



Ph.D. 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.

- ✓ Sep 1st : Portfolio due to ASM of the CES program, in the counseling department, who will forward it to a faculty committee for evaluation of your completed document.
- ✓ Oct. 15th: Students will receive notification of their grade. If the student has passed the written section, the faculty committee evaluating your portfolio will contact you to schedule your Oral Portfolio Defense.
- ✓ Nov. 7th: By this date all students will have completed their oral portfolio defense.
- ✓ Nov 15th : Students will receive official notifications of portfolio grade status from the ASM.

*Students must successfully pass all sections of the written portfolio before advancing to the oral defense.

*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.



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 PDF document and a 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).

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)
- 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
2. One syllabus that you created
3. Summary of student/faculty evaluations (TA and Adjunct)
4. List of course titles for counseling or counseling-related collegiate classes taught (TA and Adjunct)
5. Blackboard (or other online teaching format) Training Certificate or CE (Outside of Courses)
6. Multicultural Curricular Plan and Presentation
7. Evidence of assignments created to demonstrate spiritual integration within a course (TA and Adjunct)
8. Optional: List of course titles for classes taught (TA and Adjunct)

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
2. Samples of supervision contract
3. List of individual supervision experience
4. List of group supervision experience
5. Supervisee evaluations
6. Evidence of the completion of 15 hours of direct clinical supervision hours.

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
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. Supervisor final site 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
2. A minimum of four scholarly products (must be first author/presenter on one of these four projects)
 - i. At least two peer-reviewed professional journal manuscripts or book chapters (one must have been submitted and a second ready for submission)
 - ii. At least two peer-reviewed professional conference presentation
3. Professional Scholarship Plan: 3- year research agenda

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.

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
2. List of roles in professional organizations and/or advocacy activities
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

*All these documents should be written in a scholarly manner and should reference specific research, theories and seminal authors to support your position. Additionally, the integration of faith and multiculturalism is expected in all of these documents.



Doctoral Student Comprehensive Written Portfolio (Digital Portfolio) Rubric: Doctoral students are expected to obtain a rating of satisfactory on each of the areas listed below. Areas that do not receive a satisfactory rating must be resubmitted.

	Unsatisfactory 0	Satisfactory 1	Rating
1. Teaching Competence	The teaching philosophy is simplistic and vaguely defines your values and beliefs as they relate to teaching and learning, grading, and the use of instructional methods/activities to help students comprehend/master counseling skills and knowledge. The teaching philosophy does not clearly describe personal development as a CES teacher. Artifacts chosen do not provide evidence of teaching competence and provide limited support for the teaching philosophy.	The teaching philosophy clearly defines your personal values and beliefs as they relate to teaching and learning, grading, and the use of instructional methods/activities to help students comprehend/master counseling skills and knowledge. Student demonstrates an understanding of the integration of faith into teaching practices and the importance of being a multiculturally competent teaching. The teaching philosophy demonstrates sophistication of thought and recognition of personal development as a CES teacher. Artifacts chosen provide evidence of teaching competence and support for the teaching philosophy.	
2. Supervision Competence	The supervision philosophy is not grounded by a supervision model, supported with key research or literature by seminal authors, and does not address adapting to diverse student needs. There is little to no discussion of the integration of faith into supervision practices or the role of being a multiculturally competent supervisor. Student has not included all required supporting artifacts and the evidence provided is not consistent with the student's philosophy or depict that the student struggles with meeting standards of supervision.	The supervision philosophy is grounded in a supervision model, supported with key research or literature by seminal authors, and an adequate ability to adapt to diverse student needs. Student demonstrates an understanding of the integration of faith into supervision practices and the importance of being a multiculturally competent supervisor. Student has included all required supporting artifacts and the evidence is consistent with the student's philosophy and depicts student has grown into a competent supervisor.	
3. Counseling & Consultation	The counseling philosophy lacks a theoretical approach or a clear discussion of personal counselor identity development and are not supported with literature from seminal authors. The philosophy demonstrates student has a limited	The counseling philosophy communicates student's theoretical approach and personal counselor identity development and is supported with literature from seminal authors. The philosophy demonstrates faith integration, student's ability to be a	

	<p>ability to be a multiculturally competent counselor and adapt to diverse client needs. There is little to no discussion of faith integration. Student has not included all required supporting artifacts and the evidence provided is not consistent with the student's philosophy or depicts that the student struggles with meeting standards of counseling and consultation.</p>	<p>multiculturally competent counselor, and adapt to diverse client needs. Student has included all required supporting artifacts and the evidence is consistent with the student's philosophy and depicts student has grown into a competent counseling/consultant.</p>	
<p>4. Research Competence</p>	<p>The scholarship philosophy fails to demonstrate growth as a CES scholar and researcher and includes integration of faith. Student has not met expectations in the production of scholarly writings and peer-reviewed presentations that contribute to the counseling profession. Student's professional development plan lacks a cohesive research agenda and a clear, executable plan for reaching short- and long-term goals.</p>	<p>The scholarship philosophy demonstrates growth as a CES scholar and researcher and includes integration of faith. Student has met expectations in the production of scholarly writings and peer-reviewed presentations that contribute to the counseling profession. Student's professional development plan demonstrates a cohesive research agenda and a clear, executable plan for reaching short- and long-term goals.</p>	
<p>5. Professional Leadership & Advocacy</p>	<p>The leadership and advocacy philosophy is not well developed, vaguely defines your views of client and professional advocacy consistent with a CES identity, and describes interest but no involvement in professional organizations and/or advocacy activities. The leadership and advocacy philosophy describes limited interest and does not clearly identify the personal development as an advocate and/or the ability to become a leader in the counseling profession. Artifacts chosen may indicate membership but do not demonstrate engagement in leadership or leadership roles or activities which support or advocate for the counseling profession.</p>	<p>The leadership and advocacy philosophy clearly articulate your views of client and professional advocacy consistent with a CES identity, and describes active involvement in professional organizations and/or advocacy activities. The leadership and advocacy philosophy conveys a sense of personal development as an advocate and demonstrates the ability to become a leader in the counseling profession. Artifacts chosen provide evidence of advocacy and/or professional activities which support the counseling profession and support the leadership and advocacy philosophy.</p>	

<p>6. Navigation, Layout, & Readability</p>	<p>The Comprehensive portfolio is not submitted as a PDF and appears disorganized and cluttered. Portfolio does not contain navigation links or navigation links do not work Difficult to locate artifacts; portfolio has no table of contents. Artifacts are not referenced in the philosophy statements, properly labeled, or do not include an explanation.</p>	<p>The Comprehensive portfolio is submitted as a PDF, clearly organized, and is easy to read. Navigation links function well, directing reader from one area of portfolio to another. All pages connected to a Table of Contents. Artifacts are referenced in the philosophy statements, properly labeled, and include a brief explanation.</p>	
<p>7. Quality of Writing & Proofreading</p>	<p>Asterisked documents are not formatted according to the latest edition of APA Publication Manual. There are numerous grammatical or spelling errors in asterisked documents. Asterisked documents and artifacts use informal language, and significant lapses in organization that impedes meaning; major editing or replacement of artifacts is required.</p>	<p>All asterisked documents and artifacts are formatted according to the latest edition of APA Publication Manual. The writing is free of grammatical or spelling errors. All asterisked documents and artifacts are written in a clear, concise, formal style that skillfully communicates meaning to readers with clarity and fluency.</p>	



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.

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.



Frequently Asked Questions

Do I need to do APA format throughout? Yes

How do I start each domain section?

Before each section include 1-2 paragraphs introducing each domain and also any clarification for that section that is needed

When it states “list”, can I use bullet points?

Yes

Do we have to use hyperlinks?

No, (but if you do, they need to work)

What is in the letter of Intent? I

It is an overview of why you are ready for doctoral candidacy and how knowledge gained in CES has influenced your career goals, mention if something in domains is missing (such as my presentation is happening Oct 1st), overview of what was accomplished across the 5 domains.

Do unofficial teaching activities count such as guest lecture?

No, needs to be in counseling masters-level program in official position such as TA or adjunct

What if you do not have student evaluations?

Use the faculty supervisor evaluation

Do we need to highlight the differences from one draft (such as teaching philosophy)?

No need to highlight, just label “original” and “updated”

Do I need to include the full manuscript for publications?

If the article is published, only need the citation and abstract. If article is not yet published, need to include full article but can do single-spaced.

Do I need to include the PPTs for presentations?

For evidence of presentations: can include email of acceptance to present, the summary from brochure, ppt slides minimized on word document.

What is advocacy?

Advocacy is not just helping your client. An example of advocacy would be working with ACA to have a large group of counselors send letters about Medicaid reimbursement.

Can I use a spiritual integration example if an activity that I use in class but did not create?



Yes. In such case, share any feedback you gave to a student regarding their submission of the activity. (Remember to remove any identifying information).

For the multicultural & teaching domain, can the PPT be evidence of the presentation?

Yes

What do we do for supervision of supervision?

You can use signed forms or email confirmation.

Where should we publish and present?

Presenting and publishing should be in counseling journals and conferences. Conferences and j

Can I put things such as internship log in 2 places to show evidence of both? Yes

What is the oral defense?

Oral portfolio defense is not defending your portfolio. Faculty are using your portfolio to ask you questions.

When am I officially a doctoral candidate?

Only after you pass your written and oral portfolio and proposal class.

For Domain 3, #5 which forms are needed?

Only need supervision forms from *clinical* internship.

Do I have to have an accepted article?

No, only a *submitted* article.

Can we include activities from before we entered the program?

No- only what you did during the program.

What do I do if I am not permitted to submit an in-progress manuscript for publication and I don't have time to conduct another research study before the deadline?

You can work on a conceptual piece to submit.

For domain 5 #2 do we have to do both leadership roles in professional organization and advocacy for the profession?

It is "and/or" so evidence of one is sufficient