

Name

Date

Doctoral Student Disposition Review

All dimensions are evaluated based on student performance in programmatic, academic, clinical, supervisor, and interpersonal contexts.

	No Problems Observed	Problems Observed	Excelling In this area
Career goals in relationship to the program/program fit <ul style="list-style-type: none"> • Formulation of realistic professional goals for self 			
Aptitude for graduate study – GPA & Grades			
Potential success in forming effective and culturally relevant interpersonal relationships in individual and group context <ul style="list-style-type: none"> • Demonstration of concern for client welfare. • Demonstration of appropriate client-counselor relationships • Sensitivity to client issues. • Acknowledgement of effective interactions with: <ul style="list-style-type: none"> ○ Clients of any age ○ Parents or family members of clients ○ Professional in the field and at the work site • Sensitivity to the needs, resources and priorities for individual from different cultural backgrounds (including differences in SES, gender, disability, sexual orientation, race, etc.) • Adheres to the CES Program's Commitment to Diversity 			
Openness to self-examination <ul style="list-style-type: none"> • Awareness of impact on colleagues (faculty and students). • Demonstrates appropriate boundaries with others • Use of Supervision <ul style="list-style-type: none"> ○ Appropriate preparation ○ Accepts responsibility for learning ○ Openness to feedback/suggestions ○ Application of learning to practice 			
Openness to personal development <ul style="list-style-type: none"> • Willingness to self-disclose and/or explore a personal issue which affects professional functioning. • Appropriately self-reliant • Appropriately self-critical • Effective management of personal stress 			
Openness to professional development <ul style="list-style-type: none"> • Demonstration of application of ACA and/or ASCA Ethical Guidelines • Demonstration of knowledge/application of other statutes regulating professional practice (e.g., licensure and legal regulations). • Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty; instructors; practica, internship, and other field based partners to be appropriate for educational settings. • Appropriate involvement in professional development activities (e.g. professional associations) • Appropriate interaction with peers, colleagues, staff, trainees, etc. 			

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<ul style="list-style-type: none"> • Completion of assigned task in a timely fashion and in an acceptable format. • Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings. • Appropriate self-initiated professional development (e.g. self initiated study 			
Satisfactory Skill and Professional Behavior Evaluations (if applicable)			
Advanced Practicum			
Supervision of Counseling			
Supervision of Counseling Practicum			
College Teaching in CES			
College Teaching Practicum in CES			
Doctoral Internship (Fall)			
Doctoral Internship (Spring)			
Progress in Dissertation			
Progress in Comprehensive Exams			

See CES Doctoral Handbook for further information and KPIs related to program requirements.

Comments: