School Counseling

ALEXANDRIA GRADUATE EDUCATION CENTER
ALEXANDRIA, VA

DANIEL MINOT
College Counselor
KIPP DC: College Preparatory Academy
WHY SCHOOL COUNSELING

The George Washington University master’s degree program in School Counseling in Alexandria is designed specifically to meet the growing needs of K-12 students. By providing instruction in effective interventions to support psychological, behavioral, and career planning, this program prepares aspiring school counselors with the skills necessary to address the needs of children, teachers, parents, and families.

What do school counselors do? Why become a school counselor? School counselors are the front line of defense for providing and advocating for students. Specifically, school counselors help students in three domains: academic, personal and social, and career. School counselors are highly knowledgeable and skilled professionals who provide individual and group counseling, assessment, and consultation. School counseling professionals provide support to individuals experiencing a variety of issues including, but not limited to: self esteem, identity, career development, academic challenges, child, and adolescent issues, stress management, anxiety, and loss and grief.

REBECCA DEDMOND, Ph.D., LPC
Program Director, School Counseling at AGEC

I am continually impressed with the cohorts of career changers who enter our CACREP approved program. Our goal is to uphold the highest academic, clinical, and counseling standards. As both a professor and mentor, I feel intense gratification with each student’s professional success in meeting the diverse needs and challenges of today's student populations.

LOIS ELAINE RHYMERS, Ed.S., LPC
Director, GW Community Counseling Services Center

Each year, as we start a new cohort, I think how can any group top the last? And each year, for sixteen plus years, I have been inspired, energized, moved, and personally enhanced through teaching and supervising the new groups. I look forward to working with future school counselors as they prepare to meet the demands of this career and serve as role-models to their future students.
PROGRAM AT-A-GLANCE
The School Counseling master’s degree cohort program is designed for adults with a minimum of three years work experience. Features include:

- Preparation for professional school counselor licensure
- Structured two-year accelerated cohort program
- Evening classes/daytime internships
- Supervised practicum and internship in K-12 school settings
- On-site Community Counseling Services Center clinical experience

Cohort members are a community of career changers from varied backgrounds including government, military, law, private industry, education, and healthcare. The experiences of cohort members benefit the profession of School Counseling and enrich the lives of their fellow students, as well as the clients they counsel. Cohort size is a maximum of 20 students. The program is a 48 credit, two year commitment. Emphasis is placed on experiential learning, in conjunction with didactic methodology. Classes are conducted two nights a week from 6:00 – 9:40 p.m. in the summer, fall, and spring semesters.

Graduates of the master’s program are prepared with coursework and internships necessary to apply for licensure for counseling in K-12 schools. Graduates who wish to continue their studies for private practice licensure are eligible to apply for the AGEC Post-Master’s Graduate Certificate program (12 credit hours).

GWU MISSION STATEMENT
The Graduate School of Education and Human Development, strategically based in the nation’s capital and serving the global community, develops informed and skilled leaders through innovative teaching and learning that:

- engages in scholarly inquiry that raises the level of academic excellence by enriching theory, policy, and practice across the life-span;
- promotes leadership, diversity, learning, and human development reflective of changing global societies;
- creates public and private partnerships, and
- advocates continuous self examination and critical analysis towards excellence.
## CURRICULUM

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>CNSL 6151</td>
<td>Professional &amp; Ethical Orientation to Counseling</td>
<td>The roles and functions of a professional counselor and the ethical standards that govern the profession.</td>
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<tr>
<td>CNSL 6153</td>
<td>Counseling Interview Skills</td>
<td>Acquisition of counseling skills common to all theories through lectures, demonstrations by faculty, role playing, and videotaping.</td>
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<tr>
<td>CNSL 6159</td>
<td>Psychosocial Adaptation</td>
<td>Mental health problems; emphasis on needs of counselors, teachers, and others working with children, adolescents, and adults.</td>
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<tr>
<td>CNSL 6155</td>
<td>Career Counseling</td>
<td>A consideration of theory, practice, and the body of information related to career counseling, choice, and development over the life span.</td>
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<tr>
<td>CNSL 6157</td>
<td>Individual Assessment in Counseling</td>
<td>Detailed study of individual analysis and appraisal techniques. Development of systematic case study.</td>
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<tr>
<td>CNSL 6154</td>
<td>Theories &amp; Techniques of Counseling</td>
<td>An introduction to basic counseling and psychotherapeutic theories and associated techniques.</td>
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<tr>
<td>CNSL 6161</td>
<td>Group Counseling</td>
<td>Principles of group dynamics as related to interaction within groups. Techniques and practice in group counseling.</td>
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<tr>
<td>CNSL 6163</td>
<td>Social &amp; Cultural Dimensions of Counseling</td>
<td>Basic sociocultural concepts in counseling theory and how they apply to the practice of the counseling profession.</td>
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<tr>
<td>CNSL 6466</td>
<td>Foundations of School Counseling K-12</td>
<td>Study of the environmental and specialty elements for school counseling, with special attention to the principles and practices of school counseling. Includes supervised practicum in a school setting.</td>
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<tr>
<td>CNSL 6185</td>
<td>Internship in Counseling</td>
<td>Students are placed in a elementary, middle or high schools to develop practitioner experience, clinical knowledge and skills.</td>
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<tr>
<td>CNSL 6186</td>
<td>Advanced Internship in Counseling</td>
<td>The second semester of school based practitioner experience.</td>
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<tr>
<td>HDEV 6108</td>
<td>Lifespan Human Development</td>
<td>Continuity and change in developmental attributes. The developing person in relation to social norms, roles, and stage-graded expectations from birth to death. Interaction between biogenetics and environment.</td>
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<tr>
<td>EDUC 6114</td>
<td>Introduction to Quantitative Research</td>
<td>Development of a conceptual understanding of research design and quantitative analysis options for the consumer of research. Appropriate use of vocabulary and interpretation of research findings. Critique of research articles and/or development of a small-scale proposal.</td>
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<td>Electives, 9 credits</td>
<td>Options include Counseling Substance Abusers, Advanced Career Counseling, Grief and Loss, and Counseling Families</td>
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**Transformation begins here**  
202.994.9283
“In the School Counseling program I was supported by colleagues who shared my vision and inspired me to push forward despite the challenges we faced together. The professors taught me not only about school counseling, but also transformed the way I see myself in my field. They were instrumental to my post-graduate success.”

BRIANNA RODRIGUEZ  
School Counselor, Prince William County
“The program provided me with an excellent academic platform to be a Professional School Counselor. As a career changer this program has served me well as I use the academic skills on a daily basis as a Professional School Counselor at T.C. Williams High School.”

STACY MORRIS
School Counselor at Alexandria City Public Schools
Practicum and internships in K-12 school settings are planned in conjunction with the Office of Laboratory Experiences of the GWU Graduate School of Education and Human Development. Placements may be requested in Virginia, Washington, DC, and Maryland. Students participate in a Supervised Practicum (100 hours) in the second semester of the first year. In the second year, students participate in two additional internships (250 hours each semester in a school setting, approximately 22 hours per week). Students complete three semester-long placements, in elementary, middle, and high schools.

A minimum of 100 hours of internship is completed in the Community Counseling Services Center (CCSC) Lab at the GWU Alexandria Graduate Education Center. Student interns, working under faculty supervision, provide counseling services to clients from the surrounding community.

ACCREDITATION & CERTIFICATION

Attending an accredited program in counseling ensures that graduates enter the job market having completed the educational prerequisites recognized in the field. The George Washington University Master’s program in School Counseling is fully accredited by the:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP), the nationally recognized agency for the accreditation of graduate programs in counseling, and
- National Council for the Accreditation of Teacher Education (NCATE) that is recognized in DC and other states.
**Application Requirements**

- Online Application
- Resume
- Statement of Purpose (250-500 words)
- 2 Letters of Recommendation
- Transcripts (From all colleges/universities attended)
- GRE or MAT scores

*Upon completion of application, applicants will be invited to participate in an interview with the Program Director.

**Connect With Us**

- gsehd@gwu.edu
- gsehdadm@gwu.edu
- Office of Admissions - 202.994.9283
- AGEC - 703.549.6935

“The School Counseling program offered me superb classroom instruction strengthened by practical training. I interned in DC Public Schools, improved my counseling skills in the Community Counseling Services Center, and landed a great position working as a high school counselor for low-income, first-generation college-bound students.”

**DANIEL MINOT**

College Counselor at KIPP DC

Graduate School of Education & Human Development

THE GEORGE WASHINGTON UNIVERSITY