

DCES Annual Program Evaluation

Review Year: 2016-17

Date: September 30, 2016

Participating Program Faculty: Drs. Fred Hanna, Tsui-yee Chow & Breanna Banks

SECTION I: DEMOGRAPHIC DATA

Table 1. Demographic Data of Fall 2016 Applicants/New Students

Gender	Applicants	Admitted	Matriculated
F	16	12	7
M	2	2	1
Undeclared	0	n/a	n/a
Grand Total	18	14	8
Race / Ethnicity	Applicants	Admitted	Matriculated
White / Caucasian	3	3	1
African American / Black	4	3	3
Hispanic / Latino	1	1	1
Asian American / Pacific Islander	0	n/a	n/a
Native American / Alaskan Native	0	n/a	n/a
Multi-racial	2	2	1
Other	0	n/a	n/a
Undeclared	8	5	2
Grand Total	18	14	8
Age Range	Applicants	Admitted	Matriculated
20 - 24	0	n/a	n/a
25 - 29	2	2	1
30 - 39	8	7	5
40 - 49	3	2	1
50 - 59	3	2	1
60 & Over	0	n/a	n/a
Undeclared	2	1	0
Grand Total	18	14	8

Table 2. DCES Program Student Demographic Data

Gender	Cohort 15	Cohort 16	Total
F Identified	6	7	13
M Identified	2	1	3
Undeclared	n/a	n/a	n/a
Grand Total	8	8	16
Race / Ethnicity	Cohort 15	Cohort 16	Total
White / Caucasian	5	1	6
African American / Black	2	3	5
Hispanic / Latino	1	1	2
Asian American / Pacific Islander	0	n/a	0
Native American / Alaskan Native	0	n/a	0
Multi-racial	0	1	1
Other	0	n/a	0
Undeclared	0	2	2
Grand Total	8	8	16
Age Range	Cohort 15	Cohort 16	Total
20 - 24	0	n/a	0
25 - 29	1	1	2
30 - 39	7	5	12
40 - 49	0	1	1
50 - 59	n/a	1	1
60 & Over	n/a	n/a	n/a
Undeclared	n/a	0	0
Grand Total	8	8	16

Discussion: The demographic data reflects that the program has a rather diverse student body with 37.5% Caucasian, 31% African American, and 12.5% Hispanic/Latino. Certainly Asians, as one of the major ethnic groups, have been missing. Program faculty suggested to work with the Admissions office to seek out recruitment opportunities for this group of potential students. The program will also look into the recruitment of internal scholars. Male identified students have been the minority group in the program. We should extend our recruitment effort for this group of potential students as well.

Table 3. Persistence Data of 2015 cohort

Persistence: ONE YEAR 2015 cohort	Fall 2015	Persisted into Fall 2016 ^a		Withdrew by Fall 2016 ^b	
	<i>Coun</i>	<i>Coun</i>	<i>Rate</i>	<i>Counts</i>	<i>Rate</i>
PhD in Couns. Education & Supervision	8	8	100.0	0	0.0

Discussion:

The program faculty see this as a success for a new program. All the eight students from the first cohort stay strong in the program.

Table 4. Program Student Load Data

Student Loads by Program – Fall 2016 (2015 & 2016 cohort)	Highest Program	Full-time (%)	Half-time (%)	Less than Half-time
	<i>Count</i>			
PhD in Counselor Education &	16	100.0	0.0	0.0

Discussion: Although some students are working full-time, they all are able to maintain a full-time student status. Program faculty believes that the flexibility of the course schedule format enables students to pursue work and yet study as a full-time student. The format of coming to campus two nights a week with a blended weekend residency class for every semester makes this possible.

SECTION II ASSESSMENT OF STUDENT LEARNING OUTCOMES

A. Student Learning Outcome – Knowledge

Table 5: Cohort 2016 Student Group Performance based on the First-year Courses

Student Group Performance Based on Course Rubric & Course Learning Objectives			
Each standard is rated on a scale of 1 (Below Expectations), 2 (Meet Expectations) and 3 (Exceed Expectations) as described in the Criteria	Number of Students in the Cohort 2016, First Year	Success Criteria: Receives a “2” or higher on each course-based rubric domain	Success Criteria of the course: 90% of Students attained an average of 2 or above in each course rubric
DCES-700: Professional Orientation & Academic Endeavors I	8	2	100%

DCES-701: Professional Orientation & Academic Endeavors II	8	3	100%
DCES-702: Professional Orientation & Academic Endeavors III	8	3	100%
DCES-703: Advanced Individual Counseling & Career Theory	8	2	100%
DCES-704: Advanced Multicultural Counseling, Advocacy, & Leadership	8	2.6	100%
DCES-705: Teaching & Learning in Higher Education	8	2.5	100%
DCES-706: Clinical Supervision and Consultation	8	- No data	All students passed the course with a grade of B or better
DCES-707: Advanced Assessment, Diagnosis, & Treatment Planning	8	2.1	100%
DCES 803: Crisis Intervention, Disaster, & Trauma Management	8	2.9	100%
DCES-821: Qualitative Research Methods in Counseling	8	- No data	All students passed the course with a grade of B or better
DCES-850: Advanced Clinical Counseling Practicum & Seminar	8	2.5	100%

Discussion: This table provides data that clearly demonstrate a strong performance in classes by Cohort 2016. As can be readily seen, 90% of students attained an average of 2.0 or above in each course rubrics, while in three of the courses the average was 2.9 or above on a scale of 3.0. Unfortunately, data was not available for three of the courses due to the loss of a faculty member who left Adler and DCES to pursue an employment opportunity as a professional researcher in a professional research organization outside of the state of Illinois.

Table 6: Cohort 2015 Student Group Performance based on the Second-year Courses

Student Group Performance Based on Course Rubric & Course Learning Objectives			
Each standard is rated on a scale of 1 (Below Expectations), 2 (Meet Expectations) and 3 (Exceed Expectations) as described in the Criteria	Number of Students in the Cohort 2016, First Year	Success Criteria: Receives a “2” or higher on each course-based rubric domain	Success Criteria of the course: 90% of Students attained an average of 2 or above in each course rubric
DCES-804: Group Counseling and Supervision	8	3	100%
DCES-805: Advanced Techniques in Counseling & Psychotherapy	8	2.7	100%
DCES-822: Quantitative Research Methods in Counseling	8	-	All students passed the course with a grade of B or better.
DCES-823: Applied Statistics and Analysis in Research	8	-	All students passed the courses with a grade of B or better

Discussion: In Table 6, information is provided that displays the performance over the second year of the DCES Program by the members of Cohort 2015. Unfortunately, data was not available for two of the courses due to the loss of a faculty member who left Adler and DCES to pursue an employment opportunity as a professional researcher in a professional research organization outside of the state of Illinois.

B. Student Learning Outcomes – Skills Assessment

Table 7. 2016 Cohort on Skills Assessment: Year #1

The DCES program assess students’ skills through their practicum and internship. At the time of this program evaluation, students only had completed their practicum.

DCES-850: Advanced Clinical Counseling Practicum & Seminar	Number of Students in the Cohort 2015, First Year	Success Criteria: Receives a “2” or higher on each evaluation criterion	Success Criteria 100% of students attained 2 or above in site supervisors’ ratings.
Evaluation Criteria:			
Present a broad theoretical understanding and counseling orientation that is based on knowledge of therapeutic change and a critical review of existing counseling theories.	8	2.3	100%
Understand and apply multiple effective counseling theories.	8	2.9	100%
Demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.	8	2.9	100%
Exhibit a practice of evaluating self-performance through effective assessments of the client, the counselor (you), and counselor-client dynamics.	8	2.9	100%
Increased familiarity with clinical assessment and diagnosis using the DSM-V	8	2.1	100%
Self-awareness of person of the therapist issues	8	2.9	100%
Provide treatment recommendations grounded in research and evidence-based practice	8	2.3	100%
Develop a systems approach to mental health by gaining knowledge of the influence of community and agency dynamics on client demography and service utilization.	8	2.3	100%
Demonstrate an understanding of Adlerian Theory and case conceptualization and treatment planning	8	2.3	100%

Discussion: In Table 7, ratings are provided regarding the performance Cohort 2016 in the context of skills assessment. On each evaluation criterion the ratings were no lower than 2.1 and as high as 2.9 in no less than four of the criteria. All students clearly attained a rating of 2.0 or better by site supervisors.

Table 8 2015 Cohort on Skills Assessment: Year #2

Evaluation Criteria:	Number of Students in the Cohort 2015 Second Year	Success Criteria: Receives a “2” or higher on each evaluation criteria	Success Criteria 100% of students attained 2 or above in site supervisors’ ratings
DCES-851: Internship I (Supervision)			
Skills and abilities	8	2.9	100%
Professional Responsibility	8	3	100%
Competence	8	3	100%
Maturity	8	3	100%
Integrity	8	3	100%
DCES-852: Internship II (Teaching)			
Planning	4	2.5	100%
Teaching Strategies	4	2.7	100%
Assessment and Evaluation	4	2.6	100%
Learning Environment	4	2.5	100%
Professional Growth	4	2.4	100%
Communication	4	2.6	100%
DCES-853: Internship III (Research)			
Research Scholarship & Skills	5	2.4	100%
Application	5	2.4	100%
Productivity	5	2.6	100%
Ethical Considerations	5	2.4	100%
Development & Cultural Sensitivity	5	2.8	100%
Professional Work Behaviors	5	2.8	100%

Discussion: In Table 8, ratings are provided regarding the performance Cohort 2015 in the context of skills assessment in various types of internship. Students were doing well in all domains and achieved satisfactory ratings in all evaluative criteria, that is scoring no lower than a 2 on a 3-point scale. Among the three types of internship, students performed particularly well with the Supervision Internship, with an average rating of a 3, the highest rating.

C. Student Professional Disposition Assessment Data

Students’ professional Dispositions were assessed through 7 areas: Self-Awareness, Openness, Interpersonal Effectiveness, Professional Integrity, Respect and Commitment to Diversity & Social Justice, Ethical Practice, and Clinical and Professional Readiness. Instructors were asked to rate students in these areas after each course. At the end of each semester, faculty meet and talk about students’ disposition scores.

The scale used for this assessment of professional dispositions is:

- 1 = Deficient
- 2 = Developing
- 3 = Demonstrated

Table 9: Student Professional Disposition Assessment Data – 2016 Cohort

SEMESTER	SELF-AWARENESS	OPENNESS	INTERPERSONAL EFFECTIVENESS	PROFESSIONAL INTEGRITY	DIVERSITY SOCIAL JUSTICE	ETHICAL PRACTICE	PROFESSIONAL READINESS
Fall 2016	2.2	2.4	2.5	2.4	2.6	2.6	2.4
Spr 2017	2	2.3	2.3	2	2.5	2.5	2.5
Sum 2017	2.5	2.5	2.5	2.5	2.5	2.9	2.8
Year Composite	2.2	2.4	2.4	2.3	2.5	2.7	2.6

Discussion: 2016 cohort Students displayed an acceptable if not very good level of professional dispositions. The evidence for this is in the fact that all students in all areas scored at least 2.0 or above in the assessments. The strongest area, that is, the disposition that received the highest ratings was Ethical Practice, which received a composite rating for the entire year of 2.7. The weakest area was Self-Awareness, which received a composite score of 2.2. Other areas of strength were Diversity & Social Justice (2.5) and Clinical & Professional Readiness (2.6). All students in all areas and in each semester scored 2.0 or above.

Table 10 Student Professional Disposition Assessment Data - 2015 Cohort (Year #2)

SEMESTER	SELF-AWARE	OPENN	INTERPERS	PROFESSI	DIVER	ETHIC	PROFESS
	ESS	ONENESS	ONAL	ONAL	SITY	AL	IONAL
			EFFECTIVE	INTEGRIT	SOCIAL	PRACT	READINE
			NESS	Y	JUSTICE	ICE	SS
Fall 2016	2.2	2.4	2.5	2.5	2.6	2.7	2.5
Spr 2017	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Sum 2017	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Year Composite	2.2	2.4	2.5	2.5	2.6	2.7	2.5

Discussion: In their second year Cohort 2015 students displayed an acceptable if not very good level of professional dispositions. The evidence for this is in the fact that all students in all areas scored at least 2.2 or above in the assessments. The strongest area, that is, the disposition that received the highest ratings was Ethical Practice, which received a composite rating for the entire year of 2.7. The weakest area was Self-Awareness, which received a composite score of 2.2. Another area of strength was Diversity & Social Justice (2.6). All students in all areas and in each semester scored 2.2 or above.

Unfortunately, data was not available for some courses due to the loss of a faculty member who left Adler and DCES to pursue an employment opportunity as a professional researcher in a professional research organization outside of the state of Illinois.

SECTION III PROGRAM DATA AND EVALUATON

A. Aggregated Data on Program Objectives

The data in the chart in this section is based on the course rubrics of the first-year courses taken by Cohort 2015. The 12 Program Learning Outcomes are in each syllabus in the DCES program and are treated as program objectives, when relevant and appropriate, and incorporated into the course rubrics. It is important to note that the course rubrics are not only based upon the Program Learning Objectives but that those Program Learning Objectives are based upon CACREP Standards, of course. The rating scale for the rubric itself is a scale from 1 to 3, where 1 is unacceptable, 2 meets expectations, and 3 exceeds expectations. The table below displays the levels of achievement relevant to the 12 Program Learning Outcomes.

Table 11 Aggregated Data on Program Objectives from Cohort 2016: Year #1 Courses

Program Learning Outcomes/Objectives These are composites scores from course rubrics related to each of the program learning outcomes/objectives. The course rubrics are set on a scale of 1-3, 1 (Below Expectations), 2 (Meet Expectations) and 3 (Exceed Expectations) as described in the Criteria.	Average Ratings on Students Individual Performance	Average Ratings on Course Objectives Across Difference Courses
1. Demonstrate an in-depth understanding and identification of the various roles of counselor educators in the training and supervision of counselors, teaching, advancing the standards, knowledge and skills based on the profession of counseling, research and scholarly work, advocating the welfare of those whom they serve, and advocating for and leadership within the profession.	2.5 All students exceeded expectation level	2.6
2. Demonstrate a conceptual understanding of and ability to apply various theories and models in the supervision of counselors with reference to the characteristics of the counselor supervisees, clinical settings, and relevant therapeutic issues.	No rating on this one, but 100% of students passed the course with a B or better grade.	
3. Demonstrate the ability to apply, evaluate, and integrate theories from both individual and systems perspectives in the provision of interventions in different practice areas in counseling and in serving diverse populations.	2.5 All students exceeded expectation level	2.3
4. Demonstrate competencies in applying teaching strategies, instructional theories, and evaluative measures in the development of curriculum and teaching modules pertaining to counselor education and the training of counselors.	2.5 All students exceeded expectation level	2.4
5. Demonstrate an in-depth understanding and ability in designing and implementing research from both quantitative and qualitative paradigms, and awareness and realization of the importance of research and scholarly contribution to the profession.	2.6 All students exceeded expectation level	2.7
6. Demonstrate an advanced understanding of social change theories, and a keen awareness of social justice issues and their respective causes from social, cultural, and systemic perspectives.	2.5 All students exceeded expectation level	2.4
7. Demonstrate an in-depth understanding of the role of counselor educators in social changes and advancement of the counseling profession; and ability to utilize leadership and advocacy models in	2.6 All students exceeded expectation level	2.6

order to initiate changes with reference to topical and political conditions.		
8. Demonstrate a high level of awareness and aptitude in assessment and evaluation as well as evidence-informed practices in areas of counseling, teaching, supervision, advocacy, and program development.	2.5 All students exceeded expectation level	2.5
9. Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy.	2.3 All students exceeded expectation level	2.3
10. Demonstrate a commitment to socially responsible practice and adherence to ethical standards established by the profession, and to regulations set up by local, regional, and national authorities.	2.6 All students exceeded expectation level	2.6
11. Demonstrate multicultural competencies in all aspects of practice as a counselor educator, with advanced understanding of the impact and management of diverse factors in the preparation of counselors, provision of treatment and intervention for clients, promotion of client welfare, development of programs and services, observation of ethical and legal standards, and initiation of social change through political venues and strategies.	2.6 All students exceeded expectation level	2.6
12. Forms an identity and function of that of a scholar capable of actively contributing to the knowledge base of the profession, as well as to the knowledge base of the mental health professions in general, through scholarly publications. This can be done conceptually through scholarly writing in the form of analysis of the literature, designing research-based models, or constructively writing articles analyzing the profession itself with the intention of improving it. This also involves not only the ability to conduct quantitative and qualitative research, but also the ability to logically conceive and put in writing both the results and the implications of those results in the venue of scholarly, peer-reviewed journal articles and books.	2.9 All students exceeded expectation level	2.7

Discussion: The information in the table above readily reveals that in the case of each of the 12 Program Learning Objectives all students in the 2016 Cohort achieved, at minimum, an acceptable level of performance in all of their courses taken in their first year. In many of the learning outcomes, students clearly exceeded expectation levels. Interestingly, the highest rating (of 2.9) was in Program Learning Outcome #12 in which the student's ability to demonstrate an identity and function of that of a scholar, both conceptually and in the context of research. On the

other hand, Program Learning Outcome #9 received the lowest rating which was an aggregated rating of 2.3 but in the context of Integrating Adlerian principles in counseling, counseling, teaching, supervision and advocacy approach. This could indicate that more work needed to be done to help students to integrate theories and models relevant to Adlerian counseling. Other areas in which students mostly exceeded expectations were in the areas of; the role of the counselor educator, ethical practice, and multicultural and diversity competence. Unfortunately, there is a lack of data Program Learning Outcome #2.

Program faculty plans to work with the in-house Adlerian expert, Dr. Mark Bilkey, to build an advanced level of Adlerian courses for those DCES students who are interested in having more in-depth learning regarding this approach. Program faculty agreed to strength the integration of Adlerian practice in their classes.

Table 12: Aggregated Data on Program Objectives from Cohort 2015: Year #2 Courses

Program Learning Outcomes/Objectives These are composite scores from course rubrics related to each of the program learning outcomes/objectives. The course rubrics are set on a scale of 1-3, 1 (Below Expectations), 2 (Meet Expectations) and 3 (Exceed Expectations) as described in the Criteria.	Average Ratings on Students Individual Performance	Average Ratings on Course Objectives Across Difference Courses
1. Demonstrate an in-depth understanding and identification of the various roles of counselor educators in the training and supervision of counselors, teaching, advancing the standards, knowledge and skills based on the profession of counseling, research and scholarly work, advocating the welfare of those whom they serve, and advocating for and leadership within the profession.	2.5 All students exceeded expectation level	2.6
2. Demonstrate a conceptual understanding of and ability to apply various theories and models in the supervision of counselors with reference to the characteristics of the counselor supervisees, clinical settings, and relevant therapeutic issues.	3.0 All students exceeded expectation level	3
3. Demonstrate the ability to apply, evaluate, and integrate theories from both individual and systems perspectives in the provision of interventions in different practice areas in counseling and in serving diverse populations.	2.8 All students exceeded expectation level	2.8
4. Demonstrate competencies in applying teaching strategies, instructional theories, and evaluative measures in the development of curriculum and teaching modules pertaining to counselor education and the training of counselors.	2.5 All students exceeded expectation level	2.4
5. Demonstrate an in-depth understanding and ability in designing and implementing research from both quantitative and qualitative paradigms, and	2.6 All students exceeded expectation level	2.7

awareness and realization of the importance of research and scholarly contribution to the profession.		
6. Demonstrate an advanced understanding of social change theories, and a keen awareness of social justice issues and their respective causes from social, cultural, and systemic perspectives.	2.5 All students exceeded expectation level	2.4
7. Demonstrate an in-depth understanding of the role of counselor educators in social changes and advancement of the counseling profession; and ability to utilize leadership and advocacy models in order to initiate changes with reference to topical and political conditions.	2.6 All students exceeded expectation level	2.6
8. Demonstrate a high level of awareness and aptitude in assessment and evaluation as well as evidence-informed practices in areas of counseling, teaching, supervision, advocacy, and program development.	2.5 All students exceeded expectation level	2.5
9. Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy.	2.3 All students exceeded expectation level	2.3
10. Demonstrate a commitment to socially responsible practice and adherence to ethical standards established by the profession, and to regulations set up by local, regional, and national authorities.	2.6 All students exceeded expectation level	2.6
11. Demonstrate multicultural competencies in all aspects of practice as a counselor educator, with advanced understanding of the impact and management of diverse factors in the preparation of counselors, provision of treatment and intervention for clients, promotion of client welfare, development of programs and services, observation of ethical and legal standards, and initiation of social change through political venues and strategies.	2.6 All students exceeded expectation level	2.6
12. Forms an identity and function of that of a scholar capable of actively contributing to the knowledge base of the profession, as well as to the knowledge base of the mental health professions in general, through scholarly publications. This can be done conceptually through scholarly writing in the form of analysis of the literature, designing research-based models, or constructively writing articles analyzing the profession itself with the intention of improving it. This also involves not only the ability to conduct quantitative and qualitative research, but also the ability to logically conceive and put in writing both the results and the implications of those	2.9 All students exceeded expectation level	2.7

results in the venue of scholarly, peer-reviewed journal articles and books.		
--	--	--

Discussion: The information in the table above readily reveals that in the case of Cohort 2015 Year #2, each of the 12 Program Learning Objectives all students achieved what could be considered a high level of performance in all of their courses taken in their second year. In many of the learning outcomes, students clearly exceeded expectation levels. Interestingly, the highest rating (of 3.0) was in Program Learning Outcome #2 in which the student’s ability to demonstrate a conceptual understanding of supervision models and theories, along with an ability to apply this information. However, this rating was given in the context of the Advanced Group Counseling course which included supervision. Another area of high competency was for #12 in which the student’s ability to demonstrate an identity and function of that of a scholar, both conceptually and in the context of research. An additional area in which students exceeded expectations was in the ability to apply, evaluate, and integrate theories from both individual and systems perspectives. Other areas in which students mostly exceeded expectations were in the areas of the role of the counselor educator, ethical practice, and multicultural and diversity competence.

B. Aggregated Data on CACREP Doctoral Core Areas – Cohort 2016 First year Courses

Table 13: CACREP Core Areas

CACREP Doctoral Core Area	Average Ratings on Students Individual Performance	Average Ratings on Course Objectives Across Different Courses
1. Counseling	2.4	2.1
2. Supervision	No Data	All students passed the course with a grade B or better
3. Teaching	2.5	2.5
4. Research and Scholarship	2.6	2.7
5. Leadership and Advocacy	2.5	2.6

Discussion: In this table, data was organized to show how ratings were given according to the 5 CACREP Core Areas intrinsic to Counselor Education. As can readily be seen, students of the 2016 Cohort at Adler University did very well along the lines of each of the core areas, especially with regard to research and scholarship, and leadership and advocacy. In summary, the objectives of the program seem to have been met in terms of providing a doctoral level education across all of the crucial and critical 5 core areas that make up the essence of counselor education as a profession, which includes the CACREP core areas of course. It should be added that hidden

within all of these tables is the clear and repeatedly delivered message that students need to assume the role and identity of the counselor educator in consonance with the understanding of counselor education as a unique profession in the range of mental health professions in general.

Of course, it must be mentioned that there was no data for the Supervision area, due to the loss of a faculty member who left Adler and DCES to pursue an employment opportunity as a professional researcher in a professional research organization outside of the state of Illinois. Nonetheless, it is clear that students were competently and well trained in the area of supervision and although there is no numerical data to support this claim, it is clear that students did receive adequate training in this area as well.

SECTION IV REVIEW OF MISSION STATEMENT

Faculty members reviewed the mission statement and decided that it should be changed:

From: The mission of the Doctor of Philosophy in Counselor Education and Supervision program is to provide advanced training and academic orientation for practicing counselors to become expert clinicians, counselor educators in teaching, supervisors and trainers of the new generation of counselors, researchers and scholars, as well as leaders and advocates in the field of counseling. The program is designed to develop students' expertise and excellence in teaching, research, leadership and advocacy, advanced counseling, and supervision. Through the integration of reflective, experiential, and participant learning and social engagement, students are expected to become professionals who are also critical thinkers and courageous leaders, multiculturally competent, aware of self and the needs of others; in short, practitioners who are ethically and socially conscious and responsible in all settings of their professional involvements.

To: The mission of the Doctor of Philosophy in Counselor Education and Supervision program is to provide advanced training and education for practicing counselors to achieve advanced professional and personal development in becoming scholars, counselor educators, supervisors, leaders, and advocates in the field of counseling. The clinical and academic focus is on freedom and liberation rather than mere adjustment and adaptation for clients. It furthers the mission of Adler University through the infusion and understanding of the themes of social justice, diversity, multiculturalism, empowerment, oppression, freedom, and liberation. We emphasize scholarship and socially responsible practice.

Purpose of the Change: In 2011 an article was published in the journal, *Counselor Education and Supervision* that was titled, "Freedom: Toward an Integration of the Counseling Profession." The new Adler University DCES program mission statement is directly in line with this conception of counselor education, which is also in line with the overall mission of Adler University and its mission of Social Justice.

SECTION V GRADUATE DATA ON SITE SUPERVISOR & EMPLOYERS

There were no graduates of the DCES program at this point as this was the very first year of the program. Thus, it is premature to discuss factors related to graduation such as completion rates, job placement rates, and other factors relevant to graduates of the program and their employers.

SECTION VI PROGRAM MODIFICATIONS

Changes to DCES Program for Adler University 2017/2018 Catalog

From: The mission of the Doctor of Philosophy in Counselor Education and Supervision program is to provide advanced training and academic orientation for practicing counselors to become expert clinicians, counselor educators in teaching, supervisors and trainers of the new generation of counselors, researchers and scholars, as well as leaders and advocates in the field of counseling. The program is designed to develop students' expertise and excellence in teaching, research, leadership and advocacy, advanced counseling, and supervision. Through the integration of reflective, experiential, and participant learning and social engagement, students are expected to become professionals who are also critical thinkers and courageous leaders, multiculturally competent, aware of self and the needs of others; in short, practitioners who are ethically and socially conscious and responsible in all settings of their professional involvements.

To: The mission of the Doctor of Philosophy in Counselor Education and Supervision program is to provide advanced training and education for practicing counselors to achieve advanced professional and personal development in becoming scholars, counselor educators, supervisors, leaders, and advocates in the field of counseling. The clinical and academic focus is on freedom and liberation rather than mere adjustment and adaptation for clients. It furthers the mission of Adler University through the infusion and understanding of the themes of social justice, diversity, multiculturalism, empowerment, oppression, freedom, and liberation. We emphasize scholarship and socially responsible practice.

Purpose of the Change: In 2011 an article was published in the journal, *Counselor Education and Supervision* that was titled, "Freedom: Toward a New Paradigm for Counselor Education." This new DCES program mission is directly in line with this paradigm, and such is the case with Adler University with its overall mission of Social Justice.

Required Internship Experiences

From:

DCES 851	DCES Internship and Seminar I	(Supervision)
DCES 852	DCES Internship and Seminar II	(Counseling Group Supervision)
DCES 853	DCES Internship and Seminar III	(Research)
DCES 854	DCES Internship and Seminar IV	(Teaching)

To:

DCES 851	DCES Internship and Seminar I
DCES 852	DCES Internship and Seminar II
DCES 853	DCES Internship and Seminar III
DCES 854	DCES Internship and Seminar IV

Purpose: Internships were too varied and individual to be regulated. We found that having the internships so specifically designated was actually too rigid to accommodate the needs of some students. Thus, the strict regulation of the internships according to specific topics was dropped.

Field Training: DCES Practicum and Internship

Change Made to 4th Paragraph:

From: Students can complete these elements of internship in sequence or simultaneously. When formulating internship plans, students should consider using the experience to enhance their career profile and, where possible, specialty areas. In addition to the field hours and site supervision, students are required to register for seminars for group supervision and support.

To: Students can complete these elements of internship in sequence or simultaneously. Students can register for various internships and seminars concurrently with the approval of the faculty advisor. DCES-851, Internship and Seminar I, has to be taken in a fall semester. When formulating internship plans, students should consider using the experience to enhance their career profile and, where possible, specialty areas. In addition to the field hours and site supervision, students are required to register for seminars for group supervision and support.

Purpose: It was important to emphasize that internships and seminar can be taken concurrently. It was equally important to emphasize that DCES 851 can only be taken in fall.

DCES Comprehensive Examination

From: Students can apply for the candidacy examination during the last semester when they are finishing all the core courses and may take the examination in the following semester while working on the electives (option). The examination is composed of two parts: Part I is about the integration of theories and practice in the core curriculum areas of practice, advocacy, teaching, supervision, and research. Responses to the questions are to be completed in 10 days. Part II is a question related to the student's specialty area. The specialty question will be jointly developed by the student and his/her advisor, and it must be approved by the Program Director. The student is to complete Part II of the candidacy examination in five days. Students have to pass the candidacy examination before entering dissertation and related courses.

To: Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the five CACREP core areas (counseling, leadership and advocacy, supervision, teaching, and research). The comprehensive examination typically takes place in the summer I semester every year. Passing

the comprehensive exam is one of several prerequisites to initiating dissertation coursework. Students must have completed the DCES core courses with the exception of internship hours and elective courses and have a GPA of 3.5 or higher in order to be eligible to take the comprehensive examination. Students must inform their faculty advisor of their intent to take the examination by the end of the February prior to the summer in which the comprehensive examination takes place. The entire comprehensive examination must be completed during the semester in which it is begun. For further details regarding the comprehensive examination, refer the DCES Doctoral Handbook.

Purpose: This section was rewritten to provide students and faculty with more details concerning the comps exam.

New DCES Elective Courses Added to the Catalog

DCES 885: Dialectical Behavior Therapy (3 credits)

Dialectical Behavior Therapy (DBT) has risen to prominence over the last 20 years and is now a widely accepted therapy approach. It incorporates techniques and strategies taken from Cognitive Behavioral Therapy, Buddhist Mindfulness, and Zen Buddhism. This course teaches the application of DBT with clients suffering from borderline and other personality disorders as well as a variety of other clients, such as clients who self-mutilate and/or those who abuse drugs and alcohol. DBT skills are also covered including those that are identified as Wise Mind, Accepts, Improve, and Self Soothe. Emotional Regulation, Distress Tolerance, the Fast approach to self respect, and the Relationship and Objective Effectiveness skills are also taught in the context of DBT. DBT is also considered in the larger context of contemporary counseling and psychotherapy.

DCES 886: Existential and Gestalt Therapies (3 credits)

This course is an integrative examination of the classical therapeutic approaches of Gestalt and Existential therapies from an innovative and dialectical perspective, covering both theories at the doctoral level and beyond. The existential and phenomenological perspectives of Martin Heidegger, Edmund Husserl, Jean-Paul Sartre, Irvin Yalom, and Viktor Frankl are covered in depth, with special attention given to such transcultural issues as death, meaning, isolation, freedom, powerlessness, existential anxiety, mindfulness, authenticity, empathy, consciousness, being, oppression, and liberation. In addition, many little known and some original existential techniques are discussed which are taken directly from existential sources and converted into to therapy applications. A range of Gestalt therapy topics will be covered including contact, unfinished business, boundary disturbances, subpersonalities, personality integration, mindfulness and the broad range of Gestalt techniques including the empty-chair. The emphasis of the course is on instilling a practical, immediately applicable understanding of these theories and principles. Many practical techniques and strategies from both theories will be explored along with over a dozen existential growth exercises for both students and clients. The integration of cognitive, behavioral, existential, and Gestalt therapies is also addressed.

DCES 887: Asian Meditation Therapies (3 credits)

Various methods of meditation and related techniques are examined. These techniques include classical Asian meditation techniques as well as lesser known techniques derived from various Buddhist, Yoga, Hindu, and Taoist sources. The course also examines the relevant Asian philosophical and psychological perspectives in which meditation practices originated. Many meditation methods, such as concentration, mindfulness, surrender, *bhakti*, and a host of related spiritual and existential techniques such as being-there, forgiveness; inoculation of being, expansion of being, the pod technique and many others will be studied and practiced. The emphasis is on applying these techniques with clients who are experiencing mental and emotional disorders such as anxiety and depression in order to achieve a greater degree of wellbeing and sense of fulfillment. Research support and an extensive bibliography are provided. Asian conceptions of mind, ego, self, consciousness, mind/body, mental health, psychopathology, compassion, freedom, and liberation are covered with the aim of integrating these into counseling and psychotherapy contexts. A portion of each class period will be devoted to the actual practice of techniques described.

DCES 897: Counseling Difficult, Defiant, Adolescents (3 credits)

This course is intended to provide a comprehensive, eminently practical range of of therapeutic techniques, strategies and approaches for working with difficult, defiant, and aggressive adolescents. The focus is on the application of the Precursors Model of Change, which provides dozens of techniques and strategies designed for use with difficult clients in general. The relevant theories integrated in this course are family systems, cognitive, behavioral, existential, Adlerian, psychodynamic, and Gestalt approaches. Group therapy is also covered in depth, as well as social justice, multiculturalism, and diversity. Therapeutic approaches to such behaviors and attitudes as suicide, depression, anger, blaming, defiance, violent impulses, criminality, gang involvement, drugs, alcohol, stealing, sexuality, lying, manipulation, attention seeking, and peer pressure are included in the course. Emphasis of the course is on family issues, existential themes, resistance, empathy, belonging, separateness, qualities of the effective counselor, and establishing the therapeutic relationship, with therapeutic change as the goal of counseling, for families, groups, and individuals.