



**Liberty University
PhD CES Program**

**Candidacy Examination Portfolio
Manual**

Introduction to the Candidacy Exam from the Program Director

Dear Doctoral Student,

The Candidacy Examination Portfolio is an important time in your doctoral journey wherein you select and reflect on elements from your education that represent significant milestones indicative of your development as a counselor leader. From this process, we are hoping that you establish for yourself areas of learning that are meaningful for you and that you want to further develop, remember, emphasize, and/or have an opportunity to express as part of your professional identity development.

Putting this portfolio together will help you celebrate all of your hard work and commitment over these last years. The Portfolio will also enable you to demonstrate that you have developed vitally important core counseling leadership competencies in the areas of

1. Supervision
2. Teaching
3. Research and Scholarship
4. Counseling
5. Leadership and Advocacy (including service)

You will demonstrate these competencies by selecting portfolio components consisting of **already graded** artifacts, reflections, and/or reproductions completed in your C.E.S courses that best illustrate both competence and growth or change during your doctoral education (you must submit artifacts that include the feedback and grades from your faculty). In addition to graded items, you will post non-graded items that are also vital to developing your professional identity and functioning as a counselor leader.

We strongly encourage you to select artifacts and reproductions that not only represent current, professional best practices, cultural sensitivity, current technologies, and appropriate legal and ethical standards, but those that reflect your highest interests and aspirations as a leader in the field of counseling. We want this to be a time where you integrate your learning with your passion and develop your sense of vocation and mission.

Note that a single reflection, reproduction or artifact may be used to demonstrate competence in multiple areas. However, it is expected that you will have multiple artifacts for each competency.

Definition of Portfolio Terms

Portfolio: A selective and reflective collection of evidence used to document an individual's development and accomplishments. The portfolio will include the following components:

- a. **Artifacts** - materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., research papers, conference presentation materials, course syllabi).
- b. **Reproductions** - materials that reproduce actual practice (e.g., videotapes, audiotapes, verbatim transcripts).
- c. **Reflections** - reflective statements that integrate explanations, development, and insights throughout an individual's professional development. Reflection statements encourage individuals to consider their growth, professional challenges, learning within a personal and professional context, and the opportunity to consider professional identity on an individual basis.

Student Competencies: The awareness, skills, abilities, and knowledge one acquires as a result of participating in the doctoral program in Counselor Education and Supervision and related professional activities.

Cultural Sensitivity: The consideration of, and respect for, individual differences in all interactions. Such differences may include but are not limited to ethnic, racial and identity development, gender, age, culture, religion/spirituality, sexual orientation, disability status, and socioeconomic status.

Developing the Portfolio

Developing your portfolio requires careful and thoughtful consideration of what components to include. In this process consider including works or materials that demonstrate change, growth, or insight into practice as well as professional development. In addition, compiling Portfolio components is a *selective process, not an overly inclusive process*.

You must submit and pass your Portfolio/Candidacy Examination prior to obtaining permission to graduate. Your Advising Committee (two Faculty Advisors) look forward to carefully evaluating your Portfolio and will utilize the Candidacy Exam Grading Rubric (see Appendix A) as a template for the evaluation. Your Advising Committee will be available throughout your Program as you develop your Portfolio should questions arise. Your Advising Committee is comprised of the two Faculty Advisors indicated on your acceptance letter and Learning Contract submitted in the CES Center.

You will submit your Portfolio to your Advising Committee in **electronic form** in either a Dropbox folder with sub-folders, one folder for *each* of the six required learning outcomes and one for the ten non-course related requirements **or** as a personal website.

Portfolio Evaluation Rubrics and Scoring Criteria

Portfolios are evaluated using a three-point Portfolio Grading Rubric. Scoring on the Grading Rubric are: 1-unsatisfactory, 2-competent, and 3-exemplary for each competency area (Supervision, Teaching, Research and Scholarship, Counseling, and Leadership and Advocacy); and the non-course related Checklist of Leadership Counseling Competencies.

1. Students who receive scores of 2 or higher in all of the five competency areas during the Initial Review and Feedback will pass the Candidacy Exam.
2. Students who receive scores below 2 in any of the five competency areas will receive detailed feedback on needed revisions. If you are required to revise your Portfolio, carefully review the feedback and requests, consult with your committee if desired, and, after making needed revisions, resubmit your Portfolio to your committee for a Final Review and Feedback.
3. You may submit your Portfolio for one review and, if revisions are requested, an additional final review. A final review that does not receive scores of 2 or higher results in dismissal from the program and receiving the award of Certificate of Advanced Graduate Studies instead of continuing in the program.

Competencies

You will present artifacts and reproductions in your Portfolio that provide evidence that you have developed mastery level competency in the areas of teaching, supervision, counseling, scholarship, and leadership and advocacy. Each area represents an important learning outcome developed for this program. With each artifact or reproduction, briefly state how it evidences mastery in this aspect of the competency.

Additionally, after you complete each entire section (i.e., Supervision, Teaching, Research and Scholarship, Counseling, and Leadership and Advocacy) follow it with a *reflection section* (entitled **Reflections**) that answers the following questions:

1. Reflect on the process of developing leadership level knowledge, skills, and practices in this competency. What has been especially impactful/meaningful/important to you personally and professionally?
2. Describe an area of strength that you have developed while in the program in this area of competency. What is one way you plan to utilize this strength in your vocation?
3. Describe an area of challenge/growth opportunity in this area of competency. What is your plan to develop excellence in this area?
4. Reflect on how faith in Christ relates to this competency.

Reflections are not required for the items on the Checklist of Leadership Counseling Competencies section.

In each of the following sections, provide evidence of mastery level competency in each area. Note that an artifact or reproduction can be utilized more than once. Follow each component you provide with a brief statement covering how the artifact or reproduction you selected reveals mastery in this area.

CACREP Doctoral Competencies (2016)

I. Supervision:

- a. Purposes of clinical supervision
- b. Theoretical frameworks and models of clinical supervision
- c. Roles and relationships related to clinical supervision
- d. Skills of clinical supervision
- e. Opportunities for developing a personal style of clinical supervision
- f. Assessment of supervisees' developmental level and other relevant characteristics
- g. Modalities of clinical supervision and the use of technology
- h. Administrative procedures and responsibilities related to clinical supervision
- i. Evaluation, remediation, and gatekeeping in clinical supervision
- j. Legal and ethical issues and responsibilities in clinical supervision
- k. Culturally relevant strategies for conducting clinical supervision

II. Teaching:

- a. Roles and responsibilities related to educating counselors
- b. Pedagogy and teaching methods relevant to counselor education
- c. Models of adult development and learning
- d. Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e. Effective approaches for online instruction
- f. Screening, remediation, and gatekeeping functions relevant to teaching
- g. Assessment of learning
- h. Ethical and culturally relevant strategies used in counselor preparation the role of mentoring in counselor education
- i. The role of mentoring in counselor education

III. Research and Scholarship:

- a. Research designs appropriate to quantitative and qualitative research questions
- b. Univariate and multivariate research designs and data analysis methods
- c. Qualitative designs and approaches to qualitative data analysis
- d. Emergent research practices and processes
- e. Models and methods of instrument design
- f. Models and methods of program evaluation
- g. Research questions appropriate for professional research and publication
- h. Professional writing for journal and newsletter publication

- i. Professional conference proposal preparation
- j. Design and evaluation of research proposals for a human subjects/institutional review board review
- k. Grant proposals and other sources of funding
- l. Ethical and culturally relevant strategies for conducting research

IV. Counseling:

- a. Scholarly examination of theories relevant to counseling
- b. Integration of theories relevant to counseling
- c. Conceptualization of clients from multiple theoretical perspectives
- d. Evidence-based counseling practices
- e. Methods for evaluating counseling effectiveness
- f. Ethical and culturally relevant counseling in multiple settings

V. Leadership and Advocacy:

- a. Theories and skills of leadership
- b. Leadership and leadership development in professional organizations
- c. Leadership in counselor education programs
- d. Knowledge of accreditation standards and processes
- e. Leadership, management, and administration in counseling organizations and other institutions
- f. Leadership roles and strategies for responding to crises and disasters
- g. Strategies of leadership in consultation
- h. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. Role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. Models and competencies for advocating for clients at the individual, system, and policy levels
- k. Strategies of leadership in relation to current multicultural and social justice issues
- l. Ethical and culturally relevant leadership and advocacy practices

Checklist of Counselor Leadership Competencies: As future leaders in the field of counseling Ph.D. in Counselor Education and Supervision students must engage in activities that enhance leadership competence in counselor education, supervision, research, scholarship, and counseling. Many of these activities are not directly linked to Ph.D. program courses. Appropriate documentation is required to demonstrate these competencies (e.g., e-mail receipt of evidence of ACA Membership; e-mail reflecting acceptance of proposal). In this section of the Portfolio you will create a file that includes each of the following items and a copy of the *Checklist of Counselor Leadership Competencies* (Appendix B):

List of Requirements that Demonstrate Competence in Counseling Leadership Functioning that May Not Be Included in Program Course Requirements

1. Membership in Professional Counseling organizations, including The American Counseling Association (ACA)/ACA Divisions (See <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions> for a list ACA Divisions that promote students' professional identity development)
2. Evidence of Counselor Licensure or progress toward licensure
3. Involvement with legislative or social justice advocacy (opportunities can be found on the ACA website)
4. Attendance at two or more State or National American Counseling Association Conferences (full conference not a workshop)
5. Manuscript submitted for publication in peer reviewed counseling journal (does not have to be accepted for publication)
6. Scholarly presentation submitted to a state, regional, national, or international counseling conference

Once your faculty advisor(s) fill out the Grading Rubric for the Candidacy Examination Portfolio and return it to you, post your CE Feedback Form in the CES Center.

On behalf of the Department of Counselor Education and Family Studies faculty, I wish you the best as you complete your Candidacy Examination Portfolio!

Lisa S. Sosin, PhD, LPC, LLP, BACS
Director, Ph.D. in Counselor Education and Supervision, Professor

Appendix A: Candidacy Exam Grading Rubric

Doctoral Portfolio Competencies: Summary of Advising Committee Ratings

INSTRUCTIONS:

Students: To submit your Candidacy Portfolio for review, please complete Section I and send this form to your advisor(s).

Faculty Advisors: After reviewing the portfolio, please completely fill out Section II. Send the completed rubric(s) to both the student and to Dr. Sosin at lssosin@liberty.edu

SECTION I: (To be completed by the student)

Student Name:

Liberty I.D. Number:

Liberty email address:

Advising Committee Members:

SECTION II: (To be completed by the Advising Committee)

Review Stage: ____ Initial Review and Feedback ____ Final Review and Feedback

Date: _____

1. Supervision Competency

Overall Rating: ____ 1 – Unsatisfactory ____ 2 – Competent ____ 3 – Exemplary

Comments:

2. Teaching Competency

Overall Rating: ____ 1 – Unsatisfactory ____ 2 – Competent ____ 3 – Exemplary

Comments:

3. Research Competency

Overall Rating: _____ 1 – Unsatisfactory _____ 2 – Competent _____ 3 – Exemplary

Comments:

4. Counseling Competency

Overall Rating: _____ 4 – Unsatisfactory _____ 5 – Competent _____ 6 – Exemplary

Comments:

5. Leadership and Advocacy Competency

Overall Rating: _____ 4 – Unsatisfactory _____ 5 – Competent _____ 6 – Exemplary

Comments:

6. Checklist of Counselor Leadership Competencies

Overall Rating: _____ 7 – Unsatisfactory _____ 8 – Competent _____ 9 – Exemplary

Comments:

Overall Evaluation and Outcome

_____ Received scores of 2 or higher in all 5 competency areas during the Initial Review and Feedback and may move on to the next stage in the Ph.D. Program, dissertation writing.

_____ Received scores less than 2 in one or more competency areas. Remediation plan provided; student asked to revise and resubmit portfolio.

_____ Resubmitted portfolio for Final Review and Feedback, received scores of 2 or higher in all 5 competency areas, and may move on to the next stage in the Ph.D. Program, dissertation writing.

Resubmitted portfolio for Final Review and Feedback, received scores less than 2 in one or more competency areas. Student is dismissed from Ph.D. Program and awarded a Certificate of Advanced Graduate Studies.

Appendix B: Checklist of Counselor Leadership Competencies

Competency Requirements	Artifact(s) Included in Portfolio
1. Involvement with legislative or social justice advocacy	
2. Membership in professional counseling organizations, including the American Counseling Association/ACA Divisions	
3. Attendance at two or more state or national counseling conferences	
4. Manuscript submitted for publication in a peer reviewed counseling journal (not necessarily published)	
5. Scholarly presentation submitted to a state, regional, national, or international counseling conference	
6. Evidence of professional licensure or progress toward counseling licensure	