DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY STUDIES

Ph.D. in Counselor Education and Supervision

Candidacy Examination Presentation Manual

2026-2027

Introduction to the Candidacy Examination Presentation

The Candidacy Examination Presentation 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 presentation together will help you celebrate all of your hard work and commitment over these last years. The Presentation will also enable you to demonstrate that you have developed vitally important core counseling leadership competencies in the 5 areas of Counselor Education and Supervision (CES) professional identity:

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

You will demonstrate these competencies by presenting your understanding of the core areas and illustrating both competence and growth during your doctoral education. You will highlight how the core competencies were vital to developing your professional identity and functioning as a counselor leader.

It is important that you present information that not only represents current, professional best practices, cultural sensitivity, current technologies, and appropriate legal and ethical standards, but also what reflects 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.

Definition of Presentation Terms

Candidacy Exam: A selective and reflective presentation of evidence used to document an individual's development and accomplishments throughout the doctoral program.
The essential elements of the exam include:

PowerPoint Presentation –a set of slides with notes pages using the provided template as an outline for a 15-minute, live presentation designed to highlight the impacts of successfully navigating the program coursework, clinical experiences, and professional development activities. This may be presented to fellow doctoral students along with your Faculty Advisor Mentors (FAMs). Coordination of time, location and audience will occur with your FAMs.

Examples - information within the presentation that provides illustrative application of the core competencies in actual practice.

Reflections - statements within the presentation that integrate explanations, development, and insights throughout an individual's professional development. Reflections will include growth, challenges, learning within a personal and professional context, and the development of a professional identity on an

individual basis.

Q&A – a time following the oral presentation for the advising committee to provide comments and ask the candidate questions to further elaborate on points made during the presentation or experiences in the Program.

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 Presentation

Developing your presentation requires careful and thoughtful consideration of what components to include. In this process, you must emphasize change, growth, and insight into personal as well as professional development. In addition, compiling your presentation components is a ***selective process, not an overly inclusive process***. Your oral presentation is limited to 15 minutes, so you must focus on the most salient points. This is an oral exam on your ability to concisely and clearly state your ability to meet the competencies moving forward as a professional. Imagine this is for an interview. The bulk of the 30–60-minute time allotment will be dedicated to the post-presentation questions and discussion. Therefore, it is imperative that you have a comprehensive understanding of your growth in each core competency and not just the information you include on the slides.

You will submit your completed presentation in PowerPoint format to your Advising Committee to be scheduled to present; see FAMs for details. The text of the PowerPoint slides should be concise using short, bullet points with a maximum of six bullets per slide. Each slide must include notes pages that provide details to support each slide's points. It is also important that you support your presentation with specific examples from your time in the Program. You will develop the presentation using the template in Appendix D with the following slide guidelines:

A. **Spiritual Integration**. You have two options for discussing spiritual integration in your presentation. The first option is to provide an overall discussion of what you have learned about your journey with integration in the Program. For this option, you will include a stand-alone spiritual integration slide. The second option is to include a point about spiritual integration as you present each of the competency areas. With this option, you will not have a separate spiritual integration slide but will include a bullet point on the slide for each core competency.

B. **Counseling**. In the notes page for this slide, you will provide your counselor identity in two sentences. The slide will include a bullet point that summarizes that identity. The remaining points for this competency will answer three questions: (1) How have you grown as a counselor? (2) What have you learned about yourself as a counselor? (3) What is your goal for continued growth in this area?

C. **Supervision**. In the notes page for this slide, you will provide your supervisor identity in two sentences. The slide will include a bullet point that summarizes that identity. The remaining points for this competency will answer three questions: (1) How have you grown as a supervisor? (2) What

have you learned about yourself as a supervisor? (3) What is your goal for continued growth in this area?

D. **Teaching**. In the notes page for this slide, you will provide your educator identity in two sentences. The slide will include a bullet point that summarizes that identity. The remaining points for this competency will answer three questions: (1) How have you grown as an educator? (2) What have you learned about yourself as an educator? (3) What is your goal for continued growth in this area?

E. **Research & Scholarship**. The discussion for this competency will cover the following points: (1) What will be your contribution to the field of research? (2) How have you grown as a researcher? (3) What have you learned about yourself as a researcher? (4) Discuss your dissertation topic and experience with your research project thus far (5) What is your goal for continued growth in this area?

F. **Leadership & Advocacy**. The discussion for this competency will cover the following points: (1) How do you see yourself contributing to the field in this area? (2) How have you grown as a leader and advocate? (3) What have you learned about yourself as a leader and advocate? (4) What is your goal for continued growth in this area, such as future roles, jobs, focus, etc.?

G. **Conference Presentation**. Discuss your experience submitting for presentation at a conference and your experience presenting if you were able to do so. What was your topic? What are your plans for presenting at future conferences?

H. **Published Work**. Discuss your experience submitting a manuscript for publication? What was your topic and to which journal(s) did you submit? What are your plans for submitting future manuscripts for publication?

I. **Wisdom & Vision**. For this portion of the presentation, you will impart your hard-earned wisdom onto current and future Ph.D. students with three to five things you wish you had known when starting the program. Finally, share your vision for where you see yourself fitting into the field as a counselor educator.

List of Activities 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) (Covered in Leadership and Advocacy)
2. Involvement with legislative or social justice advocacy (opportunities can be found on the ACA website) (Covered in Leadership and Advocacy)
3. Attendance at two or more state or national counseling association conferences (full conference not a workshop) (Covered in Conference Presentations)
4. Manuscript submitted for publication in peer reviewed counseling journal (does not have to be accepted for publication) (Covered in Manuscript Submission)

6. Scholarly presentation submitted to a state, regional, national, or international counseling conference (Covered in Conference Presentations)

Presentation Evaluation Scoring Criteria

You must submit and pass your Candidacy Exam prior to obtaining permission to graduate. Your Advising Committee (minimum of two Faculty Advisors assigned as your mentors) will carefully evaluate your presentation and will use 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 presentation should questions arise.

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

A. Students who receive scores of 2 or higher in all areas following the oral presentation will pass the Candidacy Exam.

B. Students who receive scores below 2 in any of the areas will receive detailed feedback on the revisions needed. If you are required to revise your presentation, carefully review the feedback and requests, consult with your committee if desired, and, after making needed revisions, resubmit your presentation to your committee for a Final Review and Feedback. Once approved, an oral presentation date will be scheduled by your faculty advising committee.

Appendix A: Doctoral Candidacy Examination - Advising Committee Scoring Form

INSTRUCTIONS:

To submit your Candidacy Presentation for review, please complete Section I and send this form to your faculty advisors along with your PPT presentation. If requested by your advisors, revise the presentation and resubmit. Once you pass the presentation, your faculty advisors will schedule a time for the oral presentation.

After the oral presentation is complete, upload this form in the CES Advising Center under the corresponding assignment portal. This assignment is required to graduate from the CES program.

SECTION I: (To be completed by the student)

Student Name:

Liberty ID Number:

Liberty E-mail address:

Advising Committee Members:

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

Date: _____

Review Number: ___1 ___2 ___3

Required Components of Candidacy Exam Presentation	**Rating** **1 = Unsatisfactory** **2 = Competent** **3 = Exemplary**	**Comments**
Counseling Competency • **Identity in 1-2 sentences** • **Shared growth and goals**		
Supervision Competency • **Identity in 1-2 sentences** • **Shared growth and goals**		
Teaching Competency • **Identity in 1-2 sentences** • **Shared growth and goals**		
Research & Scholarship Competency • **Contribution** • **Dissertation** • **Growth and Goals**		
Leadership/Advocacy Competency • **Contribution** • **Organizations** • **Growth and Goals**		
Conference & Presentations • **Conferences attended** • **Presentation submitted** • **Plan for future engagement**		
Manuscript Submission • **Experiences** • **Topic and Journal provided** • **Plan for future engagement**		
Wisdom & Vision • **Aligned with learned experience** • **Future plan as Counselor Educator**		
Spiritual Integration Journey • **Integrated journey of faith in every competency or covered all competencies in one section**		
Checklist of Counselor Leadership • **All items noted with dates and details**		

FACULTY COMMITTEE EVALUATION:

_____ PASS

_____REVISION REQUESTED (1st attempt)

_____REVISION REQUESTED (2nd attempt)

_____REFERRAL TO SSD COMMITTEE FOR FURTHER REVIEW (3rd attempt)

Appendix B: CACREP Doctoral Competencies (2024)

1. **COUNSELING**
   a) scholarly examination of the evidence base for counseling processes and theories
   b) integration of theories relevant to counseling
   c) conceptualization of clients from multiple theoretical perspectives
   d) scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities
   e) methods for evaluating counseling effectiveness
   f) legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities

2. **SUPERVISION**
   a) purposes of counseling supervision
   b) theoretical frameworks and models of counseling supervision
   c) roles and relationships related to counseling supervision
   d) skills of counseling supervision across multiple settings and across service delivery modalities
   e) opportunities for developing a personal style of counseling supervision grounded in theory and research
   f) assessment of supervisees' developmental level and other relevant characteristics
   g) modalities of counseling supervision, including individual, triadic, and group supervision
   h) the use of technology in counseling supervision
   i) administrative procedures and responsibilities related to counseling supervision
   j) evaluation, remediation, and gatekeeping in counseling supervision
   k) legal and ethical issues and responsibilities in counseling supervision
   l) culturally sustaining strategies for conducting counseling supervision

3. **TEACHING**
   a) roles and responsibilities related to educating counselors
   b) andragogy and adult learning theories
   c) teaching methods relevant to counselor education
   d) curriculum design and instructional delivery
   e) the use of technology in instructional design and program delivery types
   f) integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
   g) universal design to meet the needs of all students with respect for individual differences in learning
   h) instructional and curricular evaluation methods
   i) screening, remediation, and gatekeeping functions relevant to teaching
   j) assessment of student learning and professional dispositions
   k) legal and ethical issues and responsibilities in counselor education for all program delivery types
   l) culturally sustaining strategies for counselor education
   m) the role of mentoring in counselor education

4. **RESEARCH AND SCHOLARSHIP**
   a) research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
   b) quantitative data analysis methods
   c) qualitative approaches to data analysis
   d) models and methods of sampling relevant to research design

e) models and methods of instrument design
f) models and methods of program evaluation
g) research questions or hypotheses appropriate for professional research and publication
h) professional writing for peer-reviewed journal publication
i) professional conference proposal preparation
j) development of research proposals for a human subjects/institutional review board review
k) grant proposals and other sources of funding
l) strategies for conducting culturally relevant and culturally competent research
m) ethical considerations and strategies for conducting research

5. **LEADERSHIP AND ADVOCACY**
a) theories, models, and skills of leadership
b) leadership and leadership development in professional organizations
c) leadership in counselor education programs
d) accreditation standards and program accreditation processes, including self-studies and program reports
e) management and administration in agencies, organizations, and other institutions
f) leadership roles and strategies for responding to crises and disasters
g) strategies of leadership in consultation
h) current sociopolitical and social justice issues and how those issues affect the counseling profession
i) models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
j) models and competencies for advocating for clients at the individual, system, and policy levels
k) strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
l) culturally sustaining leadership and advocacy practices
m) ethical leadership and advocacy practices
n) role of self-care in advocacy and leadership