

COUNSELOR EDUCATION AND SUPERVISION - PH.D.

College of Education and Human Services
 School of Lifespan Development and Educational Sciences
www.kent.edu/ehhs/ldes

About This Program

The Ph.D. in Counselor Education and Supervision provides advanced level preparation for counselors in various public and private human service and mental health settings, as well as preparing individuals for counselor education faculty positions in colleges and universities.

Contact Information

- **Cassie Storlie** | counselored@kent.edu | 330-672-2294
- Connect with an Admissions Counselor

Program Delivery

- **Delivery:**
 - In person
- **Location:**
 - Kent Campus

Examples of Possible Careers

- Counselor Educator and Supervisor
- Advanced Counselor
- Advanced Counseling Practitioner

Accreditation

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

Admission Requirements

- Master’s degree from an accredited college or university
- Minimum 3.500 graduate GPA on a 4.000-point scale
- Official transcript(s)
- Résumé or curriculum vitae
- Goal statement
- Supplemental form
- Completion of the Questions Regarding Legal and Ethical Issues form
- Preliminary written exam
- Two letters of recommendation
- Interview (individual and group)
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions to waive) by earning one of the following:¹

- Minimum 79 TOEFL IBT score
- Minimum 6.5 IELTS score
- Minimum 58 PTE score
- Minimum 110 Det score

Students are expected to have completed curricular experiences equivalent to CACREP entry-level standards and curricular requirements of a specific CACREP program area before beginning doctoral-level counselor education coursework. Any missing content can be completed before or in some cases (e.g., if minimal content is needed) concurrently with initial doctoral-level counselor education coursework.

¹ International applicants who do not meet the above test scores will not be considered for admission.

Application Deadlines

- **Fall Semester**
 - Priority deadline: February 1
Applications submitted by this deadline will receive the strongest consideration for admission.

Program Requirements

Major Requirements

Code	Title	Credit Hours
Major Requirements (min B-/S grade in all courses)		
CES 78538	ADVANCED MULTICULTURAL COUNSELING	3
CES 78592	PRACTICUM IN COUPLES AND FAMILY THERAPY ¹	3
or CES 87392	ADVANCED INDIVIDUAL COUNSELING PRACTICUM	
CES 80090	DOCTORAL RESIDENCY SEMINAR IN COUNSELOR EDUCATION AND SUPERVISION	3
CES 80200	FUNDAMENTALS OF WRITING AND RESEARCH IN COUNSELOR EDUCATION AND SUPERVISION	3
CES 80300	LEADERSHIP AND ADVOCACY IN COUNSELOR EDUCATION AND SUPERVISION	3
CES 88168	ADVANCED COUNSELING THEORIES	3
CES 88281	RESEARCH SEMINAR IN COUNSELOR EDUCATION AND SUPERVISION	3
CES 88284	SUPERVISION IN COUNSELING I	3
CES 88292	INTERNSHIP IN COUNSELOR EDUCATION AND SUPERVISION ^{1,2}	6
CES 88294	COLLEGE TEACHING IN COUNSELOR EDUCATION AND SUPERVISION I	3
CES 88392	COLLEGE TEACHING IN COUNSELOR EDUCATION AND SUPERVISION II ¹	3
CES 88492	SUPERVISION IN COUNSELING II ¹	3
RMS 75510	STATISTICS I FOR EDUCATIONAL SERVICES	3
RMS 85515	QUANTITATIVE RESEARCH DESIGN AND ANALYSIS	3
RMS 85516	QUALITATIVE RESEARCH DESIGN	3
RMS 85517	ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES	3
or RMS 85518	ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES	
Elective courses relative to major area of study ³		6
<i>Culminating Requirement</i>		

CES 80199	DISSERTATION I ⁴	30
Minimum Total Credit Hours:		87

- ¹ Before taking any field-based experiences, students must complete state and Federal background checks. See the program coordinator for more information.
- ² Students will complete 3 credit hours of CES 88292 per semester for two consecutive semesters, for a total of 6 credit hours of internship.
- ³ Elective courses must be relevant to counselor education and supervision. Students must consult with and obtain approval from their advisors about registering for electives.
- ⁴ Upon admission to candidacy, each doctoral candidate must register for CES 80199. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 credit hours, and thereafter CES 80299, each semester until all requirements for the degree have been met. Students will be expected to be familiar with data entry and interpreting computer generated analysis.

6. Demonstrate knowledge of the principles and practices of counseling in a diverse and ever-changing society.
7. Demonstrate a firm grasp of leadership theory, and provide leadership and advocacy to the counseling profession.
8. Demonstrate an ability to critically evaluate current issues in the profession.

Progression Requirements

- Students who earn a C+ grade or lower in any course for the degree must repeat the course for a better grade.
- All prerequisites for courses must be completed with a minimum minimum B- grade.

Graduation Requirements

- Minimum B- (or Satisfactory) grade in all courses
- After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee. Please refer to the program doctoral handbook and graduate student handbook for more information about requirements for graduation.
- Successful completion of written and oral comprehensive exams is required before students can be registered for dissertation credit hours.

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate an understanding of ethical and legal considerations, and multicultural responsiveness, in counselor education and supervision.
2. Demonstrate a specific focus on knowledge and skill/practice in the following areas: counselor supervision; teaching/pedagogy of counselor education; research and scholarship; advanced counseling theory and techniques; leadership and advocacy; and professional identity as a counselor.
3. Assume the role of instructor with the ability to understand and apply: teaching methods; instructional and curriculum design; and evaluation methods of teaching.
4. Provide high quality counseling supervision which enhances supervisees' ability to conceptualize clients from multiple theoretical perspectives; nurtures supervisees' counseling skills; evaluates the effectiveness of supervisees' counseling; uses multiple theories of supervision; and demonstrates knowledge and skills related to evaluative, gatekeeping and remediation practices of supervision.
5. Conduct quantitative and qualitative research, along with understanding and applying the recommended practices for professional writing.