



Doctoral Student Comprehensive Portfolio Guidelines

Purpose of the Portfolio: The CES portfolio is a comprehensive evaluation to determine your level of competency in each of the following five domains: teaching, supervision, counseling/consultation, research/scholarship, and professional leadership/advocacy.

Structure: The portfolio consists of two parts: (1) Written portfolio submission and (2) Oral portfolio defense.

Due Dates: The portfolio is due in the Fall of your third year.

*If you do not pass a section of the written portfolio and/or the oral defense of the portfolio, you will be asked to address these issues and you will be reevaluated.

Timeline 2024

| Date | Action |
|-----------------|---|
| Sept 3 | Portfolio due- students send to Linda by midnight |
| Sept 7-30 | Faculty review portfolios |
| Sept 30 | ASM will send out results to students |
| Sept 30- Oct 14 | Revisions for those who no pass written due Oct 14 |
| Oct 14- 21 | Faculty review written resubmissions then ASM sends results to students who did revisions |
| Oct 28 | Oral Defense Day |
| Nov 11 | Oral Defense Retake Day for those who did not pass 1 st round |

Written Portfolio Submission

The written portfolio will be submitted electronically to the ASM of the counseling department who will send it to a faculty committee for evaluation. The portfolio should be submitted as:

- one continuous document
- maximum of 200 pages.
- Once you pass the written portfolio you will progress to the oral defense of the portfolio.

Artifacts: The portfolio will include examples of work that you have completed in the program, updated versions of some assignments, and new documents to meet certain criteria. All artifacts are required except when identified as “optional”.



Assessment: You will receive a “satisfactory” or “unsatisfactory” based on your demonstration of competency in the 5 CES domains teaching, supervision, counseling/consultation, research/scholarship, and professional leadership/advocacy (rubrics listed below).

General Requirements FAQ

- **Do I need to apply APA format throughout?** Yes
- **Do I need an introduction to each section?** No
- **Should we use hyperlinks?** No, if you use hyperlinks and they do not work you would fail that section so just avoid them.
- **What is in the letter of Intent?** It is a summary showing your readiness to be considered a doctoral-level counselor educator. You should include an overview of what was accomplished in the 5 CES domains, how the knowledge gained in the CES program has influenced your career goals and helped you grow as a counselor educator. You should mention here if any artifacts are missing from the domains. Max 2 pages.
- **Can I put things such as internship log in 2 places to show evidence of both?** Yes
- **When am I officially a doctoral candidate?** Only after you pass your written and oral portfolio and proposal class.
- **Can we include activities/presentations/publications from before we entered the program?** No- only what you did during the program
- **What should be redacted?** All supervisee & client names plus participants of the test battery.
- **Which parts can be single-spaced?** Single-spaced allowed only for manuscript, syllabus, grant proposal, test battery, or any extra artifact not required
- **Where should I put references?** References should go in the place they have been cited. So, if you cite a source in your teaching philosophy, that reference should go at the end of your teaching philosophy.
- **Do we need to include the title page and abstract for our philosophies?** No, just the philosophy itself
- **Can we go over 200 pages?** No

Portfolio Format

- Cover Page (title, name, date)
- Table of Contents
- Letter of Intent (overview of why you are ready for doctoral candidacy and how the knowledge gained in the CES program has influenced your career goals- 1-2 pages)
- Domain 1: Teaching Domain with supporting artifacts
- Domain 2: Clinical Supervision Domain with supporting artifacts
- Domain 3: Counseling/Consultation Domain with supporting artifacts
- Domain 4: Scholarship Domain with supporting artifacts
- Domain 5: Professional Leadership and Advocacy with supporting artifacts
- Appendix A: Professional Curriculum Vita (CV)

Portfolio Contents:

I. Evidence for Teaching Domain



This domain demonstrates growth and competence as an instructor as evidenced by the construction and application of a personal teaching philosophy, teaching experiences, and educational material development.

Supporting Artifacts

1. **Teaching Philosophy**- *original and updated* statement with reflection of personal development as a teacher. Label these clearly as “original” and “updated”. The updated philosophy should be written in a scholarly manner and should reference specific research, theories and seminal authors to support your position as well as an integration of faith and multiculturalism.
2. **Syllabus**- a syllabus that *you created* (such as in Praxis class)
3. **List of course titles** for counseling or counseling-related collegiate classes you taught as a TA and/or Adjunct during our program (guest lectures do not count).
4. **Evaluation Feedback Summary**- Write two paragraphs on what you learned and how you grew as a result of the feedback from your students and your faculty or supervisor in your teaching evaluation.
5. **Multicultural Curricular Plan and Presentation**
6. **Spiritual integration assignment or activity** provide a one paragraph description of the example used within a course as TA or Adjunct (you do not need to be the original creator of the activity).

II. Evidence for Clinical Supervision Domain

This domain demonstrates growth and competence as a clinical supervisor as evidenced by the construction and application of a personal supervision philosophy, supervisory experiences, supervisee evaluations of supervision, and discussion of personal development and growth as a supervisor.

Supporting Artifacts

1. **Supervision Philosophy**- *original and updated* with personal reflection and inclusion of a supervision model. Label these clearly. The updated philosophy should be written in a scholarly manner and should reference specific research, theories and seminal authors to support your position as well as an integration of faith and multiculturalism.
2. **Supervision contract**- provide one sample contract you used with supervisee info redacted.
3. **Group supervision experience evidence**- can provide an email confirmation as proof of supervision of supervision
4. **Evaluation Feedback Summary**- Write two paragraphs on what you learned and how you grew as a result of the feedback from your supervisees and your faculty in your supervision evaluation.
5. **Direct clinical supervision hours (15 hours)**- you can use the signed time log form internship for supervision hours. You do not need to include any other



supervision you did outside these 15 hours. You also should not include case notes or any other information. We only need the signed time log.

III. Evidence for Counseling & Consultation Domain

This domain demonstrates growth and competence in knowledge of counseling and consultation as evidenced by theoretical knowledge and application in counseling and consultation experiences, supervision materials, and discussion of personal development and growth as a counselor and consultant.

Supporting Artifacts

1. **Counseling Philosophy**- your theoretical approach and personal counselor identity development. This philosophy statement should come from the "Integration of Faith and Counseling Theory (IFT) paper in CES 626 plus you will need to add a counseling theoretical model. The philosophy should be written in a scholarly manner and should reference specific research, theories and seminal authors to support your position as well as an integration of faith and multiculturalism.
2. **Counseling Theory Project**- teaching module with literature review
3. **Assessment Test Battery** with volunteer
4. **Counseling hours logged** from practicum and/or relevant clinical internship experiences
5. **Evaluation Feedback Summary**- Write two paragraphs on what you learned and how you grew as a result of the feedback from your clients and your faculty or supervisor in your Counseling evaluation.
6. Optional: Grant Proposal or project
7. Optional: Consultation experience

IV. Evidence for Scholarship Domain

This domain demonstrates growth and competence in scholarship as evidenced by production of scholarly writings and peer-reviewed presentations that contribute to the counseling profession.

Supporting Artifacts

1. **Scholarship Philosophy**- your discussion of personal development and growth as a scholar and researcher consistent with the CES identity. Include what scholarly publications and presentations you have done and how you integrate your faith and values. Also, include at least 2 scholarly authors within your field of research who have inspired your work (1-2 pages).
2. **Scholarly products** (min of 4)- presenting and publishing only for counseling-related conferences/journals and you must be first author or presenter on one of these four projects. We suggest having multiple projects in case one gets held up for some reason b/c you will need 2 of each of these to pass:

- i. **Peer-reviewed professional journal manuscripts or book chapters** (min of 2)- one must have been submitted and a second ready for submission. If the article is published, you need to only include the citation and abstract. If it is submitted but not yet published, include (1) evidence of the journal submission and (2) the full article single-spaced. Chapters in self-published books will not be accepted.
- ii. **Peer-reviewed professional conference presentation** (min of 2)- for evidence of the presentation include the email acceptance to present letter or the conference brochure page with your worksop. Juried poster presentations will count as presentations.
3. **Professional Scholarship Plan:** details a 3- year plan *post graudation* that includes your research agenda *after dissertation*, where you hope to present and publish, and what you hope to do with the results of your research in terms of advocacy, education, and/or furthering the profession.

V. Evidence for Professional Leadership & Advocacy Domain

This domain demonstrates growth and competence in professional leadership and advocacy as evidenced by involvement in leadership roles and activities which support the counseling profession or optimal wellness and resilience within the community. Advocacy is *not* just helping your client. An example of advocacy is working with ACA to enlist a large group of counselors to send out letters of support for counselor- Medicaid reimbursement.

Supporting Artifacts

1. **Leadership and Advocacy Philosophy-** a discussion of your level of involvement in these areas and how your views of advocacy and professional leadership have evolved. The updated philosophy should be written in a scholarly manner and should include integration of faith and multiculturalism. You do not need seminal authors here but can include information from the CES 740 course text in the leadership and advocacy chapter.
2. **Roles in professional organizations and/or advocacy activities-** Evidence of this work includes photos, webpage with your information, email verification, or letter from the president or chairs of that organization.
3. **Proof of current membership** in at least one local, regional, or national professional counseling organization
4. Optional: Honors, awards, acknowledgments, fellowships, letters of recognition for leadership/advocacy

Appendix A: Professional Curriculum Vita (CV)

Rubric under revision and available soon.



Oral Portfolio Defense

The oral portfolio defense will be a 45-minute question–and–answer session facilitated by the faculty evaluators, in which students will be expected to answer questions orally without knowing in advance what those questions will be. The purpose of the question–and–answer portion of the oral portfolio defense is to give students an opportunity to demonstrate mastery of the five CACREP doctoral core areas through a Christian worldview. Student’s responses should be informed by the scholarly literature and based on the information submitted in the portfolio.

Based on the strength of the student’s presentation and their answer to the questions, the evaluators—[the faculty who read the portfolio]—will make a decision whether or not the student has successfully passed or whether they have room for improvement and need to make another attempt to orally defend their portfolio.

- **What is the oral defense?** Oral portfolio defense is not defending your portfolio. Faculty are using your portfolio to ask you questions.
- **Can we read off notes for oral defense?** No
- **What is the key to oral defense?** Sound like a doctoral-level scholar (different than answers than answers you would have given when you started the program from the masters-level). Memorize the theory/models with some seminal authors you use for counseling, supervision, and teaching so that you can share those verbally.

The oral defense is a significant part of the decision whether students have passed the portfolio, so students are urged to prepare for it with care. The following list of reflection questions will be provided to the students to help guide their preparation:

1. Describe where you were professionally at the onset of this doctoral program and your growth as a scholar, teacher, supervisor, future leader, and professional advocate:
 - What were your biggest challenges?
 - Which of those CES identities do you identify with us?
 - Which area have you grown the most?
 - What have been your most significant accomplishments? (This is a chance to reference artifacts in your portfolio.)
2. Describe your spiritual formation during this doctoral program:
 - How did your attention to personal spiritual vitality influence your professional growth?
 - What were your biggest challenges integrating a biblical worldview with academic theory, research, and clinical skills?
3. How has this doctoral program been valuable in your overall professional development and how will completing this degree will impact both your work and your sense of self as a leader in the field of counseling?
4. Were there any particular areas where your professional or spiritual growth came as a surprise?
5. How does the work you have done in this program fit into a larger framework of lifelong learning that goes beyond simply completing curricular coursework?
6. Share any additional thoughts you have about your experience in developing your portfolio (what “lessons learned” did you take away from this project?)



7. What seminal works, academic theories, and foundational CES tenets support the narratives in your written portfolio?
8. Research area of interest and methodology for their dissertation

Once you passed the written portfolio, oral defense, and completed the dissertation proposal class, you will be considered a doctoral candidate and you may start the dissertation process.