

Program Evaluation of CES Doctoral Program at UNC

Overview of Program Updates and Modifications

Spring 2018

Curriculum Changes: In response to prospective student, alumni and employer feedback a number of curricular modifications were made during previous year. These curricular changes also allowed us to keep our program at 83 total credits needed post master's degree to graduate from UNC with a doctoral degree in Counselor Education and Supervision.

Also in response to the changing needs of clients, students, and our communities we developed a new required course for the doctoral curriculum which was taught for the first time during the fall 2015 semester APCE 723 Seminar in Advanced Multicultural Perspectives in Counselor Education and Supervision. This course has since been offered three times with students, site supervisors, alumni, employers reporting this course consistently has increased the ability of our graduates to respond to the needs of a diverse society.

Additionally, our interest areas were modified to be more reflective of the needs of each specialization within the counseling field and the individual student's career goals. This change has allowed for flexibility and consultation with CES faculty members in the development of an interest area or to utilize an existing doctoral minor at UNC (e.g. Educational Leadership and Policy Studies, Higher Education and Student Affairs Leadership, Special Education) or graduate certificate at UNC (e.g. Cultural Studies and Equity) in lieu of an interest area to maximize student learning and progress toward their career goals.

For more information please visit: <http://www.unco.edu/cebs/counsel/program/index.html>

Mentoring Program: Two doctoral students conducted a consultation project around doctoral student transitions with the CES program. The purpose of this consultation project was to identify needs within the CES program related to developing a mentorship program between doctoral students. In determining the needs for such a program, issues such as definitions, structure, feasibility, and sustainability were also examined. In assessing these issues, the consultants reviewed current and relevant literature related to doctoral level education and counselor education and supervision doctoral programs in particular. Additionally, an informal assessment was done with both the faculty of the UNC CES program, as well as current students from various cohorts to identify needs, benefits, costs, and barriers involved in creating such a mentorship program. Additionally, other CES programs were contacted to gather information regarding existing mentorship programs and how they can inform the current project. It was determined that a mentoring program would be beneficial to all students enrolled in the CES program if they wished to participate.

There are several goals related to developing the doctoral mentorship program. First, a major goal of implementing such a program was to increase retention rates and each student's persistence toward their degree. If this goal can be addressed by such a program, it will also aim to enhance the professional identity development of its participants once they have been retained. By offering such a program, the CES students can be provided with experiences that could potentially mitigate some of the barriers that increase attrition, as well as enhance the existing collaborative learning community, thus benefitting the faculty and students, which in turn extends to the future of the counseling profession as a whole. This program has been implemented and is currently in place during the 2017-2018 academic year with active mentor/mentee assignments.

Student Handbook and Internship Manual and Internship Activities: The Counselor Education and Supervision Doctoral Student Handbook and Internship Manuals have been revised during the spring 2018 semester. The new manuals are more concise and revised to reflect the diversity of internship experiences of CES doctoral students. Additionally, relevant assessment forms to rate internship experiences have been updated.

In response to stake holder feedback, the CES faculty members have revised internship requirements to be more reflective and considerate of individual doctoral student career goals. Students are now required to complete (at a minimum) two co-teaching experiences, three supervision experiences, and a substantive research project for their internship in the doctoral program. Student can and often do opt to do additional experiences and/or add experiences in consultation and leadership/advocacy for internship credit. These decisions are made by the student and their advisor in consultation with the CES faculty members.

For more information please visit: <http://www.unco.edu/cebs/counsel/current/index.html>

Graduate Assistantships: Graduate Assistantships have continued to be increased for CES doctoral students and we now offer a number of assistantships for students in all phases of their program. Students perform a number of duties and the job description reads: Meet weekly (or as needed) with faculty to receive assignments and review work completed. A portion of your duties will be devoted to faculty research or scholarly activity, possibly resulting in a published work citing the graduate assistant's contribution. Activities for research can include literature search, library research, grant proposals, and data collection. In addition, the graduate assistant may collect data for accreditation reports as requested by the faculty and coordinators. Graduate Assistants may also be asked to assist faculty with course preparation by making copies, locating materials from the library or web searches, organizing course materials, and preparing course handouts. Graduate Assistants may also be asked to assist coordinators and Counselor Education and Supervision faculty members in the collection of data, research of standards, completion of forms or reports, and other duties as assigned in the preparation of the self-study report and for the site visit by the Council for Accreditation of Counseling and Related Educational Programs. Additionally, to prepare students to assume the role of graduate assistant, the doctoral program coordinator facilitated a training to prepare graduate assistants and answer any questions at the beginning of the year in August of 2017. For more information please visit: <http://www.unco.edu/grad/financial/index.html>