University of Northern Colorado
College of Education and Behavioral Sciences

COUNSELOR EDUCATION & SUPERVISION DOCTORAL STUDENT EVALUATION PROCESS & PROFESSIONAL DEVELOPMENT PLAN OVERVIEW

University of Northern Colorado
Applied Psychology and Counselor Education
Counselor Education and Supervision

Doctoral Program Mission and Objectives

It is the mission of the Counselor Education and Supervision doctoral program faculty to prepare individuals for the wide-ranging roles and responsibilities of counselor educators and supervisors. The program faculty strive to prepare students to respond to the diverse needs of society through a social justice perspective. Program faculty endeavor to provide for a depth and breadth of learning across all areas of counselor education, including counseling, supervision, scholarship, teaching, leadership, and advocacy. The program faculty aim to create an engaging and challenging learning environment while meeting individual students' professional goals and aspirations. By fostering self-discovery and awareness, the program faculty strive to honor students' unique contributions to the learning community while enriching student/faculty mentoring and collegial relationships through applied pedagogy, professional practice opportunities, and scholarly dialogue.

Counselor Education and Supervision Doctoral Program: Evaluation of Students
Student Explanation

Introduction:

As a student in the Counselor Education and Supervision doctoral program, the faculty want you to understand the evaluation processes that are in place throughout the program to assess adequate progress in the program across multiple domains. This document provides an overview of the student evaluation process including (a) the identification of key professional dispositions (KPD's) and key performance indicators (KPI's), (b) the measurement of KPD's and KPI's over multiple points in time, and (c) the process used to review and/or analyze gathered data.

Description:
The student evaluation process includes entry level assessments, program phase assessments (conducted during the process of program completion), and end of program assessments. For each phase of the program, an overview of the key performance indicators (KPI's) and key professional dispositions (KPD's) that have been identified as being valuable to student learning are provided. These KPI's and KPD's are a part of three broad areas, including (a) academic knowledge, (b) clinical skills, and (c) professional dispositions.

Our evaluation of your learning is both comprehensive and all-encompassing, in that we assess knowledge of counseling content and the application of counseling skills over the entirety of your program.

As a student enrolled in the program you've already been through and met the requirements for entry into the program. Therefore, the document will outline the program phase assessments and the end of program assessments.

Program Phase Assessments

Once you are actively enrolled in the program and begin taking courses, you will be assessed throughout your program with the following criteria:

Academic Courses and Capstone Assignments:
Capstone assignments provide students with an opportunity to demonstrate their knowledge of the course content and allows them to apply content to related constructs and real-world situations. Students who demonstrate satisfactory knowledge and skills of the standards listed in the course blue print receive passing grades, whereas those who do not demonstrate satisfactory knowledge and

skills, as assessed by capstone assignments and other course content, are at risk for receiving failing grades. Students must maintain a 3.0 in order to graduate from their program. Courses in which "C-", "D+", "D", "D-", "F", "U", "W", "NR", or "I" grades are awarded will not count towards graduate degree program requirements.

      When/Where/How Assessed: Capstone assignments and other course requirements are completed in their respective courses and are calculated into the final grade of each course. Students are assigned a grade of A-F in academic content courses by the course instructor at the completion of each course.

      Data Decision-Making: Course grades are used to determine students' success in the program. Students must maintain a 3.0 in order to graduate from their program. Courses in which "C-", "D+", "D", "D-", "F", "U", "W", "NR", or "I" grades are awarded will not count towards graduate degree program requirements. Students who receive failing grades, are reviewed by the PC Committee. When a student's GPA drops below a 3.0, the student is warned and given a specific time limit for raising their grade point average. If this is not done, the Graduate School will terminate the program. Please note, that a student who receives an "I" (incomplete) in a course is given an opportunity by the course instructor to complete course requirements for a change in their grade. If the course requirements are not completed and a grade change form received in the Office of the Registrar after a maximum of one year, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

Student Evaluations and Reviews

Successful completion of a program of study in the APCE Department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of the CES program have a responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Student reviews are conducted on a regular and as needed basis over the course of the academic year as part of the evaluation of the progress of students. Reviews are conducted on all students without exception. These evaluations and the procedures relating to them serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.
2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but exhibits weaknesses in required practical skills, or behaviors that are unethical, illegal, or unprofessional. The Student Review and Retention Policy enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process.

When evaluating students, the faculty of the CES program examine students' Academic Knowledge Assessments, Clinical Skills Assessments, Professional Dispositional Assessments, Professional Development Plans:

1. Academic Knowledge Assessments: Assessments in this area include students' course grades, performance on Content Area Assessment Rubrics (described above), grade point average, and the successful completion of the comprehensive examination. Student grade data is available through Degree Works, Content Area Assessment Rubrics data are provided by the CES Program Coordinator.

2. Clinical Assessment Skills: Assessments in this area are conducted in practicum and internship courses. Assessment data include (a) satisfactory completion of practicum and internship course requirements, (b) satisfactory performance on skills assessed through the Practicum Evaluation From (in APCE 702 & 712), (c) completion of required direct and indirect hours, (d) satisfactory performance at field placement sites as measured through student evaluations by site supervisors (in APCE 792).

3. Professional Dispositional Assessments: Assessments in this area include Faculty Assessment of Students survey, CES Faculty Biannual Student Evaluation and Professional Development Plans.

    a. Faculty Assessment of Students: At the conclusion of each course, instructors complete a Faculty Assessment suryve on each student enrolled in the course. The faculty/instructors are tasked with assessing students on the following criteria: ((a) academic ability, (b) written expression, (c) verbal expression, (d) timely in completing assignments, (e) flexiblity, (f) intiative and motivation, (g) commitment to professional development, (h) reliability, (i) abililty to accept personal responsiblity, (j) interpersonal skills, (k) professionalism, (l) openness and ability to utilize feedback, (m) self awareness, (n) openness to new ideas, (o) ability to manage personal stress, (p) attention to legal and ethical considerations, (q) clinical stress, and (r) research skills. Students are assessed with a 5-point Likert scale: 5 = outstanding/well above expectations, 4 = above expectations, 3 = meets expectations, 2 = below expectations, 1 = well below expectations, or not applicable. Instructors also indicate their recommendation about students' continuation in the program by indicating one of the following: (a) encouraged to continue in the program, (b) reviewed after another semester, (c) offered remedial assistance, (d) discouraged from continuing in the program, and/or (e) I would need more information/consult with the CES faculty member to make a recommendation.

    b. Professional Development Plans & Biannual Student Reviews: The Counselor Education and Supervision faculty members are responsible for the evaluation of students in their respective professional training programs. The CES faculty conduct student evaluations twice a year, at the end of the fall and spring semesters. The purpose of student evaluations are to: (a) determine students' appropriateness for continuation in their particular training program; (b) evaluate student competence in providing professional services; (c) provide evaluative feedback to students regarding their competence in providing professional services; (d) monitor and evaluate student efforts to achieve acceptable standards of practice; (e) recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services; (f) recommend avenues of remediation to assist students to

demonstrate acceptable standards of practice; (g) recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services. (h) recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program. Recommendations and feedback are shared with students by their faculty advisor. The CES Coordinator as well as the APCE Chair may provide additional feedback and recommendations if warranted.

Data Decision-Making: All data, including Academic Knowledge Assessments, Clinical Skills Assessments, Professional Dispositional Assessments, Professional Development Plans are used for the following decision-making purposes:
1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;
3. Provide evaluative feedback to students regarding their competence in providing professional services;
4. Monitor and evaluate student efforts to achieve acceptable standards of practice;
5. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
6. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
7. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
8. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

Practicum and Internship
Students enrolled in both Practicum and Internship are assessed on (a) the completion of required direct and indirect hours, (b) satisfactory supervisor evaluations, and (c) the completion of course requirements outlined in course syllabi.

When/Where/How Assessed: Data, including hours logs and supervisor evaluations, are initially gathered by practicum and internship instructors at the end of each course and placed in students' files. Students who have not met minimum requirements to pass the course due to concerns during their practicum or internship are referred to the PC Program Committee for review. Serious concerns may result in the student being referred to the APCE Review and Retention Committee.

End of Program Assessments

Comprehensive Examinations: The comprehensive examination is another method for evaluating students' knowledge and understanding. The comprehensive examinations (written and oral) are critical components of students' evaluation.

Written Comprehensive Examinations: The CES written comprehensive exam assesses students' knowledge in each of the core areas of the doctoral student learning outcomes including: (1) theoretical orientation and counseling process, (2) supervision, (3) research and statistical methodology, and (4) professional issues (i.e., professional development, leadership, and advocacy). Additionally, the topic of pedagogy is infused into at least one question. Each written comprehensive examination is graded by multiple faculty (i.e., a minimum of 2 reviewers).

Oral Comprehensive Examinations: In addition to the written comprehensive examination, the oral comprehensive examination also serves to assess students' competence in the areas listed above. The faculty who comprise the student's doctoral committee evaluate students; therefore, the student's academic competence is evaluated by a minimum of four faculty members (i.e., including a minimum of two program faculty).

Dissertation Proposal and Defense: The dissertation proposal and defense also serves to assess students' competence in the areas listed above. The faculty who comprise the student's doctoral committee evaluate students; therefore, the student's academic competence is evaluated by a minimum of four faculty members (i.e., including a minimum of two program faculty).

Application for Graduation:
Students must submit an Application for Graduation, available on the Graduate School's website, the semester prior to graduating. The student's program is checked by their faculty advisor and approved for graduation, or conditions are stated which would qualify the student for graduation. The Application for Graduation is then filed with the Graduate School, where the final graduation check is made. This formal Application for Graduation must be filed in accordance with the deadlines posted on the Graduate School's website. Meeting with their faculty advisor aids in insuring that students' have met program requirements.

Department of Applied Psychology & Counselor Education
Counselor Education and Supervision PhD

Doctoral Student Evaluation Process

<u>Students are evaluated every semester using a number of approaches:</u>

1) Grades in academic courses (A – F)
   The course blue prints developed for each course provide the foundation for assessing academic knowledge through academic grades. Students who demonstrate adequate knowledge in the standards listed in the course blue print receive passing grades, whereas those lacking appropriate knowledge receive failing grades.

2) Copies of Coursework and Accompanying Rubrics
   In order to provide evidence of academic knowledge, the student will save and submit course assignments used to assess academic knowledge to their advisor with the Professional Development Plan. Rubrics used to grade the assignments will also be kept and submitted in order for other faculty to assess students' knowledge.

3) Professional Development Plans and Goal Statements

Along with other forms of evaluation, students are assessed through the use of a student evaluation process. Students are required to submit various documents to their advisors (contact or research) throughout their academic program as a part of their professional and personal development planning documentation.

- See the section titled Professional Development Plans below for more information regarding the structure and requirements for the student evaluation process.

4) Comprehensive Examinations

The comprehensive examination is another method for evaluating students' knowledge and understanding. The comprehensive examinations (written and oral) are critical components of students' evaluation.

Written Comprehensive Examinations: The CES written comprehensive exam assesses students' knowledge in each of the core areas of the doctoral student learning outcomes including: (1) theoretical orientation and counseling process, (2) supervision, (3) research and statistical methodology, and (4) professional issues (i.e., professional development, leadership, and advocacy). Additionally, the topic of pedagogy is infused into at least one question. Each written comprehensive examination is graded by multiple faculty (i.e., a minimum of 2 reviewers).

Oral Comprehensive Examinations: In addition to the written comprehensive examination, the oral comprehensive examination also serves to assess students' competence in the areas listed above. The faculty who comprise the student's doctoral committee evaluate students; therefore, the student's academic competence is evaluated by a minimum of four faculty members (i.e., including a minimum of two program faculty).

5) CES Doctoral Student Faculty Assessment Form link

In order to continually assess students' personal and professional development, dispositions, and skills, students are required to distribute the faculty assessment form survey link to every faculty member teaching a course in which they are enrolled outside of APCE. Faculty Members in APCE will receive this link automatically. This assessment form/survey enables faculty members to assess CES doctoral students using multiple sources.

- See the CES Doctoral Student Faculty Assessment Form survey sample

6) Personal & Professional Development Plan

In addition to faculty assessment of personal and professional development, it is important for students to assess their own personal and professional development. Twice each academic year, CES doctoral students are required to create a professional development plan and submit to their advisor for faculty review.

- See the Professional Development Plan form

7) Internship Faculty/Supervisor Assessment Forms

At the conclusion of each internship experience, the supervising faculty (or on-site supervisor if the experience is completed off site) is required to complete a form that assesses the student's personal development, professional development, and knowledge/skills related to the internship experience.

- See the CES Internship Handbook: CES Intern Evaluation: Teaching & Supervision and CES Intern Evaluation: Research, Consultation, and Other Activities forms

8) Internship Self-Assessment Forms
In addition to the faculty assessment form, students are required to complete a self-assessment form at the end of each internship experience.

- See the CES Internship Handbook: Internship Self-Assessment form

9) Supervision Evaluation Forms –Practicum & Internship (Counseling)

As practica and internship are the courses where students demonstrate their ability to apply theory to practice and develop core counseling skills, students' professional practice abilities are assessed during these experiences. Practicum and internship supervisors are required to complete and review the UNC Psychological Services Clinic Manual Evaluation Forms and CES Doctoral Student Internship Handbook evaluations with counselors-in-training at the middle and end of these experiences.

10) Development of Professional Documents
In order to assess professional practice, counselor education and supervision faculty require students to develop various professional documents throughout their doctoral program. These documents are included in the students' professional development plan.

Department of Applied Psychology & Counselor Education

Counselor Education and Supervision PhD

Professional Development Plans

Students are required to complete a professional development plan as a component of our doctoral CES evaluation program to assess student outcomes (i.e. knowledge, skills, and practices). The documents required for the professional development plan are developed throughout the academic program beginning in the professional development seminar (APCE 703) and ending at graduation.

Additionally, students are required to schedule a 30-minute meeting with their contact or research advisor 2 to 3 weeks after submitting their professional development plan to receive feedback from the faculty regarding their standing and status in the program. Students will also receive a written summary of feedback from faculty every fall and spring semester.

The following are the requirements for the Professional Development Plan:

FIRST YEAR
FALL SEMESTER

Due Date: Last Friday of November

1) Professional Curriculum Vita

2) Overview of Professional Development Plan and Goals Statement

Students are required to update their professional development plan detailing professional goals, professional plans, plans for licensure, summary of clinical development, and personal goals particularly around self- care/wellness plan.

3) Faculty Assessment Form survey link–Distributed to Appropriate Faculty

Students are required to distribute the Doctoral Student Faculty Assessment Form survey link to all faculty teaching courses in which they are enrolled outside of APCE. The results of the survey will be returned to the CES Faculty Members for their review.

4) Simulation Assignment Rubric and Materials (APCE 703) if available

Students will complete a simulation activity to recreate a CACREP accreditation process as a member of a mock faculty in their professional development course (APCE 703). The rubric used to evaluate this activity and student participation in the process will be included in the student's professional development plan.

5) Practicum Evaluation Documents (APCE 702) from Psychological Services Clinic Manual and completed by faculty.

Students will submit any evaluations (documents found in the Psychological Services Clinic Manual) with their Professional Development Plan each semester.

<div align="center">SPRING SEMESTER</div>

Due Date: Last Friday of April

1) Updated Curriculum Vita and Professional Development Plan Overview

2) Plan of Study

The plan of study is comprised of a list of courses needed for graduation. Students are required to indicate the courses they have completed and the grades they received in each course in addition to providing an outline of needed courses.

3) Goals Statement

Students are required to update their professional development plan detailing professional goals, professional plans, plans for licensure, summary of clinical development, and personal goals particularly around self- care/wellness plan.

4) Internship Plan (DRAFT)   Students are required to complete a draft of their internship plan. Once the internship plan is approved by the faculty, the student is required to submit the approved draft along with internship contracts and internship logs (i.e. logs of internship hours) to the internship coordinator.

5) Clinical Practice Documents

Students are required to submit clinical practice documents, including copies of the student's theoretical orientation statement, an informed consent/disclosure statement, case conceptualization template, treatment plan template, signed supervision hours (log form found in Psychological Services Clinic Manual), documentation of registration with the Colorado Department of Regulatory Agencies.

- Statement of Theoretical Orientation In order to demonstrate students' ability to articulate their theoretical approach to counseling, they are required to develop a 1 to 2 page Theoretical Orientation Philosophy Statement. This statement is developed during counseling practica (APCE 702 & APCE 712) and reviewed by both the supervising faculty and student's contact advisor.
- Informed Consent/Disclosure Statement Students must develop a draft of his/her professional counseling disclosure statement.
- Case Conceptualization & Treatment Plan Templates The case conceptualization and treatment plan templates are templates students can use in future clinical practice.
- Registration with Colorado DORA This documentation includes copies of information from the Department of Regulatory Agencies (DORA) website showing the student's Colorado Licensure (Licensed Professional Counselor) or Licensed Professional Counselor Candidacy status.
- Plan for Continuing Education or Licensure Students who are licensed are required to submit a brief plan for continuing education (i.e. conference and training attendance), and students who are Licensed Professional Counselor Candidates in Colorado are required to submit a brief timeline for attaining Colorado licensure.

6) Practicum Evaluation Documents (APCE 712) from Psychological Services Clinic Manual and completed by faculty.

Students will submit any evaluations (documents found in the Psychological Services Clinic Manual) with their Professional Development Plan each semester.

7) Teaching Philosophy (APCE 710)

A Teaching Philosophy Statement is a brief statement (1 to 2 pages) of the student's pedagogical beliefs/assumptions, methods of instruction, and assignments/assessment of student outcomes. The paper and rubric will be included in the student's professional development plan.

8) Teaching Presentation Evaluation with Rubric completed by faculty (APCE 710)

Students will give a teaching presentation to their peers near the end of the semester and then receive feedback on their materials and delivery. The rubric used to evaluate the teaching presentation will be included in a student's professional development plan.

9) Professional Conference Proposal Submission

Students are required to provide a copy of a proposal submitted to present at a professional conference (e.g.., Rocky Mountain Association for Counselor Education and Supervision, Colorado Counseling Association, Association for Counselor Education and

Supervision, American Counseling Association, etc.).

10) Faculty Assessment Form survey link–Distributed to Appropriate Faculty

Students are required to distribute the Doctoral Student Faculty Assessment Form survey link to all faculty teaching courses in which they are enrolled outside of APCE. The results of the survey will be returned to the CES Faculty Members for their review.

11) Simulation Assignment Rubric and Materials (APCE 703) if not submitted in Fall Semester

Students will complete a simulation activity to recreate a CACREP accreditation process as a member of a mock faculty in their professional development course (APCE 703). The rubric used to evaluate this activity and student participation in the process will be included in the student's professional development plan.

12) Internship Experiences (Materials and Rubrics) (APCE 792)

   Students will submit any internship materials and all evaluations (documents found in the Internship Handbook) with their Professional Development Plan each semester.

<p align="center">SECOND YEAR
FALL SEMESTER</p>

Due Date: Last Friday of November

1) Updated Curriculum Vita

2) Overview of Professional Development Plan and Goals Statement

Students are required to update their professional development plan detailing professional goals, professional plans, plans for licensure, summary of clinical development, and personal goals particularly around self- care/wellness plan.

3) Updated Plan of Study (Submitted to the Graduate School)

Students are required to submit documentation from the graduate school indicating their plan of study has been approved. Additionally, students must indicate which courses they have completed as well as the grades received in each course.

4) Conceptual Manuscript Paper and Rubric (APCE 716)

The conceptual manuscript is completed as a course requirement for APCE 716 and is developed for submission to a peer reviewed journal. Students are required to include a copy of their conceptual manuscript with their professional development plan.

5) Faculty Assessment Form survey link–Distributed to Appropriate Faculty

Students are required to distribute the Doctoral Student Faculty Assessment Form survey link to all faculty teaching courses in which they are enrolled outside of APCE. The results of the survey will be returned to the CES Faculty Members for their review.

6) Social Justice and Equity Paper and Rubric (APCE 723)

This paper is completed as a course requirement in APCE 723. Students will submit the paper and the faculty evaluation rubric with their professional development plan.

7) Internship Experiences (Materials and Rubrics) (APCE 792)

   Students will submit any internship materials and all evaluations (documents found in the Internship Handbook) with their Professional Development Plan each semester.

SPRING SEMESTER

Due Date: Last Friday of April

1) Updated Curriculum Vita and Professional Development Plan Overview and Goals Statement

Students are required to update their professional development plan detailing professional goals, professional plans, plans for licensure, summary of clinical development, and personal goals particularly around self- care/wellness plan.

2) Internship Plan (Approved by Faculty)

Students are required to include a copy of their approved internship plan along with internship contracts and internship logs (i.e. logs of internship hours).

3) Supervision Philosophy and Rubric (APCE 714/APE 715)

The Supervision Philosophy Statement is a brief statement (1 to 2 pages) of the student's supervisory beliefs/assumptions, methods of supervision, and supervisor responsibilities.

4) Supervision Disclosure Statement

As required by CACREP, students are required to develop as supervisory disclosure statement when supervising students enrolled in CACREP programs. Students must include a copy of this disclosure statement in their bi-annual review documentation.

5) Supervision Evaluations completed by faculty and supervisees (APCE 714/APCE 715)

6) Written Comprehensive Exams Documentation

Because most students take their written comprehensive exam during the Fall semester of their 3rd year, students are required to complete the appropriate documentation to schedule the exam along with a plan to study for comps (i.e. study strategies, peer group support, etc.) and include this in their Professional Development Plan.

7) Faculty Assessment Form survey link–Distributed to Appropriate Faculty

Students are required to distribute the Doctoral Student Faculty Assessment Form survey link to all faculty teaching courses in which they are enrolled outside of APCE. The results of the survey will be returned to the CES Faculty Members for their review.

8) Internship Experiences (Materials and Rubrics) (APCE 792)

Students will submit any internship materials and all evaluations (documents found in the Internship Handbook) with their Professional Development Plan each semester.

THIRD YEAR
FALL SEMESTER

Due Date: Last Friday of November

1) Updated Curriculum Vita and Professional Development Plan Overview and Goals Statement

Students are required to update their professional development plan detailing professional goals, professional plans, plans for licensure, summary of clinical development, and personal goals particularly around self- care/wellness plan.

2) Conceptual Manuscript Rubric (if not already submitted) (APCE 716)

The conceptual manuscript is completed as a course requirement for APCE 716 and is developed for submission to a peer reviewed journal. Students are required to include a copy of their conceptual manuscript.

3) Faculty Assessment Form survey link–Distributed to Appropriate Faculty

Students are required to distribute the Doctoral Student Faculty Assessment Form survey link to all faculty teaching courses in which they are enrolled outside of APCE. The results of the survey will be returned to the CES Faculty Members for their review.

4) Advanced Group Practicum Evaluation (APCE 762) from Psychological Services Clinic Manual and completed by faculty.

5) Internship Experiences (Materials and Rubrics) (APCE 792)

Students will submit any internship materials and all evaluations (documents found in the Internship Handbook) with their Professional Development Plan each semester.

SPRING SEMESTER

Due Date: Last Friday of April

1) Updated Curriculum Vita and Professional Development Plan Overview

2) Updated Goal Statement

Students are required to include an updated professional development plan detailing professional goals, professional plans, plans for licensure, summary of clinical development, self-care/wellness plan, etc.

3) Research Documents

These documents include copies of the student's research agenda, outline of professional presentations and publications, and writing samples.

4) Approved IRB

Students are required to include a copy of an approved IRB from the University of Northern Colorado. The approved IRB may be for the student's dissertation or another research project.

5) Personal Leadership Plan-Professional Service, Leadership & Advocacy Paper and Rubric completed by faculty (APCE 746)

These documents include an outline of professional and community service activities, advocacy plan, leadership statement, leadership goals, etc. This is typically completed in APCE 746 and students will submit the plan and the rubric completed by faculty in their professional development plan.

6) Awards & Honors

This includes copies of any awards or honors the student has received.

7) Faculty Assessment Form survey link–Distributed to Appropriate Faculty

Students are required to distribute the Doctoral Student Faculty Assessment Form survey link to all faculty teaching courses in which they are enrolled outside of APCE. The results of the survey will be returned to the CES Faculty Members for their review.

8) Internship Experiences (Materials and Rubrics) (APCE 792)

Students will submit any internship materials and all evaluations (documents found in the Internship Handbook) with their Professional Development Plan each semester.

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Counselor Education and Supervision Ph.D.
Professional Development Plan Overview

1. Respond to the Personal & Professional Development Questions in an attached two-page narrative.
2. Complete this form and submit it, along with the narrative, to your contact advisor until you select a research advisor then you will submit all materials to your research advisor near the end of every semester.

ACA Membership Number: _____   Name: _____   Date: _____
            Bear#: _____   Phone: _____
    Division(s):   Address: _____   CityStateZip: _____
_____

Date Plan of Study was filed with Graduate School: _____
Comprehensive   ExamWritten-date: _____   Oral-date: _____

Conference Proposal Submission:
Title of Proposed Presentation_____Conference Submitted to: _____Date: _____

Contact Advisor (until a research advisor is selected):_____

Doctoral   Chair: Research Advisor   :_____
                Member: _____
                Member: _____
                Outside Member: _____
Proposal Defense   Date of Completion: _____
Dissertation Defense   Date of Completion: _____
Internship   Date of Completion: _____

Personal/Professional Development Questions (Maximum total: two typed pages)
1. Describe three significant areas of your personal/professional development in which you have grown during this academic year.
2. Describe your self care and wellness action plan. Is it helpful, how might you modify?
3. Describe any support networks outside of the program that aid in your wellbeing and assist in your program completion?

4. Describe the feedback that you have received from your faculty and peer supervisors. How have you integrated this feedback?
5. Identify at least three of your strengths as a future counselor educator.
6. Identify and describe areas you need to develop during the next year.
7. List professional activities during the past year (e.g., presentations and publications, manuscripts under review, community service, teaching).

Counselor Education and Supervision Ph.D.
Faculty Assessment Form Survey Sample

CES Student Evaluation by Faculty (Qualtrics Survey)

Start of Block: Default Question Block

Q4 Name of Student:

_____

Q5 Course name:

_____

Q7 Course number:

_____

Q6 Name of instructor:

_____

Q8
Instructions for Instructor: We appreciate you providing information about this student.Check the descriptor that most clearly reflects your impression of the student. Rate the student in relation to other graduate students you have had.

Q9 Academic ability:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q10 Written expression:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q12 Verbal expression:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q13 Timely in completing assignments:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q14 Flexibility:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q15 Initiative and motivation:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q16 Commitment to professional development:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q17 Maturity:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q18 Reliability:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q19 Ability to accept personal responsibility:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q20 Interpersonal skills:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q21 Professionalism:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q22 Openness and ability to utilize feedback:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q23 Self-awareness:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q24 Openness to new ideas:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q25 Ability to mange personal stress:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q26 Attention to legal and ethical considerations:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q27 Clinical skills:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

Q28 Research skills:

○ Not applicable (1)

○ Well below (2)

○ Below (3)

○ Meets expectations (4)

○ Above expectations (5)

○ Outstanding/Well above expectations (6)

- -

Q29 This student should be:

○ Encouraged to continue the program (1)

○ Reviewed after another semester (2)

○ Offered remedial assistance (3)

○ Discouraged from continuing the program (4)

○ I would need more information/consult with a CES faculty member to make a recommendation (5)

APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION
DOCTORAL LEVEL EVALUATION OF CES DOCTORAL STUDENTS

Name of Student:

Semester: Date:

These ratings have been entered as a result of the student review which is completed during an executive session of the faculty. For further feedback please see your contact advisor or research advisor.

THE RATING SCALE IS:
U = Unsatisfactory
 N=Needs Improvement
S = Satisfactory
E=Exceeds Expectations

Academic _____   Scholarship/Research _____   Clinical Practice _____   Supervision Practice_____Professional Behavior_____
Ethical Behavior _____   Teaching_____   Leadership/Advocacy_____Personal Growth and Understanding_____

Check One:_____ Satisfactory progress in program_____ Unsatisfactory progress in program

It is assumed student will maintain a cumulative GPA of 3.0 in current course work.

Comments:

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Doctoral Program Objectives tied to UNC CES Mission Statement and Doctoral CACREP Standards	Student Evaluation: Key Performance Indicator / Dispositional Indicator Over Multiple Points in your Program	Key Objective Assessment
Professional Counseling Orientation, Ethical Practice and Helping Relationships: Demonstrate a scholarly understanding and integration of counseling theories and evidence based counseling practices (individual, couples, groups) relevant to the treatment of clients in multiple settings from an ethical, legal and culturally relevant perspective. Develop and further demonstrate knowledge of the ethical application of assessment and testing and the interpreting of the results while considering historical perspectives of assessment and testing. Demonstrate the procedures for assessing clients using culturally relevant strategies in high risk situations, identifying trauma and abuse, and using strategies for diagnostic or intervention decisions.	*APCE 702, 712, 792, 762 Evaluations & Grades *Written and Oral Comprehensive Examinations *Professional Development Plans-Yr. 1 *Faculty Assessment Forms	*Practicum Evaluations *Transcript Review *Written & Oral Comprehensive Examination Results *Faculty Review of PDP *Faculty Review of Assessment Forms

Supervision: Gain significant understanding regarding the purposes of clinical supervision, the supervisory relationship, theoretical frameworks and models of clinical supervision, culturally relevant strategies and skills in clinical supervision, the use of technology in providing supervision. Develop an understanding of assessment strategies of supervisees, administrative procedures, legal and ethical responsibilities, and evaluation, remediation, and gatekeeping of supervisees.	*APCE 714, 715, 792 Evaluations (Supervisee & Faculty) & Grades *APCE 714/715 Supervision Philosophy Paper *Written and Oral Comprehensive Examinations *Professional Development Plans-Yr. 2 *Faculty Assessment Forms	*Supervision Evaluations *Transcript Review *Written and Oral Comprehensive Examination Results *Supervision Philosophy Paper Rubric *Faculty Review of PDP *Faculty Review of Assessment Forms
Teaching and Program Evaluation: Gain knowledge and skills in pedagogy and teaching methods, models of adult learning, instructional and curriculum design across modalities (e.g., online, traditional, intensive short course), delivery, evaluation, and assessment methods, and ethical and culturally relevant strategies used in counselor education. Demonstrate an understanding of the roles of a counselor educator surrounding teaching such as the role of career development, human growth and development, mentoring and the responsibilities of screening, remediation, and gatekeeping of counselors in training.	*APCE 710 Teaching Presentations Rubric *Course Grades *APCE 710 Teaching Philosophy Paper Rubric	*Evaluation of Teaching Presentation and Philosophy Paper Rubrics *Transcript Review *Evaluation of Teaching Material

	*APCE 792 (Student and Faculty) Teaching Effectiveness Evaluations *Written & Oral Comprehensive Examinations *Professional Development Plan-Yr. 1 *Faculty Assessment Forms *APCE 714/715	Effectiveness Rubric *Written and Oral Comprehensive Examination Results *Faculty Review of PDP and Assessment Forms *Supervision Evaluation Rubric
Research and Scholarship: Gain knowledge and skills in qualitative and qualitative research questions appropriate for professional research and publication, human subjects/institutional review board processes including ethical and culturally relevant strategies for conducting research, emergent research practices and processes, instrument design, and program evaluation. Demonstrate an understanding of professional conference proposal preparation and presentations, professional writing for journal and newsletter publication, and grant proposals and funding.	*APCE 716: Conceptual Manuscript Rubric *Grades in SRM 602, 603, 610, 700 *Conference Proposal Submission *Professional Development Plan-Yr. 1 or 2	*Evaluations of Conceptual Manuscript Rubrics *Transcript Review for grades in SRM 602, 603, 610, & 700 *Faculty Review of Conference Proposal

	*Faculty Assessment Forms *APCE 792 (Site Supervisor & University Supervisor) Evaluations *Written and Oral Comprehensive Examinations *APCE 797 & 799 Dissertation Proposal and Dissertation	Submission *Faculty Review of Professional Development Plan *Faculty Review of Faculty Assessment Forms *Evaluation Data from APCE 792 *Faculty Review of Oral and Written Comprehensive Examination Results *Committee Review of Dissertation
Social Cultural Diversity, Leadership, and Advocacy: Develop both theoretical and experiential understandings of theories and skills in leadership, strategies of leadership in consultation, leadership development, administration and management in counselor education programs, higher education institutions, and professional organizations, and knowledge of accreditation standards and processes. Demonstrate an understanding of current issues in counseling and how those impact counselors, clients, and their communities. Demonstrate an understanding of the counselor and counselor educators' roles and strategies for responding to crisis and disasters locally to globally.	APCE 723 Social Justice Paper *APCE 746 Personal Leadership Development Plan	*APCE 723 Data from Social Justice Paper Rubrics *Transcript Review *Faculty Review of Professional

	*Course Grades *Oral and Written Comprehensive Examination *APCE 792 (Site Supervisor and University Supervisor) Evaluations *APCE 703 CACREP Simulation Assignment *Professional Development Plan-Yr. 1 or 2 & 3 (must include documentation of membership in ACES) *Faculty Assessment Forms	Development Plan *Data from Evaluations of Personal Leadership Development Plan Rubrics *Oral and Written Comprehensive Examination Results *Faculty Review of Evaluations *Faculty Review of CACREP Simulation Assignment Materials and Rubric *Faculty Review of PDP and Assessment Forms

Experiential Learning – Develop and demonstrate an integration of the knowledge and skills needed to be successful as Counselor Educators.	*Admission Screening Committee and Process *Graduate Survey to alumni administered by Graduate School-divided by program *APCE 792 *APCE 714 & APCE 715 *APCE 703 *APCE 762 APCE 797/799	*CES Admissions Materials Review and Interview Day *Faculty Review of Evaluations (APCE 792, 714, 715, 762) *Faculty Review of Data Collected by Graduate School *Faculty Review of Simulation Activity Materials & Rubrics *Dissertation Committee Decisions at Proposal and Defense *Faculty Review of PDP
Personal Growth and Understanding – Utilize self-reflection to demonstrate an increased self-awareness and integration feedback in a productive and thoughtful manner.	*Ongoing reflection, advising, professional mentoring and supervision. *Demonstration of curricular and experiential integration. *Professional Development Plans	*Continually Qualitatively Assessed by Faculty *Faculty Review of PDP

APPENDICES

A. Theoretical Focus Paper Rubric (APCE 702)

Appendix A-Theoretical Focus Paper Rubric
APCE 702

Student must receive proficient or distinguished on 7 out of 9 criteria in order to pass

AREA	DISTINGUISHED	PROFICIENT	EMERGING	UNACCEPTABLE	FEEDBACK
Main/Core Tenants of Chosen Theory	Main/core tenets were thoroughly and accurately addressed. Writer exhibited a clear understanding of the chosen theory.	Main/core tenets of chosen theory were addressed, though more expansion is needed in order to exhibit a clear understanding of the chosen theory.	Main/core tenets of chosen theory were partially addressed. More information and expansion is needed.	Main/core tenets of the chosen theory were not addressed; or writer did not exhibit a clear understanding of the chosen theory.	
Theory Text Selection	Theory text was approved by instructor prior to completion of paper	NA	NA	Theory text was not approved by instructor prior to completion of paper	
Content Learned About Chosen Theory	Writer explicitly and thoroughly stated what new information was learned from reading their chosen text.	Writer discussed what was learned about their chosen theory, though more expansion is needed.	Writer addressed what was learned about their chosen theory, though more information and expansion is needed.	Writer did not include information regarding what they learned about their chosen theory.	
APA	All references, In-Text citations, title page, headings and formatting are in correct APA style. Author exhibits formal and professional tone in writing.	All references, and more than 85% of In-Text citations and formatting are in correct APA style. Formal and professional tone to writing with occasional informal word choices.	There are common and repeated errors to references, In-Text citations and formatting, including title page. Writing and word choice is informal in tone.	APA/grammatical errors interfere with readability. Writing and word choice is informal in tone.	

Paper Length	Paper met length requirement of 6-8 pages.	Paper was over or under length requirement by a 1/2 page.	Paper was over or under length requirement by 1 page.	Paper was over or under length requirement by 2+ pages.	
Resources	Paper included and integrated at least 3 peer-reviewed journal articles related to the selected theory.	Paper included 2 peer-reviewed journal articles; Only 2 articles related to selected theory; Only 2 articles were integrated into the paper.	Paper included 1 peer-reviewed journal article; Only 1 article related to selected theory; Only 1 article was integrated into the paper.	Paper included no peer-reviewed journal articles; None of the chosen articles related to selected theory; Articles were not integrated smoothly into the paper.	
Specialization Discussion	Writer thoroughly and clearly discussed how the selected theory relates (or does not relate) to the population the writer plans to specialize in.	Writer addressed how their selected theory relates (or does not relate) to the population they plan to specialize in, though expansion or clarity are needed.	Writer was not specific, clear, or thorough in their discussion of how their selected theory relates to the population they plan to specialize in.	Writer did not address how the selected theory relates (or does not relate) to the population the writer plans to specialize in.	
Diversity and Equity	Writer thoroughly and clearly discussed how the chosen theory addresses (or does not address) diversity and equity.	Writer discussed how their chosen theory addresses (or does not address) diversity and equity, though more expansion is needed in order to exhibit a full understanding of the theory.	Writer partially addressed how their chosen theory addresses (or does not address) diversity and equity, though more information, expansion, and clarity is needed.	Writer did not address diversity or equity.	

| Example of Clinical Work | Writer detailed 1+ specific example of how their chosen theory has been applied to their clinical work this semester without identifying the client | Writer provided an example of their clinical work this semester, though more information is needed regarding how it relates to their chosen theory. | Writer provided an example of their clinical work from this semester, though how it tied to their chosen theory is unclear. | Writer did not include an example of how their chosen theory has been applied to their clinical work this semester. Or writer did not de-identify client. | |

Appendix B- Simulation Assignment Rubric (APCE 703)

CACREP Simulation Rubric
Rating Scale:
5 = Exceptional (skills and understanding significantly beyond counselor educator developmental level)
 4 = Outstanding (strong mastery of skills and thorough understanding of concepts)
3 = Mastered Basic Skills (understanding of skills/competence evident)
2 = Developing (minor conceptual errors; in process of developing)
1 = Deficits (deficits in knowledge/skills; significant remediation needed)

Group Grade	1	2	3	4	5
Provost Memorandum Proposal	Did not include all Memorandum requirements including: summary of cost applying for accreditation, requisite steps, and proposed timeline. Proposal contains numerous grammatical, punctuation, and spelling errors. Did not address any key stakeholders.	Did not include all memorandum requirements. Missing a few of the sections of summary of cost applying for accreditation, requisite steps, and proposed timeline.	Few grammar mistakes, few spelling errors, Information is not organized. Did not address the correct key holders.	Few grammatical mistakes, but sentences could be clear and more precise. Addressed most key stakeholders.	Provided a clear, thorough, and comprehensive summary of: cost applying for accreditation, requisite steps, and proposed timeline. Addressed key stakeholders including: administration and management in counselor education programs, higher education institutions, and professional organizations.

Rational for Accreditation	Did not include an analysis or rational for accreditation.	Included an analysis, but did not summarize other institutions.	Included an analysis, and included some regional institutions.	Provided analysis and included most of and summary of regional institutions offering similar programs, licensure considerations, and post-graduation job placement opportunities.	Provided thorough analysis and summary of regional institutions offering similar programs, licensure considerations, and post-graduation job placement opportunities.
Summary of Program Strengths and Deficits	Did not include programs strengths and deficits	Included some of programs strengths and deficits	Included programs strengths and deficits. Was unorganized and not clear to reader.	Provided in detail analysis of institution strengths and deficits. Could be more clear.	Insightfully provided in detail analysis of institution strengths and deficits.
Specialty Areas Schedule/Sequence of Courses	Did not include Specialty Areas Schedule/Sequence of Courses	Only included core sequence of courses. Missing specialty areas.	Included most of Specialty Areas Schedule/Sequence of Courses. Unorganized.	Provided sequence and specialty areas, did not include assignments to faculty.	Provided an understanding of creating a sequence schedule according to CACREP standards. Included specialty areas. Included Assigned faculty.
Group distribution of work	Instructor intervention needed often to help group cooperate.	Instructor intervention needed some of the time to distribute work.	Not all work distributed equally.	Most of the work was distributed equally.	All member assumed an equal amount of the work load.
Group Proposal Grade Total					
Individual Participation					

Reflective Journals	Did not mention personal experiences or how this developed understanding of counselor educator roles. Did not meet 2-3 paragraph length requirement weekly	Did not meet 2-3 paragraph length requirement weekly	Somewhat insightful, but lacked specific examples of personal experiences gained after completing simulation. Met 2-3 paragraph length requirement weekly length	Met 2-3 paragraph weekly length including personal experiences and frustrations. Lacked communication of understanding roles in counselor education.	Insightful, connected meaning to personal experiences, included reactions, frustrations, successes, group dynamics, emotional, and relational reactions. Demonstrated an understanding of the counselor educators' roles. Met 2-3 paragraph length requirement weekly length
Faculty Bio	Bio was not written in third person and did not address all required information on, who you are, what you do, and extras.	Bio was not written in third person, addressed some of the required information.	Bio was written in third person, did not meet all required information.	Bio was written in third person, met most of the required information.	Bio was written in third person, including information on, who you are, what you do, and extras.
Cooperation	Member did not work well with the team. Needed Instructor intervention.	Member did not take culturally relevant implications of group members. Did not participate in assisting others.	Member worked with group members when needed. Did not go above and beyond to help other members.	Member worked effectively together most of the time.	Member worked effectively together all of the time; assist others when needed. Group member made an extra effort to involve all members in decision making, incorporate differing ideas. Took into consideration ethical and culturally relevant

				implications of group members.
Individual Grade Total				
Group+ Individual Grade Total				

Appendix C- Teaching Philosophy and Teaching Presentation Rubric (APCE 710)

Criteria	Exemplary/Distinguished	Proficient	Basic	Unsatisfactory
APCE 710 Teaching Philosophy	The student demonstrates and articulates a clear philosophy of teaching that clearly aligns with the role of the Counselor Educator.	The student demonstrates and articulates a mostly clear philosophy of teaching that, for the most part, aligns with the role of the Counselor Educator.	The student's teaching philosophy is somewhat underdeveloped and there is a lack of connection between the content of their philosophy and the role of the Counselor Educator.	The student's teaching philosophy is unclear and is not applicable and/or relevant to the role of Counselor Educator.
Established in Literature	The student's teaching philosophy is well-developed and constructed from established literature (e.g., a specific teaching approach) and is supported by the CES literature and appropriate for counselor training.	The student's teaching philosophy is mostly developed and constructed from established literature (e.g., a specific teaching approach) and relates, for the most part, to counselor training.	The student's teaching philosophy is under-developed and/or is not constructed from established literature (e.g., a specific teaching approach) and does not clearly to relate to counselor training.	The student's teaching philosophy is devoid of established literature and does not present a cohesive connection with counselor training.
Understand Nuanced Teaching Approaches in Counselor Education	The student demonstrates an understanding of the nuanced approaches to teaching different counseling courses (e.g., a skills course vs. academic course, etc.) and articulates specific approaches for different courses.	The student mostly demonstrates an understanding of the nuanced approaches to teaching different counseling courses (e.g., a skills course vs. academic course, etc.), but struggles with their	The student demonstrates a limited understanding of the nuanced approaches to teaching different counseling courses (e.g., a skills course vs. academic course, etc.) and is unable to	The student does not understand the nuanced teaching approaches in counselor education. Tends to see teaching as a one-size-fits-all approach.

		ability to articulate this information.	articulate specific approaches for different courses.	
Goals and Objectives of Teaching Skills	The student provides clear and detailed goals and objectives for their development as a Counselor Educator such as improving presentation style, increasing knowledge of topic areas, effectively assessing student learning, etc.	The student provides brief, but clear goals and objectives for their development as a Counselor Educator. Goals should be more detailed.	The student provides limited goals and objectives for their development as a Counselor Educator. The goals provide only a surface address relevant areas of improvement.	Goals and objectives are unclear and do not relate well with Counselor Educator pedagogical development.
Application of Adult Learning Constructs	The student demonstrates an understanding of adult learning theory and is able to articulate the application of adult learning constructs with students.	The student demonstrates a simplistic understanding of adult learning theory and is able to articulate the application of adult learning constructs with students, with some limitation.	The student understanding of adult learning theory is limited and they struggle to articulate the application of adult learning constructs with students.	The student is unable to demonstrate an understanding of adult learning theory and is unable to articulate the application of adult learning constructs with students.
Understands Needs of Diverse Learners	The student demonstrates an understanding of the needs of diverse learners in counseling courses and how to address students' needs.	The student demonstrates a simplistic understanding of the needs of diverse learners in counseling courses and how to	The student demonstrates a limited understanding of the needs of diverse learners in counseling courses and how to address students' needs.	The student demonstrates a lack of understanding of the needs of diverse learners in counseling courses and how to address students' needs.

		address students' needs.		
Writing Skills	The student's writing is free or almost free from errors and is consistently and correctly formatted according to APA 6th edition guidelines.	The student's writing has some occasional errors. The paper is formatted according to APA 6th edition guidelines, with some errors.	The student's writing contains a number of errors. Paper formatting does not meet the APA 6th edition guidelines.	There are many writing errors and lack of appropriate APA 6th edition formatting.

Criteria	Exemplary/Distinguished	Proficient	Basic	Unsatisfactory
Goals and Objectives	The student provides several clear learning goals and objectives, which align with the purpose of the lesson.	The student provides a limited number of basic learning goals and objectives, which align mostly with the purpose of the lesson.	The student's learning goals and objectives lack clarity and do not align well with the purpose of the lesson.	The student provided no learning objectives. Or, objectives provided are unclear and not relevant to the lesson's purpose.
Strategies for Learning and Engagement	The student strongly demonstrates the application of effective strategies for learning and engagement. The engages with the class through discussion, activities, visual-aids, small group interaction, etc. As well as actively engages the class in on-going discussion.	The student moderately demonstrates the application of effective strategies for learning and engagement. But, at times misses opportunities for deeper learning. Spends the majority of time lecturing to the class, rather than engaging the class.	The student demonstrates a low level application of effective strategies for learning and engagement. The student rarely engages the class in discussion and/or engages in activities that would enhance learning.	The student fails to demonstrate the application of effective strategies for learning and engagement. The student spends the majority of the time talking to the class, without engaging. The instructor fails to respond to class members' questions/concerns, etc.

Clarity of Communication	The student presents information in a clear and understandable manner, using both verbal information/cues and visual aids to communicate course content.	The student presents information in a clear manner, but only uses a verbal method of delivery. The information could be enhanced with visual aids.	The student does not present information in a very clear manner. Information communicated is confusing and vague.	The student fails to demonstrate clear communication of course content.
Challenging Content	Learning activities are suitable to diverse learners and support the instructional goals/objectives. They are all designed to engage students in high-level cognitive activity.	All of the learning activities are suitable to class members or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Only some of the learning activities are suitable to class members or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different class members.	Learning activities are not suitable to class members or to instructional outcomes and are not designed to engage class members in active intellectual activity.
Classroom Management	The student effectively manages the classroom environment by providing feedback as well as active and consistent interaction with members of the class. They consistently check in with members of the class for their understanding of the content presented to	The student provides a moderate level of feedback and interaction with members of the class. Checking in with class members for their understanding of content is somewhat inconsistent. There is a	The student provided little feedback and/or interaction with members of the class. The student rarely checks in with class members for their understanding of content. There is little to no member to	The student provided no feedback and/or interaction with class members and does not check for their understanding of content. There is no member to member or member to instructor interaction.

	ensure that members are engaged with the instructor and one another.	limited degree of class member interaction.	member or member to instructor interaction.	
Curiosity and Initiative	The student demonstrates through their active participation, curiosity, and initiative, indicating that they value the importance of the content.	The student demonstrates a moderate degree of participation, curiosity, and initiative, indicating that they value the importance of the content.	The student communicates importance of the work but with little conviction, resulting in only a minimal degree of buy-in by the class members.	The student conveys a negative attitude toward the content, suggesting that it is not important to class members' learning.
Knowledgeable and Organized	The student demonstrates that they are knowledgeable of the content and appear prepared and organized. The information is presented in an organized and structured manner and includes research and/or expert testimony. The student includes citations to support the content presented.	The student appears knowledgeable of the information. The information is mostly organized, but improvements could be made to the structure of the content presented. The presentation includes a limited amount of research and/or expert testimony. Some citations are provided.	The student demonstrates a dearth in their knowledge of the topic; and/or the information presented is too basic for graduate level training. The information appears somewhat disorganized. The student includes little to no research and/or expert testimony. Few to no citations are provided.	The student appears unknowledgeable about the topic and relies too heavily on their own experiences to discuss the topic. The information is too basic for graduate level training. The information is highly disorganized. The student includes no research and/or expert testimony. No citations are provided.

Appendix D- Social Justice and Equity Paper Rubric (APCE 723)

AREA	DISTINGUISHED	PROFICIENT	EMERGING	UNACCEPTABLE	Your Score
Content	Version 3 fully addresses social justice, equity, & multiculturalism within the roles of counselor, educator, supervisor, & scholar (5 pts)	Version 3 fully addresses social justice, equity, & multiculturalism, but only addresses three of the four following roles: counselor, educator, supervisor, & scholar (3 pts)	Addresses only two of following aspects: social justice, equity, or multiculturalism. Also only addresses two of the four following roles: counselor, educator, supervisor, & scholar (1 pt)	Addresses only one of following aspects: social justice, equity, or multiculturalism. Also neglects to address at least two of the following roles: counselor, educator, supervisor, & scholar (0 pts)	
Thoughtfulness	Thoroughly integrates personal and meaningful reflection with academic language and peer feedback. It is evident to the reader that deeper level reflection has occurred for the writer (4 pts)	Some integration of personal and meaningful reflection with peer feedback and academic language is demonstrated; however, level of reflection demonstrated lacks depth (3 pts)	Some integration of personal and meaningful reflection with peer feedback and academic language is demonstrated; however, reflection demonstrated remains at surface level (2 pts)	Minimal integration of personal reflection with academic language is demonstrated and peer feedback is integrated; further, little reflection is demonstrated (1 pt)	
Support/ Evidence	Utilizes a minimum of 5 academic citations from peer reviewed journal publications and a minimum of 2 academic textbooks (5 pts)	Utilizes a minimum of 4 academic citations from peer reviewed journal publications and one academic textbook (3 pts)	Utilizes a minimum of 3 academic citations from peer reviewed journal publications (1 pt)	Utilizes less than 3 academic citations from peer reviewed journal publications (0 pts)	
Previous Versions	Version 1 and 2 provided, and version 2 with at least 2 peer reviews attached in the final single document (3 pts)	Version 1 and 2 provided, and version 2 with at least 2 peer reviews attached in the final document, but submitted as separate documents (2 pts)	Most documents submitted as outlined in the prior two columns, but missing one of the requested documents (1 pt)	Missing more than one of the previous versions of the paper or peer reviews (0 pts)	

Structure/ Organization/ APA Format	Accurately implements APA format and headings outlined in the syllabus (3 pts)	Some APA errors, but mostly implements accurate APA format and utilizes headings as outlined in the syllabus (2 pts)	Incorrectly implements APA format and headings as outlined in syllabus (1 pt)	Does not implement APA format or utilize headings as outlined in the syllabus (0 pts)	

Appendix E-Supervision Philosophy Paper Rubric (APCE 714/APCE 715)

Philosophy of Supervision Paper APCE 714/APCE 715	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Use of APA style (citations, headings, etc.)	Inconsistent & inaccurate use of APA style.	Mostly accurate use of APA style, but some errors.	Accurate use of APA style. Use of headings (organization) could use improvement to facilitate understanding.	Accurate use of APA style. Headings and document organization facilitate understanding.	
Editing	Poorly edited, many writing errors.	Mostly well edited, but numerous writing errors exist.	Well-edited document. Some improvement in writing is still needed.	Well-edited document. Few writing errors.	
Connection between theory & practice	Connection not clearly established.	Connection inconsistently made.	Connections consistently made but only at a basic level.	Connections consistently made with support and depth.	
Basic philosophy about supervision, its purpose, goals, and how best to achieve these goals.	Did not address all aspects of this objective or did not provide support (professional	Addressed most, but not all aspects of this objective or support lacked depth or consistency.	Addressed all aspects of this objective and support consistently provided but lacks some depth.	Addressed all aspects of this objective and support was consistently provided with depth.	

	experience or literature).				
Description of theoretical orientation/model related to both counseling and supervision (including how they are linked).	Did not address all aspects of this objective or did not provide support (professional experience or literature).	Addressed most, but not all aspects of this objective or support lacked depth or consistency.	Addressed all aspects of this objective and support consistently provided but lacks some depth.	Addressed all aspects of this objective and support was consistently provided with depth.	
Described developmental issues, the impact of gender, socio-cultural and family of origin issues on the supervision process.	Did not address all aspects of this objective or did not provide support (professional experience or literature).	Addressed most, but not all aspects of this objective or support lacked depth or consistency. Little to no demonstrated awareness of SIT/CIT impact on the process.	Addressed all aspects of this objective and support consistently provided but lacks some depth. Some demonstrated awareness of SIT/CIT impact on the process.	Addressed all aspects of this objective and support was consistently provided with depth. Demonstrated a complex understanding of SIT/CIT impact on the process.	
Summary of supervisory techniques with a rationale their use and how those methods	Did not address all aspects of this objective or	Addressed most, but not all aspects of this objective	Addressed all aspects of this objective and support	Addressed all aspects of this objective and support was	

facilitate achievement of supervision goals.	did not provide support (prof. experience or literature).	or support lacked depth or consistency.	consistently provided but lacks some depth.	consistently provided with depth.	

Appendix F-Supervision Evaluation (APCE 714/APCE 715)

Thank you for taking the time to complete this brief evaluation of your CES Doctoral Student Supervisor. Please return it to Dr. Helm's box. If you do not feel you have enough information to answer a particular statement, please just indicate this next to the question. Thank you so much for your time.

Supervisor-in-Training Name: _____

Scale: 1 = Not at All   3 = Somewhat   5 = Very Much So

This supervisor-in-training has…   _____

1.   … given time and energy in observing, processing tapes, and   1---2---3---4---5
        consulting about cases.

2.   … accepted and respected the counselors-in-training (CIT).   1---2---3---4---5

3.   … accepted feedback regarding their performance from you
              as the instructor.   1---2---3---4---5

4.   … recognized and encouraged further development of the CIT's   1---2---3---4---5
              strengths.

5.   … given useful feedback when CIT's did things well.   1---2---3---4---5

6.   … afforded opportunities for the CIT's to develop effective counseling   1---2---3---4---5
              skills.

7.   … provided suggestions to the CIT's for developing their counseling   1---2---3---4---5
              skills.

8.   … helped CIT's understand the implications and dynamics of   1---2---3---4---5
              counseling approaches they endeavored to use.

9.   … allowed CIT's to discuss problems they may have encountered. 1---2---3---4---5

10.   … encouraged CIT's to engage in professional behavior.   1---2---3---4---5

11.   … helped CIT's organize relevant case data in planning   1---2---3---4---5
            goals and strategies for their clients.

12.   … encouraged CIT's to begin the process of developing   1---2---3---4---5
             a theoretically sound basis for ways they work
             with clients.

13.   … allowed and encouraged the CIT's to evaluate themselves.   1---2---3---4---5

14.   … respected where the CIT's are developmentally.   1---2---3---4---5

PLEASE PROVIDE ANY ADDITIONAL COMMENTS RELEVANT TO THE EVLAUTION OF THIS SUPERVISOR-IN-
TRAINING:

Appendix G- APCE 746 Personal Leadership Development Plan Rubric

Criteria	Ratings					Pts
Clearly identified and summarized two leadership theories.	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts
Provided an explanation/justification of why they chose the leadership theories and the significance of the theories.	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts
Provided an analysis and integration of the theories	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts
Provided an explanation of how the leadership theories relate to their role in CES (future or current)	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts

Criteria	Ratings					Pts
Provided strategies or action steps for personal leadership development	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts
The paper is organized and easy to read/follow	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts
The paper has few to no writing errors (graduate level writing)	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts
The paper is written using APA 6th edition manuscript style with a strong degree of accuracy	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts

Criteria	Ratings					Pts
The student includes scholarly references to support their discussion/thesis	5.0 pts Meets/Exceeds expectations	4.0 pts Meets Expectations	3.0 pts Slightly below expectations	5.0 pts Needs improvement	5.0 pts Incomplete or well below expectations	5.0 pts

Appendix H- APCE 716 Conceptual Manuscript Scoring Rubric

Criteria	Exemplary/Distinguished	Proficient	Basic	Unsatisfactory
Relevant topic	Topic of major importance and specifically related to the field of study. Topic has significant theoretical and practical importance to the field of study. Topic demonstrates a high level of innovative thinking. Topic directly relates to planning, implementing, and evaluating a program.	Topic is of some importance and is related to field of study. Topic will somewhat add to the body of literature in the field of study. Topic had basic theoretical and practical importance to the field of study. Topic demonstrates some innovative thinking. Topic somewhat relates to planning, implementing, and evaluating a program.	Topic is important and related to field of study. Topic will moderately add to the body of literature in the field of study. Topic has moderate theoretical and practical importance to the field of study. Topic demonstrates a moderate level on innovative thinking. Topic directly relates to planning, implementing, and evaluating a program.	Topic is of little importance or unrelated to field of study. Topic will not add to the body of literature in the field of study. Topic has little theoretical or practical importance to the field of study. Topic demonstrates no innovative thinking. Topic does not directly relate to planning, implementing, and evaluating a program.
Clear Purpose Statement	The purpose of the manuscript is clearly stated and appropriately worded. The purpose is well conceptualized and supported with literature	The purpose is clearly stated and appropriately worded. The central purpose of the manuscript is	Somewhat understandable but needs clarity. Some level of conceptualization is present, but the	Purpose of the manuscript is unclear and confusing. Lacks a clear descriptions

	throughout the paper. The content in the paper never strays from the central (and original) purpose of the manuscript.	moderately conceptualized--e.g., could be more clearly and consistently stated.	central purpose gets lost as the paper progresses.	and/or conceptualization.
Literature Review	Comprehensive literature review. Includes current and landmark scholarly literature highly relevant to the topic.	Complete literature review with sound organization. Includes a moderate amount of scholarly sources and provides current research relevant to the field and the topic.	Partially complete and somewhat disorganized. Includes few scholarly sources to support the central purpose of the paper.	Incomplete or disorganized. Includes an inappropriate number of non-refereed (scholarly) sources.
Theoretical Framework	Establishes an advanced theoretical framework for the topic. Is appropriate for publication or presentation with little or no revision.	Establishes a sound and theoretical framework for the research topic. May be appropriate for publication or presentation with major or moderate revision.	Establishes a basic theoretical framework for the topic. Demonstrates a basic understanding of appropriate citation format, but requires significant revision. Is not appropriate for publication or presentation without significant revision.	Fails to establish an appropriate theoretical framework for the topic. Not appropriate for publication or presentation.

Comprehensive Literature Review	The theoretical framework makes a clear argument that (1) lays out a line of research/literature related to the purpose statement, (2) identifies gaps in the research/literature, and (3) supports the rational for the purpose of the manuscript.	The theoretical framework more or less accomplishes the 3 tasks stated in, but it could be stronger. The purpose is supported by a critical analysis of the literature.	The theoretical framework is presented in a basic manner. The author did not provide a critical analysis of the framework; thus, is unable to support the purpose of the paper.	Major parts of the theoretical framework are missing or unacceptable
Voice	Voice is confident and appropriate. Consistently engaging. Active, not passive voice. Natural. A strong sense of both authorship and audience.	The author's voice is clear, but somewhat passive and lacks a degree of strength. Or, the voice fades in and out. The voice does moderately address the audience.	Tone is okay. But the paper lacks a clear voice and is passive, apathetic, or artificial. Overly formal or informal.	Mechanical and writing problems so basic that tone doesn't even figure in.
Organized and Formatted	Project is well organized, needing only very little clarification, if any. The entire project is presented in format appropriate for intended scholarly venue. Presentation of the material is highly appropriate and professional and formatted according to APA 6th editions guidelines. All citations are appropriate. Additional sources are not	Project is organized, but in need of major clarification in some areas. The majority of the project is presented in format appropriate for intended scholarly venue. Presentation of material is appropriate and professional. A high number of	Project is somewhat organized but in need of significant clarification. The majority of the project is not presented in format appropriate for intended scholarly venue.	Project is disorganized or difficult to read. Project is not presented in format appropriate for intended scholarly venue. Presentation of material is inappropriate and unprofessional. Few appropriate

	needed. All citations and references are presented in proper format and do not need revision.	appropriate citations are used, Few, if any, additional sources may be needed. The Majority of citations and references are presented in proper format, and are in need of minor revision.	Presentation of material is somewhat appropriate and professional. A moderate number of appropriate citations are used, but more may be needed. Citations and references are not presented in proper format, and are in need of moderate revision.	citations are used. Citations and references are not presented in proper format and need significant revision.
Originality	The purpose/idea is original and sheds new light on the topic/issue--looks at the idea/issue in a new light. The information is organized/presented in a manner that provides new insights and information for the audience and contributes to the research literature (e.g., new directions for research and knowledge).	The purpose/idea is mostly original and sheds some new light on the topic/issue. The information is organized/presented in a manner that provides some new insights and information for the audience. The information provided gives new insights to the research literature.	The idea/purpose of the manuscript is presented in a clear, yet simplistic manner. The information lacks originality and does not provide new of novel information for the audience and/or provide the audience with a new way of considering the issue/topic. The manuscript	The information is presented in a manner that is not novel or original--is a basic re-telling of existing information. It does not lend to the research literature.

			informs the research literature in a limited manner.	