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THE GEORGE WASHINGTON UNIVERSITY

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GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

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## **HANDBOOK FOR PH.D. STUDENTS IN COUNSELING**

Fall 2018 Revision

# THE GEORGE WASHINGTON UNIVERSITY

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WASHINGTON DC

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## ACCREDITATION STATEMENT

The doctoral program in counseling is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

*This handbook contains information specific to students in the Counseling Doctoral Program. Students should also consult the GSEHD Doctoral Student Handbook, which is available online:*

[https://gsehd.gwu.edu/sites/default/files/documents/2018-2019\\_cns1\\_doc\\_handbook.pdf](https://gsehd.gwu.edu/sites/default/files/documents/2018-2019_cns1_doc_handbook.pdf)

## I. PHILOSOPHY

### **Mission of the Counseling and Human Development Graduate Programs**

The counseling and human development program develops informed and skilled leaders in counseling by engaging in scholarly inquiry, promoting leadership in the counseling profession, and enriching theory, policy, and practice of counseling across the lifespan. Counseling is defined as that professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

### **Philosophy of Academic Programs in Counseling at The George Washington University:**

The counseling faculty at The George Washington University affirms its commitment to counseling as an effective, viable means of assisting individuals through normal development in prevention and in coping effectively with personal and social problems. The goal of the counseling program is to prepare highly knowledgeable and skilled professional practitioners and scholars to work in a variety of settings -- schools, colleges and universities, inpatient and private practice settings as well as community and rehabilitation agencies. The practice of counseling is based on theory and research, an understanding of ethical practices, and a set of professional and interpersonal skills. Concurrent and ongoing exposure to conceptual frameworks, research findings, and informed practice is the basic curriculum model employed.

The counseling faculty, while representing a range of views, agrees that individual beliefs and theoretical patterns are fostered in graduate counseling students. Faculty members represent an array of research interests, counseling frameworks and theoretical approaches that they make available to students to help them clarify their own philosophical, theoretical, and practical positions.

An open atmosphere is recognized as necessary to allow students to fully explore professional issues and research topics. Additionally, an interdisciplinary approach is espoused in the education of doctoral level counselors. All the behavioral and social sciences are considered as important to the understanding of the complexity of human behavior. The counseling faculty draws from these bodies of knowledge from a range of disciplines.

The faculty is in agreement that the emphasis of the program must be on respecting the uniqueness of the individual. There must be caution to avoid molding people into the status quo. Typical stereotypes can lead to expectations that can detract from individual growth. Personal strengths must be brought into focus.

The faculty encourages individuals from a wide variety of personal, social and educational backgrounds to apply to the doctoral program. The doctoral program in counseling prepares students for leadership roles in counseling practice, research, and teaching. The degree requires completion of a minimum of 75 credit hours beyond the master's degree. Especially at the level of advanced graduate study and postgraduate practice, professional counselors are expected to possess substantial research capabilities and interests. At this advanced professional level, and particularly in connection with university counseling faculty, students are expected to

engage in sustained productive research and scholarship, appropriately disseminated among professional colleagues, for building the body of knowledge in counseling.

The doctoral program in counseling at The George Washington University is designed to build on knowledge and skills developed in a master's degree program similar in content and length to that offered at The George Washington University. Every year, we admit students who do not possess a master's degree in counseling. For those students whose master's preparation was not in counseling, the coursework and skills will be developed as the initial part of their doctoral program.

Philosophy statement first approved by the Counseling faculty on April 9, 1991.  
Amended 2-22-2012

## **II. MISSIONS, GOALS, and OBJECTIVES**

### **Mission**

The mission of the doctoral program in counseling at George Washington University incorporates and builds on the Mission of the GW Graduate Programs in Counseling. Building on research, theory and practice of master's level counselors, the Ph.D. program in counseling prepares educators, leaders, and researchers within the scholar-practitioner model.

The mission of GW's doctoral program represents a commitment to develop advanced knowledge, skills, and dedication especially in the areas of:

1. Supervision
2. Research and Scholarship
3. Teaching
4. Counseling
5. Leadership and Advocacy

### **Goals and Objectives**

#### **1. Supervision**

Program Goal: In-depth understanding of a) theoretical models of counseling supervision; b) roles and functions of a clinical supervisor; c) the purpose and goals of clinical supervision; d) practical applications of counseling supervision theory; e) familiarity with current research and major issues in counseling supervision.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. provide clinical supervision for counselors and related personnel.
- b. provide clinical supervision in counselor education settings.

## **2. Teaching**

Program Goal: Ability to develop course objectives, materials, and implementation strategies to effectively teach counseling and counseling-related courses in face-to-face, distance, and blended formats.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. teach graduate level courses in counseling and related subjects;
- b. direct theses and dissertations written by students in counseling and related areas of study.

## **3. Research and Scholarship**

Program Goal: Ability to critically analyze and evaluate research (design, methodology and statistical analyses), formulate and implement research designs and methodologies, and to apply knowledge in advanced quantitative and qualitative analyses appropriate for doctoral-level research.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. engage in research related to counseling and similar activities;
- b. analyze, interpret, evaluate, and report research data (quantitative & qualitative)

## **4. Counseling**

Program Goal: In-depth understanding of a) the counseling process as it relates to advanced clinical practice; b) advanced interview skills; c) applied counseling techniques used in clinical practice d) major issues and specialized information relating to the counseling of special populations; e) methods of crisis-intervention.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to have acquired the necessary advanced skills, knowledge, and experience to:

- a. counsel individuals and groups relative to personal and social problems, and educational and vocational objectives;
- b. provide individual and group counseling services in universities and colleges, schools, clinics, rehabilitation centers, hospitals, public and private sectors, and other settings, in order to assist individuals in achieving more effective personal, social, educational, and vocational adjustment;
- c. conduct counseling or therapeutic interviews to assist individuals from diverse cultural backgrounds to gain insight into personal problems, to define goals, and to plan actions which reflect their interests, abilities, and needs;
- d. provide occupational, educational, and social-personal information to enable individuals to formulate realistic educational, vocational, and personal plans.

## **5. Leadership and Advocacy**

Program Goal: Ability to assume an effective leadership position as a professional counselor by taking responsibility in a wide variety of roles and settings, e. g., public speaking, public relations, publications, workshop development, political action, community involvement, and human service advocacy.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. publish research and scholarly articles in professional counseling journals and related areas;

- b. become involved in professional associations related to counseling by making content presentations at conventions, assuming significant organizational responsibilities, and engaging in other professional activities;
- c. knowledgeably and effectively address audiences on topics related to counseling theory, practice, and services

### **III. ADMISSION**

The PhD program in counseling is administered by the Department of Counseling and Human Development (CHD), which is housed in the Graduate School of Education and Human Development (GSEHD). Applications are accepted once a year for fall semester entry. *Deadline for admission is December 15.* Admission is competitive and meeting minimum criteria does not ensure an interview for admission to the program, nor does an interview guarantee an offer of admission.

#### **A. Admission Process and Standards**

Prior to matriculation, the applicant must show evidence of an earned Master's Degree. Typically this degree is at least equivalent to a 48-60 semester hour degree program in counseling or related areas (e.g., human development, marriage and family therapy, social work, or psychology). Applicants who do not meet this requirement must fulfill it in the initial phase of the doctoral studies. Occasionally students apply who have a master's degree in an unrelated area. These students are dually enrolled in one of our counseling master's programs and earn their master's degree as well. Prior preparation is evaluated on a case-by-case basis upon a review of transcripts. Typical leveling ranges are 30-60 credits.

Some applicants have three or more years of previous relevant experience; all possess the personal attributes compatible with the mission of the program, and a demonstrated ability for scholarship and leadership in the counseling profession. Students who do not hold a CACREP accredited master's degree will be required to complete leveling coursework including two semesters of master's level internship.

***A student who will not have earned a master's degree prior to matriculation is not eligible for admission consideration.***

In order for an application to be considered complete, students must submit an application and associated fee, transcripts from all institutions of higher education attended, GRE scores (no subject test is required), a statement of purpose, and three letters of recommendation. These items are sent electronically to the GSEHD. Application for merit-based financial assistance (not student loans) occurs within the Graduate School of Education and Human Development. Deadline for GSEHD financial assistance is January 15<sup>th</sup>. Information on financial assistance is available at: <https://gsehd.gwu.edu/admissions/funding-your-graduate-education> .

The statement of purpose is used by faculty to determine whether your goals and research interests fit with our program. This document should be around two double-spaced pages. A good statement of purpose clearly articulates: 1) Why you want to get a doctoral degree in

counselor education; 2) your research and teaching interests; 3) why you are applying to George Washington University's program; and 4) which particular faculty you are most interested in working with during your time in the program.

Applicants must have a minimum master's GPA of 3.5 and a minimum undergraduate GPA of 3.0. We also require GRE scores that are in the 50th percentile or better for Verbal or Quantitative and Analytic Writing sections. Meeting these requirements does not guarantee admission or an interview for admission into the program.

Complete applications are screened by counseling faculty for compatibility with program goals and faculty research interests. In early January, top applicants are invited to interview with faculty on our main campus in Washington, DC. During our interview days, students meet with 4-6 faculty and with current students in the program and discuss their goals, interests, and reasons for wanting to attend GW. Decisions on admission status are made in mid to late February.

## **B. Interview Days**

Applicants are invited to interview based on faculty evaluation of complete applications. Applicants will be invited to participate in an interview day in late January/early February. Interview days occur on Fridays and last from about 10AM until 4PM. Students interview individually with 4-6 program faculty and spend time with students who are currently enrolled in the program. The purpose of the interview day is to assess the applicant's qualifications and fit with the program and to answer any questions the applicant may have about the program, our location, and other considerations. Some typical faculty questions might include:

- What is it that makes you want to pursue doctoral study at this time?
- What types of previous educational and work experiences have you had that have prepared you for doctoral study?
- Why are you interested in attending GW?
- What are your own career objectives upon graduating? Ten years later?
- What specific areas are you most interested in studying?
- What areas of research are you interested in?
- Which faculty member(s) are you interested in working with?

Each of the faculty interviewers submits a written recommendation regarding the applicant's suitability for doctoral study.

## **C. Decision Process**

Following the interview days, students are informed of their status soon after the final interview day. Information is typically provided by the end of February. Three outcomes are possible: admission recommended, admission denied, and admission deferred (wait-list).



Decisions are based on the complete application package: educational preparation, GRE scores, and interview day impressions.

#### **D. Changing Programs**

Counseling Ph.D. students who wish to change programs, within GSEHD, GWU, or other universities should inform their primary advisor of their intent to apply to a different program. Within GSEHD/GWU, a new application must be made to the new program and does not guarantee admission to the new program.

#### **IV. PLAN OF STUDY**

The total number of credits required for graduation (not including prerequisites or leveling courses for those who do not hold a master's degree in counseling) consists of a minimum of 75 hours of coursework beyond the master's degree. Students with master's level deficits should use forms included in Appendix A to determine which master's level courses need to be taken. This is done in consultation with the student's primary advisor. All courses are three semester hours unless otherwise indicated. Changes or additions to degree plans are done in consultation with the primary faculty advisor and others as warranted. Students are also expected to consult with their primary advisor prior to registering for classes.

**A. Research Tool (12CR).** All students are required to take a minimum of 12 semester hours of advanced quantitative analysis, qualitative analysis, and research design course work. Prerequisite statistics courses must be taken during the master's degree or must be completed prior to taking the following required advanced courses. For students who have not had an introductory statistics course, have not had one in a long time, or do not feel confident in their understanding and application of basic statistical techniques (i.e. through one way analysis of variance), EDUC 6116, Introduction to Educational Statistics, should be completed prior to enrolling in EDUC 8120.

**EDUC 8120** Group Comparison Designs and Analyses  
**EDUC 8122** Qualitative Research Methods  
**EDUC 8171** Predictive Designs and Analyses

One additional research course is required. This course is planned in consultation with your advisor and designed to fit your dissertation proposal. The course is selected from the following courses. Other courses may also be approved from other departments provided that they are directly related to the student's dissertation research and not available within GSEHD

**EDUC 8130** Survey Research Methods  
**EDUC 8131** Case Study Research Methods  
**EDUC 8140** Ethnographic Research Methods  
**EDUC 8142** Phenomenological Research Methods  
**EDUC 8144** Discourse Analysis  
**EDUC 8170** Educational Measurement

- EDUC 8172** Multivariate Analysis
- EDUC 8173** Structural Equation Modeling
- EDUC 8174** Hierarchical Linear Modeling
- EDUC 8175** Item Response Theory
- EDUC 8177** Assessment Engineering

**B. Counseling Core (33CR).** There are 10 core courses required of all doctoral candidates in counseling, as follows:

- CNSL 8251** Advanced Psychopathology and Psychopharmacology
- CNSL 8252** Leadership and Advocacy in Counseling
- CNSL 8254** Advanced Multicultural Counseling
- CNSL 8255** Supervision in Counseling
- CNSL 8256** Doctoral Practicum in Counseling (6 credits over two semesters)
- CNSL 8257** Doctoral Internship in Teaching
- CNSL 8258** Advanced Theories of Counseling
- CNSL 8259** Doctoral Internship in Supervision I
- CNSL 8260** Doctoral Internship in Supervision II
- CNSL 8961** Doctoral Internship in Research

**C. Human Development Emphasis (6CR).** The doctoral candidate in counseling is required to take two doctoral level courses in human development (6 hours). Selection of appropriate courses is made with the assistance of the student's advisor and the human development faculty. It is expected that the candidate will have taken 6-9 semester hours at the master's level in human development, child development, adolescent development or adult development. If not, these must also be included in the candidate's course of studies.

Among the courses the candidate may select are the following:

- HDEV 6129** Cultural Effects on Human Development
- HDEV 8241** Social Cognitive Development
- HDEV 8244** Adult Development and Aging
- HDEV 8253** Work, Identity, and Adult Development
- HDEV 8100** Issues and Special Topics in Human Development (topics vary and course can be repeated)

**D. Area of Specialization (9 CR).** This part of the program is designed by the student and the program advisor and is tailored to the student's career goals, objectives and individual background. It is an integrative approach in which the advisor helps the student plan a cognate or supporting field of study, typically 9 semester hours in length, depending on the interests, needs, and goals of the student.

**E. Pre-Dissertation Seminar (3CR).** All students are required to complete three to six hours of pre-dissertation seminar in preparation for dissertation. Completion of the Pre-Dissertation Seminar, CNSL 8998, is contingent upon the student obtaining approval for his/her dissertation proposal.

**F. Dissertation Research (12CR).** Students must register for a minimum of 12 hours of dissertation research (CNSL 8999).

## V. FIXED COURSE SEQUENCE

In the 2017-2018 academic year, program faculty put forth a major revision of the doctoral program in counseling. This included aligning the program more clearly with CACREP guidelines and building new coursework to better prepare our students to be the future leaders in counseling, counselor education, research, and clinical supervision. In addition, program faculty addressed the common problem of scheduling courses by creating a fixed sequence of course offerings. This sequence should accelerate degree completion rates and allow part-time students to plan their coursework in a more coherent fashion as you will know well ahead of time what courses are offered in any given semester.

Year	Fall	Spring	Summer
I	<ol style="list-style-type: none"> <li>1. Doctoral Practicum in Counseling (CNSL 8256)</li> <li>2. Advanced Psychopathology and Psychopharmacology (CNSL 8251)</li> <li>3. Advanced Theories of Counseling (8258)</li> </ol>	<ol style="list-style-type: none"> <li>1. Doctoral Practicum in Counseling (CNSL 8256)</li> <li>2. Advanced Multicultural Counseling (8254)</li> <li>3. Group Comparisons (EDUC 8120)</li> </ol>	<ol style="list-style-type: none"> <li>1. Supervision in Counseling (8255)</li> <li>2. Leadership and Advocacy in Counseling (8252)</li> <li>3. Internship in Teaching (8257)</li> </ol>
II	<ol style="list-style-type: none"> <li>1. Doctoral Internship in Supervision I (8259)</li> <li>2. Internship in Research (8961)</li> <li>3. Predictive Designs and Analysis (EDUC 8171)</li> </ol>	<ol style="list-style-type: none"> <li>1. Doctoral Internship in Supervision II (8260)</li> <li>2. Area of Specialization 1 (TBD)</li> <li>3. Qualitative Methods (EDUC 8122)</li> </ol>	<ol style="list-style-type: none"> <li>1. Human Development 1 <b>**Prepare for Comprehensive Exam**</b></li> </ol>
III	<ol style="list-style-type: none"> <li>1. Human Development 2 (TBD)</li> <li>2. Area of Specialization 2 (TBD)</li> <li>3. Level B Research Course (TBD)</li> </ol> <p><b>**Comprehensive Exam**</b></p>	<ol style="list-style-type: none"> <li>1. Area of Specialization 3 (TBD)</li> <li>2. Pre-Dissertation Seminar (8998)</li> </ol>	<ol style="list-style-type: none"> <li>1. Dissertation (8999)</li> </ol>
IV	<ol style="list-style-type: none"> <li>1. Dissertation (8999)</li> </ol>		

## VI. PRACTICUM IN COUNSELING

In line with our 2017-2018 program revision, students are now required to take an academic year 6-credit doctoral practicum in counseling (CNSL 8256) in the first year of study for full-time students). The purpose of the practicum is to have students gain advanced counseling skills under the supervision of faculty and CCSC staff. This practicum will take place in the CHD Community Counseling Services Center (CCSC) on the Foggy Bottom Campus. Students will see community clients who present with a variety of adjustment and mental health issues. Across these two semesters, students will be required to attend a two-hour class session

led by a CHD faculty member and see clients in a specified 6-hour each Fall and spring semester. Across the academic year, students will fulfill CACREP standards for doctoral practicum experiences of at least 100 total hours, of which 40 will be direct client hours. All practicum students must attend a two day orientation to the CCSC the third week of August. Students will be notified ahead of time the specifics of time and where orientation will take place.

Course content is designed to meet the following CACREP standards for counseling practice:

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

## **VII. INTERNSHIP IN COUNSELING**

Our students complete their internship requirements in counseling through three experiences and associated course work in research (CNSL 8961), teaching (CNSL 8257), and supervision (CNSL 8259/60).

### **A. Internship in Research (CNSL 8961).**

Taken in the fall semester of your second year, the purpose the internship in research is to begin developing advanced skills in research through coursework, reading, and direct supervision with a faculty mentor. Students will learn how to work with data, how to read and critique research, and how to conduct research, which results in a manuscript or conference proposal accepted for publication/presentation. While students do not have a set number of hours for this internship requirement, students are required to keep a log of activities and hours. Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within one to two years of registering for the course. Until then, students receive a grade of IPG (in progress) on their transcript.

### **B. Internship in Teaching (CNSL 8257).**

Taken in the summer semester of your first year, the purpose the internship in teaching is to begin developing advanced skills in teaching in counselor education through coursework, reading, and direct supervision with faculty mentors. Students will read and directly experience several issues in counselor education including, but not limited to: assessment of student work instructional pedagogy, assessment of student learning, instructional technology, teaching philosophy, classroom management, and developing lectures and other classroom activities. Students complete a total of 300 hours for this internship requirement and are required to keep a log of activities and hours. At least one section of the teaching experience must be Counseling Interview Skills (CNSL 6153), which is offered in Fall and Spring semesters. Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within

one to two years of registering for the course. Until then, students receive a grade of IPG (in progress) on their transcript.

### **C. Internship in Supervision (CNSL 8259/60).**

Taken in the second year of the program, the final component of the internship experience is a two-semester internship designed to develop clinical supervision skills. Students will supervise master's level trainees in the CCSC; attend a three day orientation to the CCSC the third week of August, a weekly 2-hour class meeting, and a weekly CCSC staff meeting that includes training on a variety of topics specific to supervision in mental health settings. Students will be assigned to a specific 6-hour block of time during which they will serve as supervisors for master's students in the CCSC. A senior level clinician will always be on call during any given supervision block. Students are required to complete a total of 600 hours of supervision-related activities and to keep logs of all activities and how much time is spent in those activities.

## **VIII. COMPREHENSIVE EXAMINATIONS**

### **A. Introduction**

Comprehensive examinations are scheduled in the Fall semester in the student's third year. Candidates must file a written application in the dean's office at least 30 days prior to the date of the examination. All course work for the first two program years must be successfully completed prior to taking the Ph.D. comprehensive examination in counseling. All incompletes must be cleared.

### **B. Content Areas**

The comprehensive examination in counseling consists of four questions calling for an integration of knowledge in the following areas:

#### **1. Professional Ethics and Identity**

Accreditation, licensure, certification  
Legal and ethical issues  
Professional roles (supervision, administration, consultation)

#### **2. Theory and Practice**

Individual and group counseling  
Counseling theories  
Career counseling  
Clinical Supervision  
Human Development

#### **3. Research**

Assessment  
Measurement  
Research design and ethics  
Data collection and analysis

#### **4. Diagnosis and Treatment Planning**

Clinical assessment  
Case conceptualization  
DSM 5 diagnosis  
Treatment planning and implementation  
Multicultural considerations

#### **C. Overall Scoring (Entire Exam)**

Grading outcomes for questions are: Pass, Bare Pass, and Fail. In order to pass the entire exam, you must earn at least a grade of “bare pass” on each question. Students are permitted to retake the comprehensive exam one time only. There are two cases where retakes are permitted. When a student fails a single question, the students must retake the exam as a special sitting by the end of the Spring semester in their third year. Students who fail this question a second time will be terminated from the program. Students who fail two or more questions will be required to re-sit for the complete exam during the next exam cycle. Failure of the exam a second time will result in termination from the program. When a student fails a single question in their second sitting of the full exam, the students must retake the failed question as a special sitting by the end of the Fall semester of their fourth year.

#### **D. Nature and process of the examination**

The comprehensive examination is a written 12-hour examination, six hours on each of two successive days. This means that the student will have three hours to respond to each of the four questions. There will be one three-hour question in the morning of the first day, and one three-hour question in the afternoon. This sequence will be repeated the second day. There is no set sequence of questions.

**E. Upon successful completion of the comprehensive examination, students will enter the candidacy phase.**

### **VII. DISSERTATION REQUIREMENTS AND STANDARDS**

#### **Dissertation Research Requirements**

1. The prerequisite for dissertation research (CNSL 8999) is the Pre-dissertation seminar (CNSL 8998) and completion of all requirements of the pre-candidacy phase of doctoral work, including the comprehensive exam. Students should register for CNSL 8998 with the faculty member who is chairing their dissertation.

If you have not met these criteria and have no further course work to take, you must register for one (1) semester hour of Continuing Research (CNSL 0940). Once a topic approval form and other criteria are completed, you may drop the Continuing Research (CNSL 0940).

2. Candidates are to begin enrollment in CNSL 8999 the first fall or spring semester after having completed all coursework, passed the comprehensive examination, and taken the pre-dissertation seminar (CNSL 8998). If the proposal has not been approved before beginning enrollment in CNSL 8999, it is expected that the proposal will be completed and approved soon after enrolling in CNSL 8999.

#### *Enrollment in CNSL 8999 Dissertation Research*

a. You must have completed all coursework, passed your comprehensive examination, and taken one semester of Predissertation Seminar (CNSL 8998) prior to enrolling in Dissertation Research (CNSL 8999).

b. Dissertation Research CNSL 8999 is to be taken at a rate of three to six credit hours each fall and spring semester, for a minimum of 12 credits and until you successfully defend your dissertation or until you have enrolled for a total of 24 credits. If you need substantial advising or feedback on drafts of your dissertation during the summer, you are also to register for CNSL 8999 during the summer. (Note that for most financial assistance, three credits of CNSL 8999 can constitute “at least half-time” enrollment once you begin your dissertation research, but this requires making good progress, certification by your advisor and the GSEHD Office of Doctoral Student Services, and approval by the source of the financial assistance. This assumes that you are making good progress on your dissertation.)

c. If you have not defended your dissertation after 24 credit hours of CNSL 8999, you are to register for one credit hour of Continuing Research (CNSL 0940) each fall and spring semester until you defend your dissertation or expiration of the eight (8) year doctoral program time line. A student who does not defend their dissertation within 8 years of matriculation will be dismissed from the program.

d. In order to defend your dissertation, you must have registered for a minimum of 12 credit hours of CNSL 8999 by the semester of the defense (oral examination). You also must be registered for at least three credits of CNSL 8999 in the semester of the defense, including the summer semester (these three credits can be part of the 12 credits), unless you meet one of the following two exceptions:

- You have already completed 24 hours of CNSL 8999 in which case you only have to register for one credit of Continuing Research (CNSL 0940).
- You have filed a completed Request for Completed Dissertation Oral Examination form and all other required materials in a semester in which you are enrolled in CNSL 8999 or CNSL 0940, but the defense cannot take place until the next semester. In this case, you should enroll in Continuing Research (CNSL 0940) during the semester in which you will defend.

**Warning:** You must be enrolled at least every fall and spring semester from the time you begin CNSL 8999 until the defense of your dissertation. If you have to stop work on your dissertation for a while, you can request a leave of absence for up to one calendar year. During a leave of absence, **faculty members are not permitted** to help you with the dissertation. If you fail to meet requirements b or c above and have not been granted a leave of absence, you will “break enrollment” and then have to reapply to your program if you want to resume work on your dissertation and complete your degree requirements.

## **The Dissertation Proposal**

The dissertation proposal consists of the first three chapters of the dissertation. The proposal is written in consultation with the dissertation chair (who may or may not be the student’s primary advisor) and the student’s core dissertation committee. Proposals are written after students have successfully passed comprehensive exams. Prior to, and during proposal writing, the dissertation committee is formed. This committee consists of four people: the student, the dissertation chair and two other GW faculty members (one of these two should be core counseling faculty member). Forms, policies, and procedures for constituting the committee obtaining IRB approval of your study, and other matters are provided in the GSEHD Doctoral Handbook ([https://gsehd.gwu.edu/sites/default/files/documents/2017-18\\_doctoral\\_handbook.pdf](https://gsehd.gwu.edu/sites/default/files/documents/2017-18_doctoral_handbook.pdf)).

## **The Dissertation**

Your dissertation may be the most important document you undertake in your educational and professional career. Dissertation research is not something to be entered into lightly. The following framework has been detailed to assist you with the development of your dissertation. It is highly recommended that you spend time reviewing and reading other GSEHD dissertations so that you will feel more comfortable with the format and expectations. In addition, there is invaluable information on dissertation format and process that can be gleaned from the GSEHD Doctoral Student Handbook (available at:

You may modify any of the standards below with approval of your full dissertation committee.

Dissertation candidates are required to use the American Psychological Association Style Manual format for their dissertation. Additionally:

1. Consistently correct usage of the selected manual of style is a minimal expectation.
2. Correct use of the English language is a minimal expectation. Consistent difficulties in English language usage will require that you hire an English language editor.
3. Please refer to the GSEHD publication *GSEHD Dissertation content and Style Guide* ([https://gsehd.gwu.edu/sites/default/files/documents/dissertation\\_content\\_and\\_style\\_guide.pdf](https://gsehd.gwu.edu/sites/default/files/documents/dissertation_content_and_style_guide.pdf)) for further style and format issues.



As a faculty, the GSEHD is committed to working with you to assist you in developing and conducting the best possible research, and in writing the best possible dissertation. The process is by necessity one that requires you to work closely with your committee chairperson and the other faculty members on your committee. The time commitment on the part of all concerned, including yourself, is significant. Much is at stake for you as you work through this process and the GSEHD faculty understand this. In order for you to receive the assistance you need, be certain that you keep in mind the complexity of this process. Plan to meet deadlines and be aware that faculty have many deadlines and cannot always help you meet your deadline when they are given short notice. Faculty will need time to read your work and meet with you. When you submit a copy for your committee to consider, be certain that it is the most recent draft of your document. Recognize that you will need to alter your personal and work schedules. GSEHD policy stipulates that faculty should have at least 10 business days to review drafts. Unlike your other projects in course work, the dissertation requires a sustained effort over many months. You **will** make many revisions to your document. Knowing this in advance should allow you to make the necessary adjustments in your obligations.

### **The Dissertation Oral Examination**

Consult with the members of your dissertation committee in identifying three additional individuals (one of whom will preside over the defense) in order to form a Dissertation Examination Committee. Submit the **Outside Examiner Recommendation** form to the Office of the Associate Dean. Upon acceptance of your dissertation by your dissertation committee and the formation of your complete Dissertation Examination Committee, secure a copy of the **Request for Dissertation Oral Examination** from the Office of Student life.

Complete this form with your dissertation chairperson and secure the signatures of the chairperson and of your other dissertation committee members. Allow a minimum of twenty (20) working days from the date of submission of all materials to the date of the oral examination. The Office of Student Life should be in receipt of all dissertation materials for those who plan to graduate in May early February. Check this deadline and the deadlines for other semesters with the Office of Student Life.

## **VIII. GRADUATION**

### **Ceremonies**

Commencement ceremonies occur in May. Students who have completed their requirements in summer, fall, and spring (by stated deadline) are eligible for the May ceremony, when the University conducts its graduation ceremonies.

### **Doctoral Graduates**

After receiving their diploma, doctoral graduates are eligible to register for any course in the University for non-credit without payment of tuition. Such graduates are required to pay a fee based on the prevailing credit-hour rate for one semester hour, as well as the University Center fee, in order to establish their active membership in the University. Special arrangements for

privileges need to be made with the dean at least two months in advance. Doctoral graduates are also regularly invited to participate in the alumni association and special events.

## **IX. FREQUENTLY ASKED QUESTIONS**

### *1. Can I do the program part-time?*

Yes, the program can be done part-time or full-time. Full-time status is recognized as 9 semester hours during the academic year semesters.

### *2. When are courses typically offered?*

Courses are typically offered in the late afternoon and evenings, though you will have some day time courses and service in the Community Counseling Services Center for practicum and supervision. The earliest classes start at 3:30 PM. If you are taking courses outside of GSEHD, it is likely that they will be offered during regular business hours. There are also some weekend courses offered. Internship experiences may also require some regular business hour commitment.

### *3. Is your doctoral program offered online?*

No. There are a few research courses that are offered online, or in hybrid format, but the program takes place at the Foggy Bottom Campus in Washington, DC.

### *4. Are there scholarships available?*

GSEHD offers a limited number of assistantships and tuition scholarships. Our students are often successful in obtaining these. In addition, some students work on faculty grants as research assistants, or in on-campus offices in a variety of roles. These provide some level of tuition support depending on the position.

### *5. What is the most important part of the application?*

We are looking for bright, motivated students who want to be leaders in the field of counselor education. The most important aspect of the application is match between what we do and what you want to do.

### *6. What do students do when they graduate from your program?*

Students are employed in any number of settings including: academic positions, community mental health centers, hospitals, government agencies, and private practice. The job opportunities for our graduates are very good.

### *7. How long does it take to complete the program?*

Students who complete the program do so in a variety of timelines. Some complete in as few as three years. The average is about 5.6 years. We expect that with our 2017/18 program revision that students will finish in a shorter time frame.

*8. Is there any set sequence for coursework?*

Yes. See section V above. Master's leveling work should be completed prior to beginning doctoral level work and will lengthen program duration.

*9. What kind of electives are available for students to create their area of specialization?*

We encourage students to think broadly when taking elective coursework. Within the University, students have taken courses in Psychology, Professional Psychology, Sociology, Public Health, Special Education, Higher Education Administration, Human and Organizational Learning, and Education Policy. Students are also able to take courses at other universities and colleges that are members of the Consortium of Universities of the Washington Metropolitan Area (<http://www.consortium.org/consortium/index.cfm>).

**APPENDIX A**

**DEPARTMENT OF COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES  
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

**COURSE PLANNING FORM INCOMING STUDENTS TO THE DOCTORAL  
PROGRAM IN COUNSELING**

## I. INTRODUCTION

Course work associated with the Doctoral Program in Counseling falls into three categories: prerequisite course work; pre-candidacy course work; and post comprehensive examination course work, if required.

## II. PREREQUISITE COURSE WORK

**A.** In order to begin doctoral level coursework at student must demonstrate that they have the knowledge and experience of a master's degree that is at least equivalent, in content and length, to the entry level master's degree programs in counseling at The George Washington University. These master's degree programs require a minimum of 48-60 semester hours and include graduate course work in the following areas: foundations of counseling; individual assessment in counseling; career development and information; counseling skills development (experiential skills development course); human development; child, adolescent, or adult development; theories and techniques of counseling; group counseling; cross-cultural counseling; research procedures; practicum in counseling; and internship in counseling.

Applicants who satisfy the equivalent master's degree requirement in length and content are considered as meeting all prerequisite course requirements for admission to pre-candidacy into the doctoral program in counseling. Applicants who do not meet all the prerequisite course requirements must complete such requirements prior to admission to pre-candidacy or during pre-candidacy.

**B. Course Work Check List.** The following serves as a guide to the doctoral applicant and faculty advisor in determining the extent to which the applicant meets all prerequisite course work requirements. Supply all required information.

1. Master's degree (field: \_\_\_\_\_ ) Yes \_\_\_ No\_\_\_

2. Total Number of all graduate semester hours

Completed: \_\_\_\_\_ semester hours.

3. Graduate course work completed in the following areas:

<u>Course Area</u>	<u>Yes</u>	<u>No</u>
a. Intro/Ethical orientation to counseling	___	___
b. Individual assessment in counseling	___	___
c. Career development and information	___	___
d. Counseling skills (experiential course)	___	___
e. Human development	___	___
f. Child development, adolescent development or adult development	___	___
g. Theories and techniques of counseling	___	___
h. Group counseling	___	___
i. Multicultural counseling	___	___
j. Foundations of Counseling (MC/School/Rehab)	___	___
k. Research procedures	___	___
l. Practicum in counseling	___	___
m. Internship in counseling	___	___

### III. APPLICANT'S PREREQUISITE AND/OR PRE-CANDIDACY STATUS

Based on a review of the applicant's previous graduate course work, the applicant is required to complete the following prerequisite courses (or their equivalent at another university with prior approval of the faculty advisor) prior to entering precandidacy or during precandidacy (check applicable items):

None \_\_\_\_\_

- \_\_\_\_\_ CNSL 6151 Professional and Ethical Orientation to Counseling
- \_\_\_\_\_ CNSL 6153 Counseling Interview Skills
- \_\_\_\_\_ CNSL 6154 Theories and Techniques of Counseling
- \_\_\_\_\_ CNSL 6155 Career Counseling
- \_\_\_\_\_ CNSL 6157 Individual Assessment in Counseling
- \_\_\_\_\_ CNSL 6159 Psychosocial Adaptation
- \_\_\_\_\_ CNSL 6161 Group Counseling
- \_\_\_\_\_ CNSL 6163 Social and Cultural Dimensions of Counseling
- \_\_\_\_\_ CNSL 6268/6376/6466 Foundations of Counseling/Practicum in Counseling
- \_\_\_\_\_ CNSL 6185 Internship in Counseling I
- \_\_\_\_\_ CNSL 6186 Internship in Counseling II
- \_\_\_\_\_ HDEV 6108 Lifespan Human Development
- \_\_\_\_\_ HDEV 6109 Child Development **or**
- \_\_\_\_\_ HDEV 6110 Adolescent Development **or**
- \_\_\_\_\_ HDEV 8244 Adult Development
- \_\_\_\_\_ EDUC 6114 Introduction to Quantitative Research **or**
- \_\_\_\_\_ EDUC 6116 Introduction to Educational Statistics (recommended!)

It is understood that the courses checked above (or their equivalent as approved by the faculty advisor) will be completed prior to beginning coursework in the Doctoral Program in Counseling, or be listed as part of the applicant's pre-candidacy program. These prerequisite courses may not substitute for any other doctoral pre-candidacy or candidacy requirements.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
date

\_\_\_\_\_  
Faculty Advisor's Signature

\_\_\_\_\_  
date