

COUNSELOR EDUCATION

Degree Requirements

All candidates are expected to exhibit, in addition to academic competence, effectiveness in interpersonal relations and in both written and oral communication. They also must provide evidence in support of professional counseling activities and involvement in professional organizations. All degree options require students to participate in extensive practicum or fieldwork experience under supervision.

Master of Education (M.Ed.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Policies (<https://gradschool.psu.edu/graduate-education-policies/>).

The M.Ed. program includes 60 to 61 credits depending on the area of emphasis. This includes 33 credits of core requirements plus 27 to 28 credits depending on the area of emphasis. All courses must be taken at the 400 or 500 level.

Code	Title	Credits
Required Courses		
CNED 404	Group Procedures in Guidance and Counseling	3
CNED 500	Professional Counseling Orientation and Ethical Practice	3
CNED 501	Counseling Theory and Method	3
CNED 505	Foundations of Career Development and Counseling Information	3
CNED 506	Individual Counseling Procedures	3
CNED 507	Multicultural Counseling: Foundations	3
CNED 525	Applied Testing in Counseling	3
CNED 595A	Counseling Practicum	3
CNED 595E	School Counseling Internship and Seminar	6
or CNED 595G	Counseling Internship and Integrative Seminar	
Culminating Experience		
CNED 526	Research in Counselor Education	3
<i>Specialty Area</i>		27-28
Total Credits		60-61

Doctor of Philosophy (Ph.D.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Policies. (<https://gradschool.psu.edu/graduate-education-policies/>)

The Ph.D. program consists of a minimum of four academic years of graduate level preparation (including master's-level preparation), defined as eight semesters.

The Ph.D. program consists of a minimum of 96 credits including master-level preparation in counselor education. Ph.D. students must satisfy advanced degree requirements in the CACREP counselor education core areas (36 credits including 6 credit hours of CNED 595I doctoral internship), a specialty area of study (15 credits), and empirical foundations (15 credits). Students in the Ph.D. program are expected to complete a dissertation involving independent and original research. Students are expected to use theoretical models of counseling to investigate problems of importance to the field. The additional credits in the Ph.D. program incorporate advanced course work in research design,

statistics, and counseling theory to prepare students for their subsequent roles as faculty members in counselor education programs.

Code	Title	Credits
Required Courses		
CNED 502	Advanced Counseling Theory and Method	3
CNED 554	Cross-Cultural Counseling	3
CNED 555	Career Counseling	3
CNED 580	Foundations: History and Trends in Counselor Education	3
CNED 581	Professional Issues in Counselor Education	3
CNED 582	Advanced Group Psychotherapy	3
CNED 589	Seminar on Counseling Supervision	3
CNED 595D	Supervision of Counselors	3
CNED 595I	Counselor Education Doctoral Internship	6
CNED 595P	Counselor Education Doctoral Counseling Lab (3 credits per semester; two semesters [6 credits] are required)	6
<i>Specialty Area of Study</i>		15
<i>Empirical Foundations</i>		15
Total Credits		66

Qualifying Examination

All Ph.D. students are required to have a master's degree in counselor education prior to admission. After completion of 12 credits of doctoral study, which may allow the student to take the qualifying examination as early as the second semester in their doctoral program, Ph.D. students may take a qualifying examination. Given the requirement that doctoral students will have a master's degree in counselor education thereby demonstrating their ability to complete graduate work successfully, the nature of the qualifying examination will include a review of the following by the student's qualifying examination committee:

1. the student's professional resume,
2. a statement regarding the general direction of the student's research interests and possible areas of dissertation inquiry,
3. grades from completed graduate courses,
4. proposed course of study for subsequent semesters,
5. selected graduate papers written by the student, and
6. a statement regarding the student's professional goals.

In the qualifying examination, the student's qualifying examination committee determines the student's ability to continue in the program and to conduct doctoral research.

Comprehensive Examination

Ph.D. students are required to take a written and oral comprehensive examination once their course work is completed (or when they are in their final semester of required course work) and prior to the dissertation. The examination, prepared by the student's Ph.D. committee, covers all areas of the student's doctoral work. The comprehensive examination for Ph.D. students must include an assessment of the student's competence related to conducting independent and original research.

Ph.D. Committee Composition

The Ph.D. committee must meet all Graduate Council requirements (<http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation/>).

Doctoral Dissertation and Final Oral Examination

Ph.D. students should complete the writing of the dissertation and make revisions to the satisfaction of the committee chair, who is expected to ensure that the dissertation is in near final form before allowing the final oral examination (defense) to be scheduled. The student is responsible for arranging and scheduling a time so that all members of the committee can be present. The student must give each committee member a copy of the complete dissertation *two weeks before the final oral examination*. Students should not expect this to be the final version for submission to the Graduate School, as there are typically revisions after successful completion of the oral defense.

English Competence

Candidates for the Ph.D. program are required to demonstrate high-level competence in the use of English language, including reading, writing, and speaking. Counselor Education evaluates English language proficiency in several ways. Prior to admission all students are required to provide written goals statements and personal development statements that are evaluated by faculty as a portion of the application process. Additionally, international students must have either earned a master's degree in the United States or supply official minimum scores for the TOEFL. Once admitted to the program and prior to taking the qualifying examination, students are evaluated for their reading, writing, and speaking in class assignments and as a part of their first-year portfolio evaluation. When problems are identified, individual remediation programs are developed that utilize faculty and all appropriate University resources.