



# REHABILITATION AND COUNSELOR EDUCATION

YEAR IN REVIEW 2020-2021

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# OVERVIEW

The Council for Accreditation of Counseling and Related Educational Programs, CACREP, requires that all accredited programs conduct annual evaluations of their programs and that post certain data on their websites that pertain to student success and program effectiveness. Such data include: number of graduates for the past academic year, pass rates on licensure and or credentialing exams, program completion rates, and job placement rates. While such information is presented here and available in our website: <https://education.uiowa.edu/rehabilitation-and-counselor-education/rce-accreditation-academic-and-outcome-measures>, this report provides a more in depth look at the Department of Rehabilitation and Counselor Education metrics.

## 2020-2021 Highlights



### Enrollments

Student's enrollment in RCE continue to be steady. A significant growth has been observed in our CMHC program.



### Time to Degree

Students can complete any of our MA programs in CMHC, RC, or SC in 2 years.



### Employment Outcomes

Upon graduation, RCE students are very successful in securing competitive jobs.

## IN THIS REPORT

This report includes a synthesis of both institutional and programmatic data collected as part of RCE's Comprehensive Evaluation Plan. Data has been collected at different point in time and from various sources in and outside of the College of Education. Information is presented on the following areas:

- RCE Student's Demographic Data
- Student's Learning Outcomes and CACREP Vital Statistics
- Clinical Placement and Related Evaluations and Supervisor / Employer Satisfaction Surveys
- College of Education Student Satisfaction
- Alumni Exit Surveys
- RCE Program Modification

# RCE DATA

## Demographics

	2020		2021	
Female	57	70%	69	78%
Male	23	28%	18	20%
Prefer not to answer	1	1%	1	1%
<b>Total</b>	<b>81</b>	<b>100%</b>	<b>88</b>	<b>100%</b>

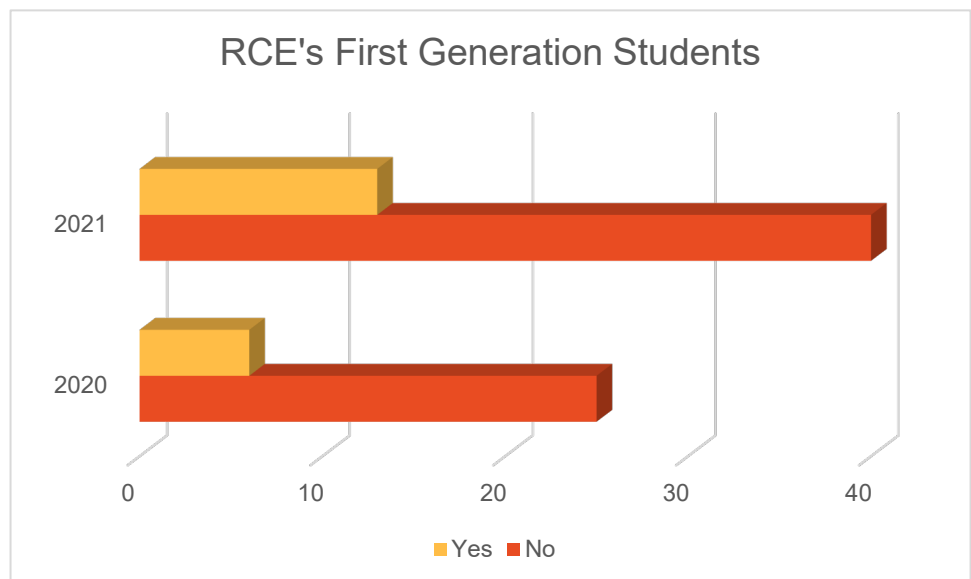
## Race / Ethnicity

	2020	2021
Nonresident Alien	69, 85%	71, 81%
Race and Ethnicity unknown	8, 10%	9, 10%
White, not of Hispanic or Latino(a) origin	3, 4%	2, 2%
<b>Ethnic Minority</b>	58, 72%	60, 68%
African American or Black	12, 15%	17, 19%
Alaskan Native / American Indian	7, 9%	5, 6%
Hispanic or Latino(a)	-----	1, 1%
Multi-Racial	4, 5%	7, 8%
Multi-Racial	1, 1%	4, 5%
<b>Total</b>	<b>81, 100%</b>	<b>88, 100%</b>

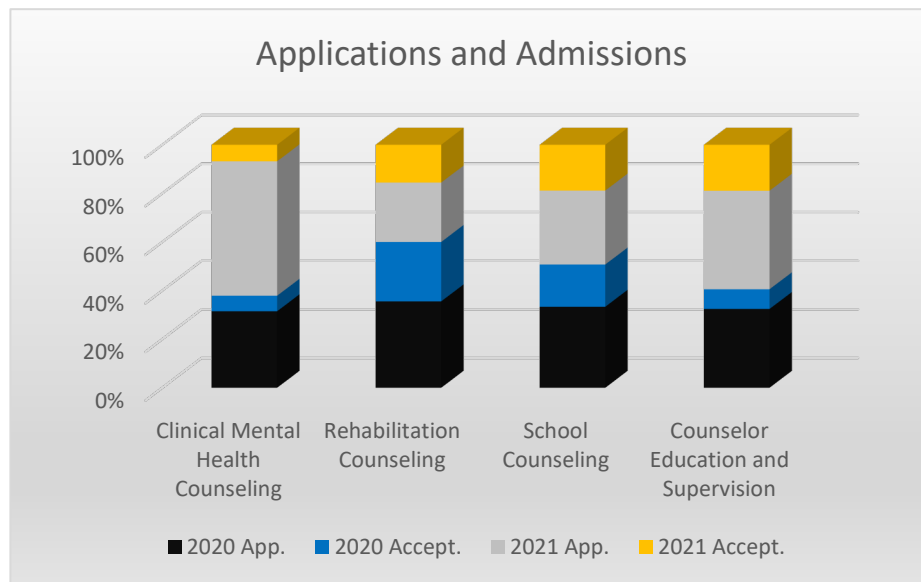
## First Generation Students

### QUICK FACT:

During the 2021 academic year, there was an increase of **FIRST-GENERATION** students enrolled in RCE's graduate programs.



## Applications and Admissions



### QUICK FACT:

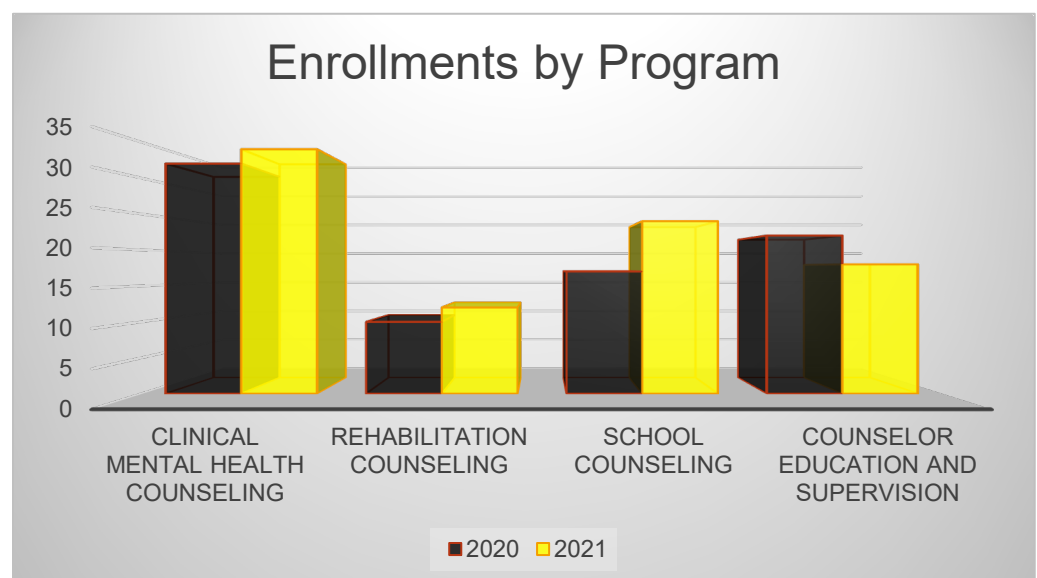
Our programs continue to be of interest to many prospective students. Our CES program has seen an increase of international students interested in our PhD offerings.

## Enrollments (all students)

	2020	2021
Clinical Mental Health Counseling	32	34
Rehabilitation Counseling	10	12
School Counseling	17	24
Counselor Education and Supervision	22	18

### QUICK FACT:

For the AY 2020, a total of 4% of students in CMHC, 8% of students in RC, and 1% of students in SC, received graduate assistantships through the department. Many others benefited from training grants in RCE.





# STUDENT LEARNING OUTCOMES & CACREP VITAL STATISTICS

## KEY PERFORMANCE INDICATORS

KPI assessments for the 2019-2020 MA cohorts suggests that all students 100% (CMHC n=34, RC n= 12, and SC n= 24) demonstrated appropriate development of professional dispositions. Likewise, CES PhD students, (n= 18) demonstrated appropriate development as future counselor educators.

## CoE COMPREHENSIVE EXAMS

All RCE students, MA and PhD, successfully passed their comprehensive examinations for Spring of 2020 and 2021.

## COMPLETION OF PROGRAM AND TIME TO DEGREE

For the AY 2020, 99% of students completed the CMHC program, 96.6% completed the RC program, and 100% completed the SC program. All MA graduates complete their degrees in 2 years. Students in the CES PhD program are completing their degree between 4 and 4.5 years. **(NOTE: 2021 data will be reported in summer 2021).**

## CERTIFICATION AND LICENSURE

For the AY 2020, 97.6% passed their certification exam for mental health counseling and 96% successfully passed their certification exam for rehabilitation counseling. School counseling students are not required to take a license exam, however, In the spring of their graduating year, students will begin their application for a provisional IA school counseling license. **(NOTE: 2021 data will be reported in summer 2021).**

## EMPLOYMENT OUTCOMES

For the AY 2020, 97% of CMHC, 98% of RC, 100% of SC, and 100% of CES graduates obtained employment in areas not limited to: clinical and rehabilitation counseling settings, academic programs, and private practice.



## CLINICAL PLACEMENT AND RELATED EVALUATIONS

**Site Supervisors / Employers Surveys**, 1 = Highly disagree, 5 = Highly agree

The following table summarizes the scores of the Supervisor / Employer Survey. **CMHC**

	Min	Max	Mean	SD	var	n
1. Demonstrate a thorough understanding of the clinical mental health counseling knowledge base.	3.00	5.00	4.50	0.76	0.58	6
2. Demonstrates effective counseling skills.	2.00	5.00	4.33	1.11	1.22	6
3. Works effectively with individuals from different and diverse backgrounds.	4.00	5.00	4.83	0.37	0.14	6
4. Demonstrates advocacy skills for all clients served and the counseling profession.	3.00	5.00	4.50	0.76	0.58	6
5. Demonstrates to be a skilled counselor in individual or group counseling settings.	2.00	5.00	4.50	1.12	1.25	6
6. Demonstrates leadership skills consistent with your organization's mission.	2.00	5.00	4.33	1.11	1.22	6
7. Demonstrates adherence to counseling ethical standards and scope of practice.	4.00	5.00	4.83	0.37	0.14	6
8. Works effectively with other mental health counseling professional or community organizations.	3.00	5.00	4.33	0.94	0.89	6
9. Demonstrate competency in case management, consultation, and coordination of mental health services.	1.00	5.00	4.17	1.46	2.14	6
10. Overall effectiveness in working with persons with mental illness.	2.00	5.00	4.50	1.12	1.25	6

The following table summarizes the scores of the Supervisor / Employer Survey. **RC**

	Min	Max	Mean	SD	var	n
1. Demonstrate a thorough understanding of the rehabilitation counseling knowledge base.	1.00	4.00	2.50	1.50	2.25	2
2. Demonstrates effective counseling skills.	1.00	4.00	2.50	1.50	2.25	2
3. Works effectively with individuals from different and diverse backgrounds.	1.00	5.00	3.00	2.00	4.00	2
4. Demonstrates advocacy skills for all clients served and the counseling profession.	1.00	4.00	2.50	1.50	2.25	2
5. Demonstrates to be a skilled counselor in individual or group counseling settings.	1.00	4.00	2.50	1.50	2.25	2
6. Demonstrates leadership skills consistent with your organization's mission.	1.00	4.00	2.50	1.50	2.25	2
7. Demonstrates adherence to counseling ethical standards and scope of practice.	1.00	4.00	2.50	1.50	2.25	2
8. Works effectively with other rehabilitation counseling professional or community organizations.	1.00	4.00	2.50	1.50	2.25	2
9. Demonstrate competency in case management, consultation, and coordination of services for persons with disabilities.	1.00	5.00	3.00	2.00	4.00	2
10. Overall effectiveness in working with persons with disabilities.	1.00	5.00	3.00	2.00	4.00	2

The following table summarizes the scores of the Supervisor / Principal Survey. **SC**

	Min	Max	Mean	SD	var	n
1. Demonstrate a thorough understanding of comprehensive, developmental school counseling programs	3.00	4.00	3.75	0.43	0.19	4
2. Work individually with students in academic, career and personal/social concerns	3.00	4.00	3.75	0.43	0.19	4
3. Incorporate and integrate with the Common Core curriculum with the school counseling program	3.00	5.00	4.00	0.71	0.50	4
4.. Effectively manage a classroom	3.00	5.00	4.25	0.83	0.69	4
5. Provide classroom guidance lessons that meet student needs and school mission	4.00	5.00	4.50	0.50	0.25	4
6. Advocate on behalf of a student or group of students in order to meet their academic, career and personal-social needs	3.00	4.00	3.75	0.43	0.19	4
7. Demonstrate culturally competent counseling with diverse students and parents	3.00	4.00	3.75	0.43	0.19	4
8. Collaborate effectively with staff members	2.00	4.00	3.50	0.87	0.75	4
9. Identify areas for growth and change in school climate and create plans to make those changes	3.00	4.00	3.75	0.43	0.19	4
10. Engage in teams (ex: school improvement, child study) that promote student success and overall healthy school climates	2.00	4.00	3.50	0.87	0.75	4
11. Use data to determine needs of the school counseling program and/or identify barriers to student achievement and success	3.00	4.00	3.75	0.43	0.19	4
12. Create appropriate developmental counseling interventions for individual students and groups of students	3.00	4.00	3.75	0.43	0.19	4
13. Identify and provide support for students with critical issues such as behavioral needs, suicidal ideation, depression or anxiety	3.00	4.00	3.75	0.43	0.19	4
14. Identify areas for professional growth and development as a school counselor	3.00	4.00	3.75	0.43	0.19	4
15. Practices ethical counseling with students and ethical collaboration with staff members and parents	3.00	4.00	3.75	0.43	0.19	4
16. Provides/refers students and parents with resources for additional help and support	4.00	5.00	4.25	0.43	0.19	4
17. Maintains confidentiality with students	3.00	4.00	3.75	0.43	0.19	4
18. Articulate pertinent district, state or local policies that impact school counseling in your building	3.00	4.00	3.75	0.43	0.19	4
19. Promote awareness for culturally relevant practices with diverse learners	3.00	4.00	3.75	0.43	0.19	4
20. Take leadership roles in the school	2.00	4.00	3.50	0.87	0.75	4
21. Effectively counsel students with diverse learning needs including students with special needs and high ability/gifted students	3.00	4.00	3.75	0.43	0.19	4
22. Immediately address and work with issues of crisis in a school (ex: suicide, trauma, natural disaster, school shootings etc.)	3.00	4.00	3.75	0.43	0.19	4
23. Facilitate career/college readiness in your school	3.00	4.00	3.75	0.43	0.19	4

## Student's Evaluation of Clinical Sites

1 = Highly agree, 4 = Highly disagree

	M	SD
Amount of on-site supervision.	1.4	0.75
Quality and usefulness of on-site supervision.	1.2	0.43
Ability to obtain overall hours.	1.1	.30
Ability to obtain direct client contact hours.	1.15	0.36
Usefulness and helpfulness of course.	1.15	0.36
Relevance of experience to career goals.	1.25	0.44
Exposure to and communication of school/agency goals.	1.15	0.37
Exposure to and communication of school/agency procedures.	1.45	0.75
Exposure to professional roles and functions within the school/agency.	1.38	0.57
Exposure to information about community resources.	1.45	0.76

Data suggest that MA students in CMHC, RC, and SC who participated of Practicum or Internships during their Spring 2020 semester (n= 20), were satisfied with their clinical sites.

## COLLEGE OF EDUCATION STUDENT SATISFACTION

The COE Graduate Student Satisfaction Survey includes survey scales on students' satisfaction with academic experiences, advising, faculty excellence, academic space and resources, evaluation and feedback, research collaboration opportunities, sense of mattering to the COE, support for students' mental health, satisfaction with assistantships, financing tuition and fees. This instrument consists of 13 items on a Likert Scale and 10 open ended questions.

For the year 2020, CES doctoral students (n=10) indicated high levels of satisfaction. Research collaboration was identified as an area of growth.

	M	Percent Scoring '5' or higher
Core Academic Experiences	5.98	88.9%
Ability to get classes I need to make good progress in the CoE (single item)	5.80	90%
Advising	6.23	90%
Faculty Excellence	5.83	90%
Academic Space and Resources	5.40	90%
Evaluation and Feedback on Progress	5.90	90%
Support for Students' Mental Health	5.70	100%
Opportunities to Collaborate on Research with Faculty (single item)	4.80	60%
Mattering (6 point scale; percent scoring '4' or higher)	5.81 (5.01)	100%
Learning to Work Collaboratively and Follow Passions	5.75	80%
Learning to Communicate and Solve Problems	6.03	100%
Learning to Conduct Research	6.11	88.9%
Learning to Interpret and Apply Research	6.30	100%



For the year 2020, CES MA students in CMHC, RC, and SC students (n=24) indicated high levels of satisfaction. Research training and collaboration were identified as areas of growth.

	M	Percent Scoring '5' or higher
Core Academic Experiences	5.85	69.6%
Ability to get classes I need to make good progress in the CoE (single item)	6.40	96.0%
Advising	5.88	76.9%
Faculty Excellence	6.06	87.0%
Academic Space and Resources	6.06	87.5%
Evaluation and Feedback on Progress	5.81	87.0%
Support for Students' Mental Health	5.78	82.6%
Opportunities to Collaborate on Research with Faculty (single item)	4.83	58.3%
Mattering (6 point scale; percent scoring '4' or higher)	5.13 (4.44)	70% (70%)
Learning To Work Collaboratively and Follow Passions	5.89	83.3%
Learning To Communicate and Solve Problems	5.84	95.8%
Learning to Conduct Research	3.68	39.1%
Learning to Interpret and Apply Research	5.60	66.7%

## ALUMNI EXIT SURVEYS

Alumni responses at the PhD level suggest that the program demonstrated high regard for individual difference and diverse learning needs. That the education they received was of high quality, felt they were prepared to enter their new profession. Alumni also indicated that they received constructive feedback that allowed them growth in needed areas. Other data points are included in the table presented below. **NOTE: All surveys will be updated at the end of Spring 2021 semester.**

#	Question	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Total
1	extend my knowledge base of the counseling profession in a climate of scholarly inquiry	60.00% 6	40.00% 4	0.00% 0	0.00% 0	0.00% 0	10
2	generate new knowledge for the profession	50.00% 5	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10
3	develop the necessary skills to articulate, publish, and disseminate my research	20.00% 2	40.00% 4	30.00% 3	10.00% 1	0.00% 0	10
4	develop the necessary skills to articulate and demonstrate my leadership and advocacy qualities	20.00% 2	40.00% 4	30.00% 3	10.00% 1	0.00% 0	10
5	develop the necessary skills to articulate and demonstrate my competencies as a clinical supervisor	20.00% 2	80.00% 8	0.00% 0	0.00% 0	0.00% 0	10
6	develop the necessary skills to articulate and demonstrate my skills as a counselor educator	50.00% 5	40.00% 4	0.00% 0	10.00% 1	0.00% 0	10

*“I have enjoyed my time in the PhD program immensely! I feel prepared as I enter the job market in my research, teaching, and supervision skills. I have had excellent training in research, and I am excited to see how my training impacts the rest of my counselor education career. I have been supported by wonderful, talented faculty members who truly care about my success.” — G. Martin, PhD 2021*

Alumni responses at the MA level included 15 students in CMHC, 1 student in RC, and 5 students in school counseling. Students indicated continued levels of satisfaction with the academic offerings across MA programs.

Question	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Unsatisfied	Very Unsatisfied	Total
Course Content (relevant, current, non-redundant)	18.18%	63.64%	9.09%	9.09%	0.00%	11
Course Sequencing (each new class' skills or content built on those before it)	45.45%	27.27%	27.27%	0.00%	0.00%	11
Breadth and depth of learning from coursework	18.18%	45.45%	18.18%	18.18%	0.00%	11

#	Question	Not at all Prepared	Somewhat Prepared	Well Prepared	Extremely Prepared	Don't Know/Have Not Been in that Role	Total
1	1s. Demonstrate a thorough understanding of comprehensive, developmental school counseling programs	0.00%	0.00%	12.50%	50.00%	0.00%	5
52	2s. Work individually with students in academic, career and personal/social concerns	0.00%	0.00%	0.00%	62.50%	0.00%	5
3	3s. Incorporate and integrate the Common Core curriculum with the school counseling program	0.00%	12.50%	12.50%	37.50%	0.00%	5
4	4s. Effectively manage a classroom	0.00%	25.00%	0.00%	37.50%	0.00%	5
5	5s. Provide classroom guidance lessons that meet student needs and school mission	0.00%	12.50%	0.00%	50.00%	0.00%	5
6	6s. Facilitating career/college readiness in your school	0.00%	0.00%	25.00%	37.50%	0.00%	5

Question	Not at all Prepared		Somewhat Prepared		Well Prepared		Extremely Prepared		Don't Know/Have Not Been in that Role		Total
1. Advocate on behalf of a student/client or group of clients in order to meet their goals and personal-social needs	0.00%	0	8.33%	1	41.67%	5	41.67%	5	8.33%	1	12
2. Demonstrate culturally competent counseling with diverse clients and stakeholders	0.00%	0	16.67%	2	16.67%	2	58.33%	7	8.33%	1	12
3. Collaborate effectively with other professionals	0.00%	0	0.00%	0	41.67%	5	50.00%	6	8.33%	1	12
4. Identify areas for growth and change in work climate and create plans to make those changes	8.33%	1	16.67%	2	50.00%	6	16.67%	2	8.33%	1	12
5. Engage in teams that promote client success and overall healthy climates	8.33%	1	8.33%	1	33.33%	4	41.67%	5	8.33%	1	12
6. Use data to determine needs of the counseling program and/or identify barriers to client achievement and success	8.33%	1	25.00%	3	16.67%	2	41.67%	5	8.33%	1	12
7. Create appropriate developmental counseling interventions for individuals and groups of clients	0.00%	0	8.33%	1	25.00%	3	58.33%	7	8.33%	1	12
8. Identify and provide support for clients with critical issues such as behavioral needs, suicidal ideation, depression or anxiety	0.00%	0	16.67%	2	25.00%	3	50.00%	6	8.33%	1	12
9. Identify areas for professional growth and development as a counselor	0.00%	0	8.33%	1	16.67%	2	66.67%	8	8.33%	1	12
10. Practice ethical counseling with clients and ethical collaboration with staff members and other stakeholders	0.00%	0	0.00%	0	25.00%	3	66.67%	8	8.33%	1	12
11. Provide/refer clients/families with resources for additional help and support	0.00%	0	33.33%	4	33.33%	4	25.00%	3	8.33%	1	12
12. Maintain confidentiality	0.00%	0	0.00%	0	16.67%	2	75.00%	9	8.33%	1	12
13. Articulate pertinent policies that impact your counseling practice	0.00%	0	25.00%	3	41.67%	5	25.00%	3	8.33%	1	12

14. Promote awareness for culturally relevant practices with diverse populations	0.00%	0	16.67%	2	8.33%	1	66.67%	8	8.33%	1	12
15. Take leadership roles	8.33%	1	25.00%	3	25.00%	3	33.33%	4	8.33%	1	12
16. Effectively counsel clients with various physical, mental, or chronic conditions	0.00%	0	25.00%	3	16.67%	2	50.00%	6	8.33%	1	12
17. Immediately address and work with issues of crisis	16.67%	2	16.67%	2	0.00%	0	58.33%	7	8.33%	1	12

#	Question	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Unsatisfied	Very Unsatisfied	Total					
1	Clinical Sites	18.18%	2	63.64%	7	9.09%	1	9.09%	1	0.00%	0	11
2	Site Supervisors	45.45%	5	27.27%	3	27.27%	3	0.00%	0	0.00%	0	11
3	Academic Supervisors	18.18%	2	45.45%	5	18.18%	2	18.18%	2	0.00%	0	11

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# RCE PROGRAM MODIFICATION

## Program Modifications

Section 4 of the CACREP standards require that accredited programs evaluate and disseminate information related to that evaluation to all its constituents. This evaluation process consists of institutional data, data from current and former students, supervisors and employers, and data that documents students' professional dispositions and growth. This report outlines some of the program modifications that followed the evaluation of all graduate programs in Rehabilitation and Counselor Education.

## School Counseling Program Changes

Between Fall 2019-Summer 2020, the program has continued using the School Counseling Competency Scale with Key Performance Indicators (KPIs) tool to evaluate the content knowledge, skills, and dispositions of each school counseling cohort as they move through our program. Review of collected data prompted program discussion on how to better identify needs based on cohorts and trajectory in the program, leading to the program instituting a new bi-annual evaluation schedule (previously conducted annually). Review of our data during this time indicate that students continue to perform at very high standards on all KPIs, meet or exceed expectations on comprehensive exam score performance, and demonstrate expected readiness to enter practicum and internship. Faculty instituted some procedural changes with how to best reach out to students struggling because of the pandemic, implementing a group advising and support model to assist students and devise a support plan. Student feedback identified content areas that will be addressed by the faculty and curricular adjustments made. Retention based on cohort continues to be strong, with the program retaining 100% of its admitted students despite challenges brought on by the pandemic, and successfully ushering them towards graduation. We have continued a 100% placement rate for practicum/internship placements and have been able to continually place students at their desired school level. Program presented data annually to the RCE Advisory Board and solicited input for program enhancement. No specific program changes were identified in 2019-2020 from the RCE Advisory Board other than adjustments to teaching mode given the pandemic. The program is ready to welcome Dr. Laura Gallo as its new Assistant Professor this fall of 2021.

## Clinical Mental Health Counseling Program Changes

The Clinical Mental Health Program continues to produce excellent mental health counselors who have little difficulty finding temporary license employment and qualified licenses supervisors upon graduation. Annual student evaluations suggest satisfactory progress towards obtaining the degree. Drs Jennifer Sanchez, Erin Barnes, and John Wadsworth administer the project Addressing The Opioid Epidemic: Improving Access to Behavioral Health Care in High Need and Underserved Rural Communities. The Project supports stipends to CMHC students, course offerings in evidence-based substance abuse treatment, high quality field experiences, and community outreach. Dr. Erin Barnes, Clinical Coordinator, has negotiated, implemented, and maintained high quality clinical experiences, and expanded opportunities to serve Iowan's experiencing mental health issues. The Program has experienced an increase in qualified applicants as compared to prior years and the Program Coordination, Dr. John Wadsworth, looks forward to welcoming new faculty, Dr. Allison Levin, to the faculty this Fall. Dr. Wadsworth presented data annually to the RCE Advisory Board and solicited



input for program enhancement. No specific program changes were identified in 2019-2020 from the RCE Advisory Board other than adjustments to teaching mode given the pandemic.

## **Rehabilitation Counseling Program Changes**

The Rehabilitation Counseling program graduates qualified Rehabilitation Counselors who are fully ready to practice. The Program graduates are in high demand and have no difficulty finding employment in Iowa and nationwide. Dr. John Wadsworth, Program Coordinator, administers two Rehabilitation Services Administration 5-year training grants which provide full tuition, stipend, and support to students pursuing careers in public qualifying agencies. A focus of the grants is to increase the number of American Sign Language enabled Qualified Counselors in the state and federal rehabilitation systems. Dr. Erin Barnes, Clinical Coordinator, works closely with Iowa Vocational Rehabilitation, Department of Corrections, and addiction treatment centers to provide high quality field experiences in person and virtually. Student's annual review suggest that students are developing the necessary professional skills and dispositions to be successful in the field. Student feedback identified content areas that will be addressed by the faculty and curricular adjustments made. The program faculty presented data to the RCE Advisory Board and solicited input for program enhancement. No specific program changes were identified in 2019-2020 from the RCE Advisory Board other than adjustments to teaching mode given the pandemic. With the administrative and instructional support of Dr. Noel Estrada-Hernandez, the Program faculty welcome Dr. Allison Levin this August, who holds both mental health and rehabilitation counseling credentials.

## **Counselor Education and Supervision [PhD]**

Dr. Noel Estrada-Hernandez continues to serve as Program Coordinator for our CES program. Along with the graduate faculty and following feedback from the Alumn Survey, the following items have been identified:

1. Content overlap between several PhD courses and their impact on time to degree.
2. Faculty's need to tie more the review of annual doctoral students and our Review and Retention Policy and process.

In addressing these issues, a content analysis was conducted among those courses identified as having serious overlap. These courses were: Integrated Development Theory & Counseling with Advanced Counseling and Psychotherapy, Professional Orientation to CES and Seminar Leadership and Advocacy in CES. The faculty reviewed the content of all courses listed above and voted to combine them into more comprehensive seminars. These 2 courses are listed as:

1. Advanced Counseling and Psychotherapy
2. Seminar Orientation to CES, Leadership and Advocacy

In addition, the program faculty voted to remove the Group Counseling seminar from the list of required courses at the PhD level. In it's place the faculty agreed to include a doctoral seminar in Advanced Social Psychology of Disability. This is in response to the professional literature and feedback from students wanting to have discussions related to disability at a more advanced level, in addition to what is discussed in our Advanced Multiculturalism Seminar. In light of these changes not only the CES program still meets all CACREP standards, but also has reduced time to degree by at least a semester.

Additional feedback loops were added to the program which allowed doctoral students to have a larger voice about their experiences and input into program implementation. Students had expressed

a desire to have greater involvement in program decisions and input. To that extent, PhD students are involved in our Advisory Board meetings. Also, each semester, PhD students are invited to participate in discussion meetings lead by the DEO. These meetings (without CES faculty present), to create a safe space intend to provide additional opportunities for doctoral students to voice their needs and concerns during their studies.