



**DEPARTMENT OF COUNSELOR
EDUCATION AND FAMILY STUDIES**

**Ph.D. in Counselor Education and Supervision
Candidacy Examination Portfolio Manual**

2026-2027

Introduction to the Candidacy Examination Portfolio

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 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 selecting portfolio components consisting of artifacts and reflections completed during your time in the CES program that best illustrate both competence and growth. Artifacts can include graded work from your courses and other items that evidence the development of your professional identity as a leader in the counseling field.

Select artifacts that represent current professional best practices, cultural sensitivity, current technologies, and appropriate legal and ethical standards, as well as items that reflect your professional interests and aspirations. We want you to 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 produced through coursework and professional development activities (e.g., graded academic papers, conference presentation materials, published research, curriculum vitae, etc.). Please do not include artifacts that could violate FERPA/HIPAA by including names/information of MS students/clients/students for School Counseling.
- b. **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. The specific reflection questions to address are provided below.

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, ethnicity, race, 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*.

As you progress in your courses, maintain an organizational system aligned to the 5 CES Professional Identity areas where you will add your evidence. Please be mindful not to include artifacts that would compromise HIPAA or FERPA (e.g., identifying clients or MS student academic records).

After you complete your courses and begin dissertation coursework, you will present your portfolio to your Faculty Advising Mentors. You will submit your Portfolio to your Advising Committee in electronic form (e.g., Microsoft OneDrive). Please confirm with your advisors if they have additional requirements (e.g., PPT presentation of your reflection on your CES Professional Identity within your FAM meetings with peers).

You must submit and pass your Portfolio/Candidacy Examination prior to obtaining permission to graduate. Your assigned Faculty Advising Mentors (available in the CES Advising Center) look forward to carefully evaluating your Portfolio and will utilize the Doctoral Candidacy Portfolio Exam Scoring Form (see Appendix A) as a template for the evaluation.

Competencies

You will present artifacts and reflections 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.

For each of the 5 CES competency areas, provide 3-5 artifacts that evidence mastery-level competency. Note that an artifact can be utilized more than once. Please see Appendix B for a list of the CACREP (2024) doctoral standards for each competency area to guide you in selecting artifacts that accurately represent the competency area.

Additionally, for each competency area (i.e., Supervision, Teaching, Research and Scholarship, Counseling, and Leadership and Advocacy), include a separate reflection document (entitled **Reflections – [specific CES Area] Competency Development**) 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.

Portfolio Evaluation Scoring Criteria

Your assigned Faculty Advisors will score each required area of the Candidacy Portfolio Exam as follows:

1 = unsatisfactory; 2 = competent; and 3 = exemplary.

1. Students who receive scores of 2 or higher in all of the required areas will pass the Candidacy Portfolio Exam.
2. Students who receive scores below 2 in any of the required areas will receive feedback on the revisions needed. If you are required to revise your Portfolio, carefully review the feedback, consult with your committee if desired, and, after making needed revisions, resubmit your Portfolio to your committee for a second review. Students can resubmit to the committee two times following the first review.
3. Students who do not receive scores of 2 or higher across all required areas following the 3rd attempt will be referred to the Student Support and Development Committee (SSD) for further review.

Once your faculty advisors fill out the Doctoral Candidacy Portfolio Examination Scoring Form and return it to you, please submit the document in the CES Advising Center.

Appendix A: Doctoral Candidacy Portfolio Examination - Advising Committee Scoring Form

INSTRUCTIONS:

Students: To submit your Candidacy Portfolio for review, please complete Section I and send this form to your advisor(s). Once the Faculty Advisors complete Section II and send this back to you, upload this form in the CES Advising Center under the corresponding assignment portal. This assignment is required to graduate from the CES program.

Faculty Advisors: After reviewing the portfolio, please completely fill out Section II. Send the completed form to the student.

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 Portfolio	Rating 1 = Unsatisfactory 2 = Competent 3 = Exemplary	Comments
Curriculum CV that includes: 1. Membership in Professional Counseling organization(s) 2. Licensure status 3. Attendance and/or scholarly presentation(s) at a state, regional, national, or international counseling conference 4. Manuscript(s) completed and/or submitted for publication		
Supervision Competency • 3-5 artifacts • Reflection questions addressed for this specific competency area.		
Research Competency • 3-5 artifacts • Reflection questions addressed for this specific competency area.		
Counseling Competency • 3-5 artifacts • Reflection questions addressed for this specific competency area.		

Teaching Competency • 3-5 artifacts • Reflection questions addressed for this specific competency area.		
Leadership/Advocacy Competency • 3-5 artifacts • Reflection questions addressed for this specific competency area.		

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