

Practical Skills

Creative Skills

Analytical Skills

QEP / URI Related		
No IFP Related		
No Data collected from online coursework?		
Νο		
FAU Strategic Plan related goals & objectives:		
Goals		
Boldness: A uniquely competitive and globalized student body.		
Synergy: Prominent teams of researchers and scholars.		
Place: Deep engagement with South Florida's global communities		
Quality: Continuously-assessed and evolving best practices.		
Brand: National reputation for excellence.		
Strategy: Wise and innovative allocation of resources.		
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Healthy aging		
Neuroscience		
Ocean Science and Engineering/Environmental Sciences		
Sensing and Smart Systems		
Platforms (represent scholarly activities that apply to and support pillars)		

Big Data	Analytics
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- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice and Human Rights
- South Florida Culture
- Undergraduate Research and Inquiry

Performance Funding Metrics

0
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their
Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after
graduation

- Net Tuition and Fees Cost to the Student
- Six year graduation rates for First-time in College (FTIC)
- Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- University Access Rate [Percent of undergraduates with a Pell Grant]
- Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
- Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

It is predicted that individuals will have four or more careers during their lifetime. Some individuals will need professional assistance to deal with the challenges of transitioning from one career to another. Therefore, career development counselors must possess the appropriate knowledge and

competencies to effectively guide clients in their career pursuits. Upon successful completion of this course, students will have the ability to select appropriate assessments and interventions and assist clients in the career decision-making process.

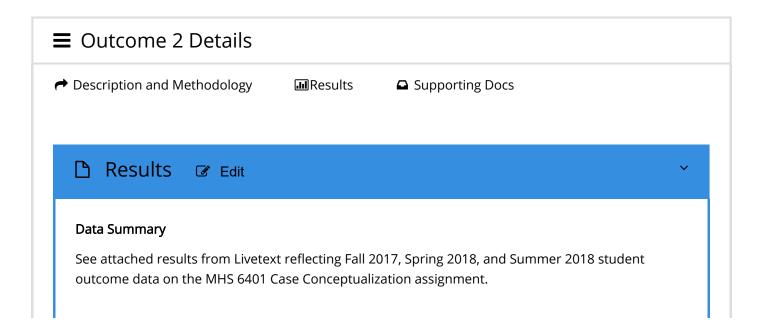
Assessment Method :

Students enrolled in MHS 6401 will be required to interview a person using a specific interviewing method, and then apply several theoretical and practical approaches to counseling. The written summary will be assessed using the MHS 6401 Case Conceptualization Assignment rubric in Livetext.

Criterion for success

At least 80% of all students will receive at least Satisfactory on the rubric-scored Case Conceptualization for MHS 6401 Case Conceptualization Report Assignment.

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51 students were enrolled in MHS 6401; 49 received a Satisfactory to Proficient score, 2 did not submit the assignment, however, the goal was met as 96% of candidates enrolled in MHS 6401 met the goal.

Program Improvement

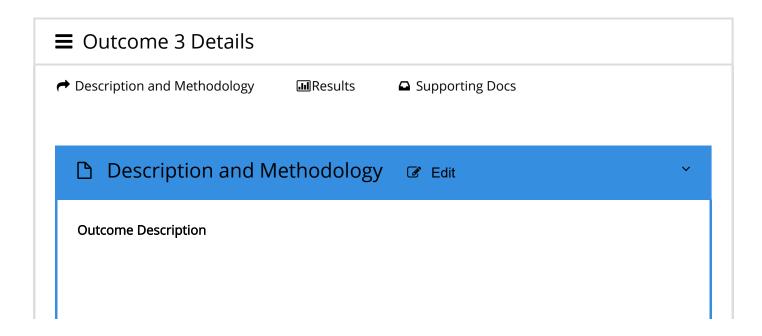
The Clinical Rehabilitation Counseling faculty are looking to update the assignments and program.

Program I	Improvement	Codes
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1. Curricular Change	?
2. Course Revision ?	

- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
 - 9. Other ?

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The rehabilitation counselor candidate will demonstrate their critical thinking sk ills by demonstrating their ability to review current literature about employment for persons with disabilities and identify appropriate interventions to meet clien t's needs. The candidate's ability to identify transferable skills and abilities w ith appropriate intervention strategies and apply the results of formal and inform al assessments from a variety of sources to improve clients employment outcomes ar e a part of the mission of CORE for all candidates who are enrolled in CORE accred ited programs.Candidates enrolled in RCS 6805 Practicum in Rehabilitation Counseli ng will demonstrate their critical thinking skills by completing a case study assi gnment. The rehabilitation counselor candidate will meet with the client regardin g an adjustment, career, or personal/social concern for a minimum of three session s. Summary notes are recorded to monitor client treatment based on multiple assess ments, progress towards goals, includes descriptions of the presenting problem/iss ues and client strengths that informs instruction based on those needs, and drives the rehabilitation process. The rehabilitation counselor candidate submits a writt en case study description by following the Case Study format in the syllabus.

Academic Learning Categories related to this outcome:

Content Knowledge

 \square

ProceduralKnowledge (Technical Skills)

Procedural Knowledge (Research skills)

Declarative Knowledge

☐ Communication

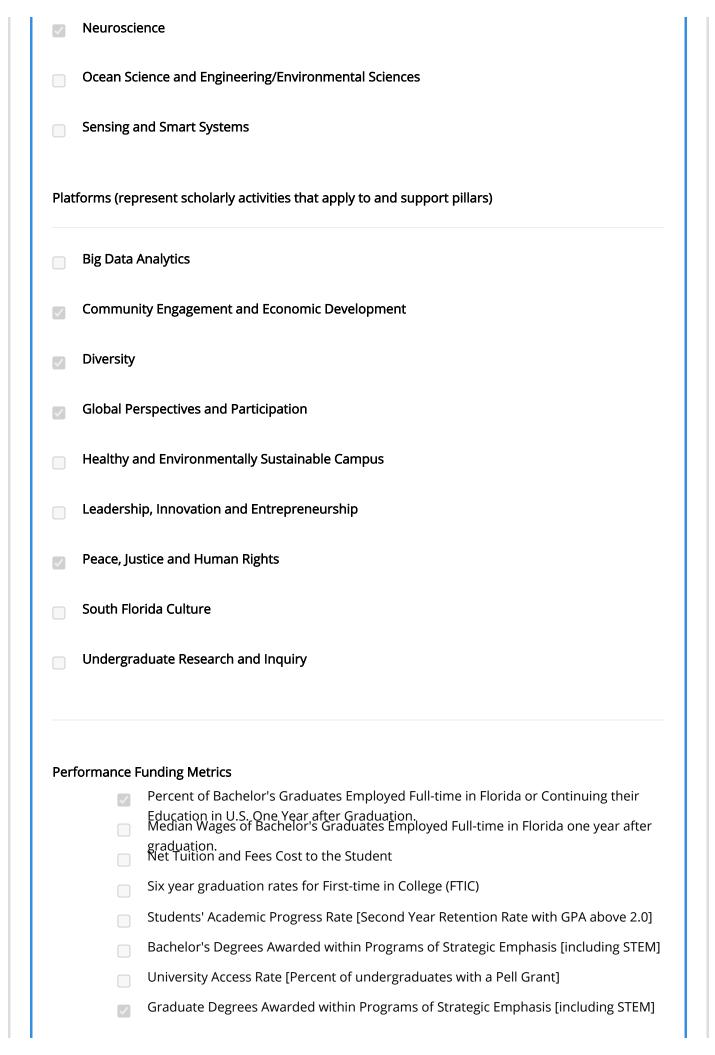
Team/Collaborative communication

Mulimedia/Graphic communication

Oral Communication

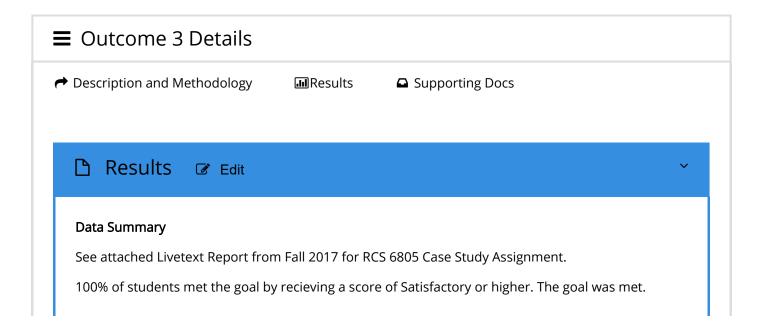
Written Communication

 Practical Skills Creative Skills Analytical Skills QEP / URI Related No Data collected from online coursework? No FAU Strategic Plan related goals & objectives: Goals Fourier of the second strategic strategic plan related goals & objectives: Goals Fourier of the second strategic strategic plan related goals & objectives: Goals Fourier of the second strategic strategic plan related goals & objectives: Goals Fourier of the second strategic strategic plan related goals and evolving best practices. Quality:Continuously-assessed and evolving best practices. Brand:National reputation for excellence. Strategy:Wise and innovative allocation of resources.	✓ Critical Thinking		
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QEP / URI Related No IFP Related No Data collected from online coursework? No FAU Strategic Plan related goals & objectives: Goals Boldness: A uniquely competitive and globalized student body. Synergy:Prominent teams of researchers and scholars. Place: Deep engagement with South Florida's global communities Quality:Continuously-assessed and evolving best practices. Brand:National reputation for excellence.	Creative Skills		
No IFP Related No Data collected from online coursework? No FAU Strategic Plan related goals & objectives: Goals Boldness: A uniquely competitive and globalized student body. Synergy:Prominent teams of researchers and scholars. Place: Deep engagement with South Florida's global communities Quality:Continuously-assessed and evolving best practices. Brand:National reputation for excellence.	Analytical Skills		
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	Strategy: Wise and innovative allocation of resources.		
Pillars (define institutional programs focused on creating knowledge that benefits society.)	Pillars (define institutional programs focused on creating knowledge that benefits society.)		



	Baccalaureate Degrees Awarded Without Excess Hours
	Percent of Baccalaureate Degrees Awarded to Minorities.
Implementing S	trategy :
Candidates enro Assignment.	olled in RCS 6805 Practicum in Rehabilitation Counseling will complete a Case Study
Assessment Me	thod :
RCS 6805 Case S	Study Assignment grading rubric in Livetext.
Criterion for suc	cess
At least 80% of s Assignment rub	students will earn a score of Satisfactory or higher on the RCS 6805 Case Study ric.

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Program Improvement

A new tenured track faculty member was hired in Fall 2018 in the Rehabilitation track to assist in course delivery and instruction.

Program Improvement Codes

- 1. Curricular Change ?
- 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?