

Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

Counseling and Human Development

Master's Degree Programs

Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling

Student Handbook

2019-2020

14 October 2019

2134 G St. NW, Rm. 314
Washington, DC 20052
cns1@gwu.edu

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Table of Contents**Section I: Overview of the Department of Counseling and Human Development**

| | |
|---|----|
| Introduction to the Department of Counseling and Human Development..... | 5 |
| Statement of Philosophy..... | 5 |
| Mission Statement | 6 |
| Accreditation | 6 |
| Openness to Diversity Expectations..... | 6 |
| Counseling Faculty..... | 7 |
| Program Objectives | 9 |
| Admission Procedures..... | 9 |
| Admission Requirements | 10 |
| Background Check | 10 |
| Advising | 10 |
| Program Transfers | 10 |
| Financial Assistance | 11 |
| Professional Organizations..... | 12 |
| 2016 CACREP Standards..... | 13 |
| Counselor Certification | 20 |
| Counselor Licensure..... | 21 |
| Ethical Standards..... | 21 |
| University Email | 21 |
| Student Listservs and Social Media | 22 |

| | |
|---|----|
| University Policies | 22 |
| The Office of Student Life | 23 |
| Important Deadline Dates for Foggy Bottom Campus Students | 25 |
| Registration Policies and Procedures | 25 |
| Grading | 29 |
| Program Plans and Transfer Credits..... | 31 |
| Graduation and Commencement..... | 34 |
| Section II: The Curriculum and Clinical Experience | |
| Master of Arts Degree in: | |
| Clinical Mental Health Counseling..... | 37 |
| School Counseling | 40 |
| Rehabilitation Counseling..... | 43 |
| Course Scheduling..... | 47 |
| Practicum Requirements | 48 |
| Community Counseling Services Center (CCSC): Philosophy and Purpose..... | 49 |
| Internship Requirements | 50 |
| Documentation of Practicum/Internship Hours..... | 51 |
| Department Policy for Practicum and Internship Extenders | 51 |
| Policies and Procedures for Formal Endorsement of Graduating Students for Professional Credentials..... | 52 |
| Procedures for Faculty Review of Counseling Students..... | 52 |
| Evaluations of Student Progress..... | 52 |
| Pre-Practicum Portfolio Requirements..... | 53 |
| Comprehensive Examination Procedures and Requirements..... | 56 |

Appendices

| | |
|--|----|
| Appendix A: Frequently Asked Questions | 58 |
| Appendix B: Important Dates Timeline | 61 |
| Appendix C: Pre-practicum Portfolio Taskstream Instructions | 62 |
| Appendix D: Post-Master's Certificate in Counseling | 90 |
| Appendix E: Counseling and Life Transitions Graduate Certificate Program..... | 91 |
| Appendix F: Job Development and Job Placement Graduate Certificate Program | 93 |
| Appendix G: Student Statement of Informed Consent..... | 94 |
| Appendix H: Academic Program Assessment | 96 |

SECTION I: OVERVIEW OF THE DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

Introduction

This Handbook is provided to all students enrolled in the master's degree programs in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling of the Department of Counseling and Human Development at The George Washington University. This handbook is designed to serve as a resource and reference to answer a variety of questions and to assist you throughout the program. Its intention is to inform new students of program information, including descriptions of various program options and requirements, supplemental to The George Washington University Bulletin, and program expectations. In addition, the Graduate School of Education and Human Development (GSEHD) Handbook contains information, policies, and procedures which apply to students in the Counseling Programs.

Statement of Philosophy

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

Professional counselors work in collaboration with other helping professionals, paraprofessionals, personnel, and a variety of self-help groups. Counseling students are encouraged to make maximum use of existing community resources in assisting those whom they serve.

In addition, the counselor, regardless of their theoretical stance, functions as a change agent. Effective and positive change is brought about by assisting clients to examine and modify their behavior for more effective living and by assisting clients to cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being.

The counseling faculty, while representing a range of views, is in agreement that individual beliefs, theoretical patterns, and clinical/counseling skills must be fostered in graduate counseling students. Faculty members represent an array of models and information 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. Closely related to this atmosphere is a view-point emphasizing self-awareness and personal value clarification regarding such issues as the nature of humanity and the meaning of life.

An interdisciplinary approach is espoused to counselors. All the behavioral and social sciences are considered as important to the understanding of the complexity of human behavior. Thus, the counseling faculty presents information and methodology from a range of disciplines.

The faculty is in agreement that the emphasis of the program must be respectful of the uniqueness of the individual. Personal strengths must be brought into focus. Typical stereotypes can lead to expectations that can detract from individual growth.

The faculty encourages applications from a wide variety of personal, social, ethnic, cultural, and educational backgrounds. It recognizes the need to prepare professional counselors, supervisors, administrators, and such to serve a diversified and varied population of clients.

Mission Statement

The mission of the GWU graduate programs in Counseling is to excel in providing the preparation of professional practitioners, researchers and scholars, and leaders in professional counseling for diverse populations in varied educational and human service settings across the life-span; to encourage and conduct research and scholarship to build the body of knowledge in counseling; and to provide and encourage professional and community service and leadership for the welfare of individuals, society, and the counseling profession.

The faculty, students, and staff of the graduate programs in Counseling are guided by their commitment to (1) the primacy of the client's dignity and welfare, (2) multicultural understanding and development, (3) respect for human diversity and human rights, (4) ethical and social responsibilities, (5) excellence in teaching, scholarship, and clinical supervision, (6) individualized advising, mentoring, and supervision, (7) service for the betterment of society and our various communities, and (8) leadership and service to the counseling profession.

Accreditation

The graduate programs in the Department of Counseling and Human Development are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision programs. This accreditation is effective until 2021. Effective July 1, 2017, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) assumed responsibility for the continued accreditation of the Rehabilitation Counseling programs.

Openness to Diversity Expectations

The Master's Program in Counseling is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, socioeconomic backgrounds, and disability. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students but also for their peers.

By accepting the invitation to enter the Master's Program in Counseling, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others and to learn to communicate more effectively with diverse human beings. Counselors strive to acknowledge other belief systems based on religion, culture, disability, gender identity, socio-economic status, nationality, language or geographic diversity. In addition, counselors strive to acknowledge other world views, values and belief systems. Thus, counseling students entering the program at GWU are bound by the American Counseling Association's (ACA) Code of Ethics, the ethical principles and guidelines developed by divisions of ACA (such as the American Mental Health Counselors Association, American Rehabilitation Counseling Association), and other related associations such as the Commission on Rehabilitation Counselor Certification (CRCC), and the American School Counselor Association (ASCA).

Counseling Faculty***Mina M. Attia, PhD, NCC***

Assistant Professor of Counseling

Research and Professional Interests: Immigrant and refugee mental health, the impact of trauma on human development, counselor professional identity development, professional ethics, and multicultural supervision.

Teaching Areas: Professional and ethical orientation to counseling, practicum and internship, theories and techniques of counseling, diagnosis and treatment planning, and individual assessment in counseling.

Theoretical Orientation: Multiculturally-informed humanistic orientation with an integrative approach to interventions drawing on cognitive behavioral, narrative, and psychodynamic techniques.

Scott Beveridge, PhD, LCPC-S, CRC, CDMS, ABVE-D

Associate Professor of Counseling

Research and Professional Interests: Disability and employment; vocational rehabilitation outcomes. Job development and job placement; Web-based instruction, learning, and training; distance learning research and development.

Teaching Areas: Foundations of rehabilitation counseling, disability case management, career counseling, job placement and supported employment, theory and techniques of counseling.

Theoretical Orientation: Cognitive-behavior therapy.

Elizabeth Crunk, PhD, NCC

Assistant Professor of Counseling

Research and Professional Interests: Grief and loss, death and dying, and suicide bereavement; self-management strategies for coping with chronic conditions; psychometrics and instrument development; interpersonal neurobiology; and psychotherapy process and outcome studies.

Teaching Areas: Lifespan and Adult Development, Practicum, Grief and Loss, Counseling Skills, Group Counseling, and Child-Centered Play Therapy.

Theoretical Orientation: Integrative and client-tailored practice from a theoretical lens of constructivism (e.g., narrative reconstruction and coherence).

Bagmi Das, PhD, LMFT

Assistant Professor of Counseling

Research and Professional Interests: culturally informed trauma treatment, support seeking behavior in minoritized populations, sexual violence trauma, acculturation, first generation college students.

Teaching Areas: family counseling, multicultural counseling, introduction to counseling, pre-practicum, trauma-informed care.

Theoretical Orientation: Systems theory with a strengths-based approach.

Rebecca Dedmond, PhD, LPC

Associate Professor of Counseling and Coordinator, School Counseling program, Alexandria Graduate Education Center

Research and Professional Interests: Education Leadership; school counseling; career counseling; career development theory and counseling techniques with youth. Government Relations.

Teaching Areas: Career development/career counseling, School counseling/practicum and internship.

Theoretical Orientation: Eclectic; Reality Therapy.

Jorge Garcia, PhD, CRC, LPC

Professor of Counseling

Research and Professional Interests: Multicultural aspects of rehabilitation counseling, ethical decision-making models in counseling.**Teaching Areas:** Social and cultural dimensions of counseling, ethics in counseling, Advanced multicultural counseling and research, medical and psychological aspects of rehabilitation counseling, advanced theories in counseling.**Theoretical Orientation:** Integrative (CBT and humanistic).**Kenneth C. Hergenrather, PhD, CRC**

Professor of Counseling. Coordinator Rehabilitation Counseling program, Coordinator Graduate Certificate program in Counseling and Life transitions, Coordinator Education Specialist Degree program, Coordinator of the Job Development and Job Placement Certificate program, Co-Director of the GWU Center for Rehabilitation Counseling Research and Education

Research and Professional Interests: Program evaluation, employment, HIV/AIDS, LGBT counseling.**Teaching Areas:** Research methods, assessment, counseling skills, internship, advanced theories in counseling.**Theoretical Orientation:** Theory of Planned Behavior; Hope theory, Social Cognitive Theory, Trans-theoretical Model and Stages of Change.**Richard P. Lanthier, PhD**

Associate Professor of Human Development and Coordinator, Counselor Education and Supervision doctoral program

Research and Professional Interests: Measurement of personality in children and adolescents; academic and behavioral adjustment of youth; parent involvement in adolescents' lives; social relationships in adolescents and young adults; research methods and statistics.**Teaching Areas:** Human Development, personality theory and research, social development, and personal relationships.**Sylvia A. Marotta-Walters, PhD, ABPP Lic: MD, DC in Psychology; LPC - DC**

Professor of Counseling and Department Chair

Research and Professional Interests: Trauma and stress; developmental consequences of trauma; posttraumatic growth; evidence-based treatments for complex trauma.**Teaching Areas:** Family counseling, Trauma and Crisis Intervention; Doctoral internship in counseling.**Theoretical Orientation:** Development in context - an integrated systemic approach.**Maureen McGuire-Kuletz, EdD, CRC**

Associate Professor of Counseling. Co-Director of GWU Center for Rehabilitation Counseling Research and Education, and Coordinator, On-Line Rehabilitation Counseling Program

Research and Professional Interests: Disability, Blind and Vision Services, Professional Ethics for Counselors, Disability and Poverty, Distance Learning: Web-Based Instruction**Teaching Areas:** Internship, Medical and psychosocial aspects of disability; foundations of rehabilitation counseling; caseload management in rehabilitation counseling and job development and job placement for persons with disabilities.**Monica Megivern, EdD, NCC, LPC**

Associate Clinical Professor and Director of the GSEHD Community Counseling Services Center

Research Interests and Professional Interests: Clinical Supervision; Stepfamily Adjustment; Therapy Outcome Studies.

Teaching Areas: Internship/Clinical Supervision.

Maggie Parker, PhD, RPT, CCPT-S

Assistant Professor of Counseling

Research and Professional Interests: Play Therapy; child and adolescent trauma, school counselor and teacher preparation; neurobiology; Expressive arts therapy, impact of poverty on child development, multicultural counseling, educational and mental health disparities of diverse children.

Teaching Areas: Child-Centered Play Therapy, Expressive arts, School counseling, Child Development, Multicultural counseling.

Theoretical Orientation: Humanistic and Adlerian with a developmental and multicultural focus.

Harvey C. Peters, PhD, NCC, P-LMHC

Assistant Professor of Counseling

Research and Professional Interests: Social justice and cultural responsiveness; counseling children, couples, and families within the margins; counselor leadership and advocacy; professional issues; and qualitative methodology and rigor.

Teaching Areas: Counseling interview skills, practicum, foundations of clinical mental health counseling, leadership and advocacy in counseling, lifespan human development.

Theoretical Orientation: Humanistic and Experiential approaches with a developmental and postmodern focus.

Delishia M. Pittman, PhD, LP, LPC

Assistant Professor of Counseling and Coordinator, Clinical Mental Health Counseling program

Research and Professional Interests: Behavioral health disparities, chronic stress, minority mental health, STI/HIV infection risk behaviors, culturally informed trauma treatment.

Teaching Areas: Diagnosis and treatment planning, advanced psychopathology, counseling substance abusers, counseling interventions, and practicum/internship sequences.

Theoretical Orientation: Relational-Cultural through a critical intersectional framework.

Program Objectives

Students develop knowledge in the eight (8) common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development. See pages 13 to 20 for more details.

Admission Procedures

The Graduate School of Education and Human Development seeks applicants with strong academic potential and bases admission decisions on evaluation of all the material submitted in support of the application. The School requires official transcripts of all previous undergraduate and graduate work and acceptable test scores on the Graduate Record Examination (GRE).

The deadlines for admissions applications are:

Clinical Mental Health: Summer and Fall start dates: January 15th
 On Campus Rehabilitation Counseling: Fall start dates: January 15th
 School Counseling; Rolling with Summer start date
 On-line Rehabilitation: Summer and Fall start dates: January 15th

NOTE: The deadline for applicants to receive consideration for financial assistance is January 15th.

Interviews with the faculty in the Department of Counseling and Human Development will be extended to applicants following an initial evaluation for admission. At this time, the applicant has the opportunity to share goals, experience, and any other supporting documentation before the final decision on admission is made. In considering candidates for the graduate program, faculty will evaluate the following aspects:

- potential success in forming effective interpersonal relationships in individual and small group contexts;
- aptitude for graduate-level study;
- career goals and objectives, and their relevance and consistence to the program mission;
- openness to self-examination and personal and professional growth and development.

Admission Requirements

- 1) Bachelor's degree from an accredited institution with an undergraduate GPA of 2.75 or above on a 4.00 scale and a test score at or above the 50th percentile on the GRE. The Miller's Analogy (MAT) at 50% or above. Provisional admission considered. Note that the Clinical Mental Health Counseling accepts only GRE scores for consideration of admission.
- 2) A positive recommendation by members of the counseling faculty preferred.
- 3) Transfer graduate credit from other accredited institutions may be applied for the master's degree.

Faculty evaluate the academic background with particular focus on knowledge and experience related to counseling and similar fields. An undergraduate major is preferred in counseling and related disciplines such as psychology, education, disability studies, human services and social justice, LGBT and sexuality studies, public health, sociology, behavioral science or related disciplines.

Background Check

When an applicant or student presents past conduct, experiences, or conditions that could present a risk for working with client populations, the program has the responsibility to evaluate the applicant's or the student's admission status. Additional background requirements may be required by other entities such as internship sites.

Advising

At the time of admission, a faculty advisor is assigned. In order to complete the program as scheduled, students are responsible for meeting with their advisor at least once a semester to ensure that they enroll in and complete the courses in the specified sequence.

Program Transfers

GWU does not allow "student transfers" from one graduate program to another. Any student wishing to enroll in a program other than the one to which they were admitted must formally apply for admission to the program of interest. This should only be done after careful consideration and in close consultation with the student's academic advisor and the coordinator of the counseling program. The counseling program foundation and clinical courses do not transfer from one counseling program to another.

Financial Assistance

In order to receive consideration for possible financial assistance, applications must be received **NO LATER THAN JANUARY 15th**. For further information, contact the GWU Office of Graduate Student Assistantships and Fellowships, Old Main, 4th Floor, 1922 F Street NW, Washington DC 20052, Phone: 202-994-6822, Email: gradfell@gwu.edu. GWU also provides tuition support for its employees. Additional information can be found at www.gwu.edu.

GSEHD Merit Scholarships

GWU provides merit-based scholarships and endowments to GSEHD incoming and current Master's and doctoral candidates taking courses on the Foggy Bottom Campus. Awards are available during fall and spring semesters.

GSEHD Endowments

These awards are a result of donations given to us by GWU alumni, supporters, and friends. They are specifically earmarked for GSEHD students. Current and new Students may apply. Students may apply for up to three (3) endowment funds each academic year. To be considered for an endowment, students must submit a separate statement of interest or essay for each endowed fund through the Tuition Support Application for Current Students by 11:59pm EST January 15th. This statement of interest or essay should clearly identify the way(s) the student believes they are eligible for the respective Endowment. Each endowment essay should be no longer than one page. On the top of each statement, please include applicant name and endowment name. If the endowment essay does not meet these formatting guidelines, it may be eliminated from competition. Students who receive merit scholarships are not eligible for endowments. The list of Endowments and their eligibility requirements are outlined on the GSEHD Tuition and Funding Page. If you have any questions after reading through these details, please contact the tuition support team at gsehds@gwu.edu.

Program Partnerships and Grants

Some GSEHD programs have federally-funded tuition support/stipends and opportunities to work with faculty on sponsored projects as a result of faculty efforts to obtain research or training grant funds. Students should contact their faculty advisor for information on the availability of such funding.

Non-University Fellowships

Fellowships are available from many different sources outside the University, including federal and state agencies, foundations, corporations, and professional associations. Most require early application, often as much as a year in advance. These fellowships and grants may be very narrowly defined, often based on a student's major field and level of study or their personal demographics. The University maintains information on these fellowships in the Office of Graduate Student Assistantships and Fellowships.

Federal Loans, Work-Study, and Veterans' Benefits

The Office of Student Financial Assistance (OSFA) processes Federal Stafford Loans and awards Federal Perkins Loans and Federal Work Study based on both financial need and the availability of funds. Students should file a Free Application for Federal Student Aid (FAFSA), Stafford Loan Application and GWU Loan Questionnaire **NO LATER THAN MAY 1ST** to apply for financial assistance for the following fall semester or academic year. Additional information and application materials may be secured from the website of the Office of Student Financial Assistance or by stopping by Colonial Central on the Foggy Bottom Campus.

Maintaining Federal Student Loan Eligibility

Federal regulations require students to maintain good academic standing and make Satisfactory Academic Progress (SAP) to remain eligible to receive federal student loans. The federal standard for making satisfactory progress is measured three ways: cumulative GPA, Percentage of Credits Earned (PACE), and by maximum time frame. For more information on SAP please refer to the GWU Office of Student Financial Assistance website. The website also includes information on Evaluation of SAP and the appeals process.

Financial Assistance and Employment Opportunity Assistance

Many graduate students find employment within the GWU community to help finance their education. Regular part-time and full-time positions include tuition and health insurance benefits, and working on campus makes it easy to get to classrooms, libraries, and laboratories. Job listings are posted on the website of the Human Resource Management and Development Office 2033 K Street, NW, Ste 750, Washington, DC 20006, Phone: 202-994-8500, Fax: 202-994-9680, Email: askhrmd@gwu.edu.

The GWU Center for Career Services website has listings for part-time and full-time employment opportunities. Center for Career Services, Enrollment and the Student Experience, Cloyd Heck Marvin Center, 800 21st St. NW, Colonial Crossroads - Suite 505, Washington, DC 20052, Phone: 202-994-6495, Fax: 202-994-6493, Email: gwcareercenter@gwu.edu

Cooperative Education

Cooperative education allows students to integrate salaried, study-related work experiences into their academic programs. These competitive positions are available in selected public agencies and private corporations; they are not based on financial need. For additional information, visit the website of the GWU Career Center.

Professional Organizations

Students are encouraged to join professional counseling organizations (e.g., American Counseling Association, American Rehabilitation Counseling Association, National Rehabilitation Association, American School Counselor Association) specific to their program and to engage in professional activities (beyond course requirements), such as attending local, state, national and international conferences, workshops, and events. Students are also encouraged to submit proposals for conference presentations. Faculty members often present at conferences, and students who attend receive the benefit of faculty mentoring and help networking while there. Students should watch for email announcements about conference opportunities and instructions on how to submit a proposal for a presentation.

Students are encouraged to apply and join the counseling honor society called Chi Sigma Iota (CSI). Invitations to join the GWU chapter of CSI, Rho Theta Chapter, are sent to eligible students (based on number of completed credits and academic standing).

Participation in Counselor Self-Awareness Activities

An emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety for students in the classroom. However, students must recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout the program, students will be asked to take necessary risks such as sharing emotional reactions and participating actively in personal growth and self-reflection activities. The personal development of the counselor is as essential to professional development as gaining knowledge and skills in the counseling field. Some of the counselor self-awareness activities include:

- Exploring family of origin issues through such assignments as completing a family genogram

- Identifying beliefs and biases through such assignments as completing a cultural narrative
- Participating in role-play and small group activities as a client during skills building experiences
- Giving and receiving feedback in individual/triadic and/or group supervision

Students should understand that counseling practice involves taking emotional risks, expressing and actively engaging in personal growth, and participating in self-reflection may be stressful. Because of this, students may recognize a need to participate in counseling as clients. The GWU Colonial Health Center provides short-term counseling and psychological services to on campus students. Students are advised and reminded to make responsible choices regarding their disclosures. For online students, therapy service options would be explored with their faculty advisor. GWU Health Center, Marvin Center Ground Floor, 800 21st Street, NW, Washington, DC 20052, Phone: 202-994-5300 (24/7), Fax: 202-912-8488, Website: <https://healthcenter.gwu.edu/>.

2016 CACREP Standards

All students enrolled in the M.A. in professional counseling program will gain knowledge about the following areas as specified by the 2016 CACREP Standards (CACREP, 2016), <https://www.cacrep.org/>.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. History and philosophy of the counseling profession and its specialty areas
- b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. The role and process of the professional counselor advocating on behalf of the profession
- e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. Current labor market information relevant to opportunities for practice within the counseling profession
- i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. Technology's impact on the counseling profession
- k. Strategies for personal and professional self-evaluation and implications for practice
- l. Self-care strategies appropriate to the counselor role
- m. The role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. Multicultural counseling competencies
- d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. The effects of power and privilege for counselors and clients
- f. Help-seeking behaviors of diverse clients
- g. The impact of spiritual beliefs on clients' and counselors' worldviews
- h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. Theories of individual and family development across the lifespan
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictive behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
1. Systemic and environmental factors that affect human development, functioning, and behavior
- f. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- g. A general framework for understanding differing abilities and strategies for differentiated interventions
- h. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. Theories and models of career development, counseling, and decision making
- b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. Approaches for assessing the conditions of the work environment on clients' life experiences
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. Ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. Theories and models of counseling
- b. A systems approach to conceptualizing clients
- c. Theories, models, and strategies for understanding and practicing consultation
- d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. The impact of technology on the counseling process
- f. Counselor characteristics and behaviors that influence the counseling process
- g. Essential interviewing, counseling, and case conceptualization skills
- h. Developmentally relevant counseling treatment or intervention plans
- i. Development of measurable outcomes for clients
- j. Evidence-based counseling strategies and techniques for prevention and intervention
- k. Strategies to promote client understanding of and access to a variety of community-based resources
- l. Suicide prevention models and strategies
- m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. Processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. Theoretical foundations of group counseling and group work
- b. Dynamics associated with group process and development
- c. Therapeutic factors and how they contribute to group effectiveness
- d. Characteristics and functions of effective group leaders
- e. Approaches to group formation, including recruiting, screening, and selecting members
- f. Types of groups and other considerations that affect conducting groups in varied settings
- g. Ethical and culturally relevant strategies for designing and facilitating groups
- h. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. Methods of effectively preparing for and conducting initial assessment meetings
- c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. Procedures for identifying trauma and abuse and for reporting abuse
- e. Use of assessments for diagnostic and intervention planning purposes
- f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. Reliability and validity in the use of assessments
- i. Use of assessments relevant to academic/educational, career, personal, and social development
- j. Use of environmental assessments and systematic behavioral observations
- k. Use of symptom checklists, and personality and psychological testing
- l. Use of assessment results to diagnose developmental, behavioral, and mental disorders

- m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. Identification of evidence-based counseling practices
- c. Needs assessments
- d. Development of outcome measures for counseling programs
- e. Evaluation of counseling interventions and programs
- f. Qualitative, quantitative, and mixed research methods
- g. Designs used in research and program evaluation
- h. Statistical methods used in conducting research and program evaluation
- i. Analysis and use of data in counseling
- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CACREP Standards for Clinical Mental Health Counseling Entry-Level Specialty Area

Students enrolled in the Clinical Mental Health Counseling program are preparing to specialize as clinical mental health counselors and will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. FOUNDATIONS

- a. History and development of clinical mental health counseling
- b. Theories and models related to clinical mental health counseling
- c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. Psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. Roles and settings of clinical mental health counselors
- b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the diagnostic and statistical manual of mental disorders (DSM) and the international classification of diseases (ICD)
- e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. Impact of crisis and trauma on individuals with mental health diagnoses
- g. Impact of biological and neurological mechanisms on mental health
- h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. Legislation and government policy relevant to clinical mental health counseling

- j. Cultural factors relevant to clinical mental health counseling
- k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. Legal and ethical considerations specific to clinical mental health counseling
- m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. Techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. Strategies for interfacing with the legal system regarding court-referred clients
- d. Strategies for interfacing with integrated behavioral healthcare professionals
- e. Strategies to advocate for persons with mental health issues

CACREP Standards for School Counseling Entry-Level Specialty Area

Students enrolled in the M.A. program in School Counseling will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. FOUNDATIONS

- a. History and development of school counseling
- b. Models of school counseling programs
- c. Models of P-12 comprehensive career development
- d. Models of school-based collaboration and consultation
- e. Assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. School counselor roles in consultation with families, P-12 and postsecondary school personnel and community agencies
- c. School counselor roles in relation to college and career readiness
- d. School counselor roles in school leadership and multidisciplinary teams
- e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. Competencies to advocate for school counseling roles
- g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. Common medications that affect learning, behavior, and mood in children and adolescents
- i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. Qualities and styles of effective leadership in schools
- k. Community resources and referral sources
- l. Professional organizations, preparation standards, and credentials relevant to the practice of

- school counseling
- m. Legislation and government policy relevant to school counseling
- n. Legal and ethical considerations specific to school counseling

3. PRACTICE

- a. Development of school counseling program mission statements and objectives
- b. Design and evaluation of school counseling programs
- c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. Interventions to promote academic development
- e. Use of developmentally appropriate career counseling interventions and assessments
- f. Techniques of personal/social counseling in school settings
- g. Strategies to facilitate school and postsecondary transitions
- h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. Approaches to increase promotion and graduation rates
- j. Interventions to promote college and career readiness
- k. Strategies to promote equity in student achievement and college access
- l. Techniques to foster collaboration and teamwork within schools
- m. Strategies for implementing and coordinating peer intervention programs
- n. Use of accountability data to inform decision making
- o. Use of data to advocate for programs and students

CACREP Standards for Rehabilitation Counseling Entry-Level Specialty Area

1. FOUNDATIONS

- a. History, legislation, systems, philosophy, and current trends of rehabilitation counseling
- b. Theories, models, and interventions related to rehabilitation counseling
- c. Principles and processes of vocational rehabilitation, career development, and job development and placement
- d. Principles of independent living, self-determination, and informed choice
- e. Principles of societal inclusion, participation, access, and universal design, with respect for individual differences
- f. Classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
- g. Methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

2. CONTEXTUAL DIMENSIONS

- a. Professional rehabilitation counseling scope of practice, roles, and settings
- b. Medical and psychosocial aspects of disability, including attention to coexisting conditions
- c. Individual response to disability, including the role of families, communities, and other social networks
- d. Information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)

- e. Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
- f. Impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- g. Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
- h. Impact of disability on human sexuality
- i. Awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
- j. Knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels
- k. Education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities
- l. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities
- m. Individual needs for assistive technology and rehabilitation services
- n. Advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
- o. Federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities
- p. Professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
- q. Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
- r. Administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping

3. PRACTICE

- a. Evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning
- b. Informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
- c. Evaluation and application of assistive technology with an emphasis on individualized assessment and planning
- d. Understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling
- e. Strategies to enhance coping and adjustment to disability
- f. Techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
- g. Strategies to facilitate successful rehabilitation goals across the lifespan
- h. Career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
- i. Strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
- j. Advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers

- k. Assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources
- l. Consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities
- m. Consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention

Counselor Certification

National Counselor Certification (NCC). Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the NCC credential. Graduates of the GWU Rehabilitation Counseling Program, whose program meets NCC exam requirements (i.e., completed CNSL 6157 Individual Assessment in Counseling, HDEV 6108 Life Span Human Development), are eligible for the NCC. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors (NBCC). The requirements to become an NCC are: (1) a master's degree in counseling or with a major study in counseling from a regionally accredited institution; (2) 3,000 hours of counseling experience and 100 hours of supervision both over a two-year post-master's time period; and (3) passage of the National Counselor Examination (NCE). Graduates of programs accredited by CACREP do not have to meet the post-master's experience and supervision requirement. Students in these programs are also eligible to take the NCE examination before graduation. For further information, contact NBCC, 3 Terrace Way, Suite D, Greensboro, NC, 27403, (336) 547-0607, and/or visit <http://www.nbcc.org>.

The NCE exam is offered through the department twice a year in October and April. Students may elect to take the exam prior to graduation and after completing 48 semester hours of graduate coursework. It is the students' responsibility to register for and take these exams if applicable. Usually it is necessary to register several months prior to the examination date. Information about the NCE is available through the Counseling Department's Graduate Assistant.

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
(336) 547-0607
www.nbcc.org

Commission on Rehabilitation Counselor Certification
1699 Woodfield Road; Ste. 300
Schaumburg, Illinois 60713
847-944-1325
www.crccertification.com

Students in the School Counseling program are eligible for certification in many states whose boards of education recognize CAEP approved programs. School counseling students can elect to complete an additional 12 credits of required coursework to be eligible to take the NCE.

Certified Rehabilitation Counselor (CRC). Students who complete the accredited program in Rehabilitation Counseling at GWU are eligible within 75% completion of their program to apply for and take the examination to

become a CRC through the Commission on Rehabilitation Counselor certification. For further information contact the CRCC, 300 N. Martingale Road, Suite 460, Schaumburg, Illinois 70173, (847) 944-1325 and/or visit <http://www.crccertification.com>.

Counselor Licensure

Licensure as a Professional Counselor is awarded and managed by the state of practice. It is not a GWU function. The Counseling programs prepare students for eligibility for licensure as a professional counselor. However, licensing boards have no specific connection with The George Washington University that would guarantee licensure. Students must take responsibility for identifying and fulfilling the eligibility requirements of the different state licensing board.

Licensure regulations vary by state, but typically require: a) 60 credits of graduate level training, b) a minimum of two years of supervised clinical experience post-degree, and c) successful completion of an examination (many states use the NCE or NMHCE). Most states have moved to requiring 60 credit hours of graduate training to be eligible for licensure. For school counseling and rehabilitation counseling program students who interested in professional counseling licensure and did not participate in 60 credit hour training programs, 12 credit hours beyond the specified program curriculum is required. Students who plan to complete their additional 12 credits at GWU should consider completing one of our certificate programs (see Appendices B and C for more information), because GWU only allows students to enroll for one semester as a non-degree student. Information about licensure can be obtained through the American Counseling Association at www.counseling.org, the American Mental Health Counselors Association at www.amhca.org, and the National Board of Certified Counselors at www.nbcc.org.

School counseling students are eligible to take the Praxis exam, which is the examination for licensure in DC Public Schools (<http://www.ETS.org>). Check with the state of interest to determine if there is DCPS school counseling licensure reciprocity.

Again, neither admission to, nor graduation from, a GWU counseling program guarantees licensure.

Ethical Standards: Required Adherence to the ACA, ASCA, CRCC Codes of Ethics

All students enrolled in the professional counseling programs in the department of counseling and human development are required to adhere to the Code of Ethics published and disseminated by the American Counseling Association. Students are introduced to their Code of Ethics in their respective Foundation course and are encouraged to carefully read the entire document, and are expected to demonstrate the knowledge, skills, and dispositions to practice in accordance with these standards. Failure to demonstrate these standards may be grounds for dismissal from the program. ACA, ASCA, and CRCC Codes of Ethics are available online (www.counseling.org, www.schoolcounselor.org, www.CRCertification.com).

University Email

Email is a mechanism for official communication within the University. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the department, faculty, and students. Failure to utilize the official email may result in missing official program, departmental, or university communications via email. Please note that information provided in class is not meant to be collected or distributed without faculty consent due to intellectual property and copy right regulations.

Student Listservs and Social Media

The Department of CHD maintains a listserv for students enrolled in masters and doctoral degree programs and communicates with students through their GW email accounts. Student listservs are a mechanism to disseminate important information that pertains to students' academic and professional careers. Listservs are not an appropriate mechanism for the advancement of the personal interests of students or faculty. Students who use social media must follow confidentiality, professionalism, and other ethical standards as found in their Code of Professional Ethics.

University Policies

All students must abide by the Guide to Student Rights & Responsibilities, which addresses student behavior. The Guide can be accessed at <https://studentconduct.gwu.edu/guide-student-rights-responsibilities>. All students must be familiar with and abide by the provisions of the Code of Student Conduct, which “sets minimum standards for non-academic student conduct, defines the rights of students charged with a non-academic disciplinary violation, lists the procedures for resolving non-academic disciplinary matters, provides guidance for non-academic disciplinary sanctions, and addresses other issues regarding non-academic student conduct.” The Code is part of the Guide to Student Rights & Responsibilities, and be can be accessed at: <https://studentconduct.gwu.edu>.

Academic Integrity

The Code of Academic Integrity is a part of the Guide to Student Rights & Responsibilities and:

- Sets minimum standards for academic student conduct
- Defines the rights of students charged with an academic disciplinary violation
- Lists the procedures for resolving academic disciplinary matters
- Provides guidance for academic disciplinary sanctions
- Addresses other issues regarding academic student conduct

All students—undergraduate, graduate, professional full time, part time, law, etc.—must be familiar with and abide by the provisions of the Code of Academic Integrity. The full code can be accessed at <https://studentconduct.gwu.edu/code-academic-integrity>.

Change of Personal Information

An official name change or social security number change should be made at the Office of the Registrar by submitting a Request to Change Name/Social Security Number. Students may update their address online through GWeb or by mailing an Address Change Form to the Office of the Registrar Enterprise Hall, 44983 Knoll Square Suite 390, Ashburn, VA 20147 Phone: 202-994-4900 (registrar@gwu.edu). Student hub Office of the Registrar, Ground Floor, Marvin Center, 800 21st St NW, Washington, D.C. 20052; fax (202) 994-3445. Failure to do so may result in a delay in receiving important correspondence from GSEHD and GWU.

Immunization Requirement

All on-campus students under age 26, regardless of program of study, location of study, part-time or full-time status, degree or non-degree status, must comply with the immunization requirement as set forth by the Law of the District of Columbia. It is important that you comply as soon as possible so that your registration is not hindered. You can find more information about the immunization requirement on the website of GWU Student Health: <http://studenthealth.gwu.edu/immunizations>.

Privacy of Records

The Graduate School of Education and Human Development complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), commonly referred to as the "Buckley Agreement." Students should refer to the GWU Guide to Student Rights & Responsibilities for information regarding this policy. All

applications and supporting documents become the property of The George Washington University once received and cannot be returned.

Student Records

The GWU Guide to Student Rights & Responsibilities is available from the Dean of Students Office at <https://studentconduct.gwu.edu/sites/g/files/zaxdzs1151/f/downloads/190517%20Code%20of%20Student%20Conduct%202019.pdf>. This statement includes the Code of Student Conduct that defines student behavior considered to be disruptive to the academic enterprise and life within the campus community. The code also details the process through which disciplinary action is taken by GWU when students are charged with violations of its provisions. Students who are charged with serious offenses may have their cases heard by boards that include students as members of the hearing panels; those charged with minor offenses are subject to a disciplinary conference.

Equal Opportunity

The George Washington University does not unlawfully discriminate against any person on any basis prohibited by federal law, the District of Columbia Human Rights Act, or other applicable law, including without limitation, race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression. This policy covers all programs, services, policies, and procedures of the university, including admission to education programs and employment.

Sexual Harassment

GWU is committed to maintaining a positive climate for study and work, in which individuals are judged solely on relevant factors, such as ability and performance, and can pursue their activities in an atmosphere that is free from coercion, intimidation, and violence. The university mission statement provides that the university "values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity, and openness to exploration of new ideas." The university is committed to free inquiry, free expression, and the vigorous discussion and debate on which advancement of its mission depends. Sexual harassment is destructive of such a climate and will not be tolerated in the university community.

Sexual harassment of students by faculty or administrators or of employees by those in a position to affect their GWU Graduate School of Education and Human Development employment status or by other employees in the work unit is inimical to such an atmosphere and will not be condoned.

If students have any questions about the university's Sexual Harassment and Sexual Violence Policy and Procedures please direct them to the university's Vice Provost for Diversity and Inclusion, who also serves as the university's Title IX Coordinator, at (202) 994-7440 or via email at diverse@gwu.edu. Individuals may also contact the university's Assistant Title IX Coordinators identified in the section entitled "Contacts" in the Sexual Harassment and Sexual Violence Policy. Additional information can be obtained from visiting the university's Haven website.

The GSEHD Office of Student Life

The Office of Student Life (OSL) serves all students—past, present, and future—through advocacy, collaboration, innovation, and empowerment to enhance the overall GSEHD experience. The OSL team, which includes Admissions, Student Services, and Career Services, works together to support each student's success. The OSL begins its relationship with students in the early stages of the application process, supports the student's academic and personal growth during their time at GSEHD, and offers guidance as students explore and decide on future professional endeavors. The OSL is committed to enhancing the academic experience, broadening opportunities

for professional development, and forging collaborative relationships with faculty, staff, and administrative offices within the school and across the University. Please see below for contact information from their departments and notes from their staff about the role of each:

Admissions

GSEHD Office of Admissions
2136 G Street, NW
Washington, DC 20052
202.994.9283
gsehdadm@gwu.edu
<https://gsehd.gwu.edu/admissions>

Transformation begins with you. GSEHD offers over 50 graduate programs preparing you to have an impact in the fields of education and human development. You will explore new ideas, bridge theory with practice, and graduate poised to solve our nation's most urgent challenges. We know transformation begins with you. As you consider your future, we hope you will consider GSEHD as the opportunity to change your life.

Student Services

GSEHD Office of Student Services
2136 G Street, NW
Washington, DC 20052
202.994.9283
gsehdosl@gwu.edu
<https://gsehd.gwu.edu/student-services>

The Office of Student Services oversees new student orientation programs, registration, comprehensive examinations, student appeals, dissertation defenses and degree clearance for graduation. We closely monitor student progress to ensure that students meet all academic standards and complete all degree requirements. Each student has an assigned student services representative that is here to assist and guide you. We can guide you through the administrative aspects of your studies and help connect you with other university resources when necessary. We are also here to help you when you are feeling overwhelmed. Know that you have many options to help you succeed in your studies. Do not hesitate to reach out to your student representative. We are here to serve you! Our office is open from 9am to 5pm; feel free to drop by, or make an appointment for a visit, Skype conference, or to call or email with questions at any time.

Career Services

GSEHD Office of Career Services
2136 G Street, NW, 1st Floor
Washington, DC 20052
gsehdcareer@gwu.edu
202.994.1179
<http://gsehd.gwu.edu/career-services>

The mission of the GSEHD Office of Career Services is to foster a culture of career management and lifelong learning by assisting students and alumni in navigating successful career transitions. Whether you want to change the world or improve your world-view, taking the necessary steps to set a clear path to career success is one of the most important investments you will ever make. At the George Washington University, we are redefining best

practices in career counseling and workforce development through innovative programs and services. Our team of recognized experts within the Graduate School of Education and Human Development and the Office of Career Services are leaders in the field.

Important Deadline Dates for Foggy Bottom Campus Students

| | 2019 Summer Start Cohort | 2019 Fall Start Cohort |
|---------------------------------|---------------------------------|---|
| Practicum Agreement | March 1, 2020 | March 1, 2020 |
| Practicum Preference Form | March 13, 2020 | March 13, 2020 |
| Practicum Readiness Form Due | April 1, 2020 | May 1, 2020 |
| Practicum/CCSC Orientation | May 13 and 14, 2020 | CHM: August 26&27, 2020 On-campus RC: Aug. 25&27, 2020 |
| CCSC Exit Interview | December 11, 2020 | April 30, 2021 |
| Comprehensive Exam (CPCE) | May 15, 2021 | August 28, 2021 |
| Internship Orientation | October 9, 2020 | October 9, 2020 |
| Internship Application | December 1, 2020 | January 15, 2021 |
| Field Site Supervisor Agreement | March 1, 2021 | May 1, 2021 |
| Internship Site Evaluation | December 10, 2021 | May 2, 2022 |

School Counseling dates differ for Practicum and Internship, and Portfolio. They are posted and shared in each Cohort term.

On-Line Rehabilitation Counseling dates differ for Practicum and Internship, and Portfolio. Students should check with their faculty advisor.

Registration Policies and Procedures

Registration

Once students have received their online admissions letter and have submitted the Student Reply Form, they will be eligible to register for classes. Students register using the GWeb Info System. Registration policies and procedures are described on the website of the Office of the Registrar.

For newly admitted students:

1. Go to the GWeb Info System. Enter the GWid that is given at the top of your offer of admission or your program plan. Enter your six-digit birthday (MMDDYY) as your PIN. Change your PIN for security purposes.
2. Go to the University Help Desk website to create your NetID. This gives you access to GWMail (email), MyGWU (GW's information portal) and Blackboard (online course software). Enter your GWid and new PIN, and create a NetID and password.

Once completed, go to step #3.

For continuing students:

3. Go to the GWU Portal and sign on with your NetID and password.

4. Click on GWeb Info System and log in with your Gwid and PIN to register for courses.
5. Select Student Records and Registration, then Registration Menu, then Register, Drop and/or Add Classes. Select a term, choose your program, and select your classes.

Registration Assistance is available from 9:00 a.m. – 4:30 p.m., Monday – Friday, via phone at 202.994.4900. If you experience any technical difficulties with registration or logging into the GWeb system, please contact the University Helpdesk at ithelp@gwu.edu.

Students are required to register each semester in regard to their program plan of study. Students must be registered in the summer if they were admitted for the summer term, are taking the comprehensive examination, or are graduating in that term. Please see the section "Enrollment Status" for more information.

Tuition Billing

Students will be billed for tuition by the Student Accounts Office after registering for courses. Course tuition rates for GSEHD students are determined by the program and the campus to which the student was admitted. For example, students admitted to Foggy Bottom campus programs pay the on-campus tuition rate for any courses they register for, regardless of course format or location. Tuition rates for students enrolled in graduate programs can be found online at studentaccounts.gwu.edu.

Adjustments to Course Schedule

If a student finds it necessary to make any adjustments to their course schedule after the Web registration period has ended (to add or drop courses), a Registration Transaction Form is required. The completed form should be submitted to the students' GSEHD Student Services Representative. A note from an instructor is NOT an acceptable method of adding or dropping a course. Registration Transaction Forms are available online, and in person at the GSEHD Office of Student Services and Colonial Central. Because students are enrolled in a cohort program plan of study, dropping a course may impact a student's ability to adhere to the program plan of study and extend the length of time for their graduate program.

Students should be aware of the financial penalties of dropping courses during and after the first week of courses. A refund schedule with specific dates for each semester can be found on the website of the Office of the Registrar. Students should note that refund schedules for off campus/distance programs and for all students during the summer semester have unique dates. The deadline for dropping an on-campus course without academic penalty is the end of the fourth week during the fall and spring semesters. A course dropped during the first four weeks of classes will not appear on a student's transcript. A course dropped after the fourth week but before the end of the eighth week will be assigned a grade of "W" (Authorized Withdrawal). Any withdrawals after the eighth week of classes require a petition to the Dean's Office.

Failure to submit a Registration Transaction Form and to receive approval to withdraw from a course will result in a grade of "Z" (Unauthorized Withdrawal) on the student's official transcript. Students may not be cleared for graduation with a Z on their academic history.

Students whose accounts reflect overpayments may submit a Request for Refund through the GWeb Information System beginning the first day of classes.

Consortium Registration

The Washington Metropolitan Area Consortium of Universities is a cooperative arrangement in post-secondary

education that is designed to permit the sharing of academic resources by member institutions and to offer qualified students the opportunity to enroll at other institutions for courses not available on their own campus. The George Washington University offers qualified graduate students the opportunity to enroll in courses at American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, Howard University, Marymount University, Trinity University, University of the District of Columbia, or University of Maryland-College Park.

Participation in the Consortium program is restricted to main campus (Foggy Bottom) degree candidates in good academic standing. Non-Degree students and students in off-campus programs are ineligible to take courses through the Consortium program.

Degree-seeking students may enroll in approved courses through the Consortium to the extent that the total number of credit hours does not exceed nine (9) hours for a master's program.

Please refer to the policies and procedures for Consortium registration on the website of the Office of the Registrar.

Registration Procedures: Registration in Consortium courses must be requested on a Consortium Registration Form. Consortium registration requires approval of the student's academic advisor before submitting the form to his/her Student Services Representative for Dean's Office approval. Once the form has both sets of approvals, the Student Services Representative for the student's program will submit the form to the Consortium Director in the Office of the Registrar for final processing.

Students requesting to drop or withdraw from Consortium courses must obtain approval from their Department Chair/academic advisor and their Dean's Office on the Consortium Drop form.

Tuition and Fees: Tuition for courses taken under the Consortium arrangement is assessed at the current GWU tuition rate. Course fees are charged by and paid to the visited institution. Dropped courses are subject to the on-campus refund schedule.

Enrollment Status

Once enrolled in a certificate or degree program, students must be continuously enrolled and actively engaged in fulfilling the program requirements every fall and spring semester of the academic year until such time as the certificate or degree is conferred.

Students occasionally have a semester in which they are not enrolled in coursework but are engaged in approved activities required for program completion (e.g., if they are taking the comprehensive exam or completing an incomplete course). There also are cases in which students may need to request a temporary leave for personal or professional reasons. In these instances, they will need to enroll in either Continuous Enrollment or Leave of Absence (explained further below) to remain in active status with the University.

Failure to enroll in either classes or one of the following designations will result in broken enrollment during the Fall and Spring semesters. Students who break enrollment are removed from degree status and must apply for readmission to continue. Students who apply for readmission to the University will be subject to the admissions standards in place at the time the application is submitted.

Continuous Enrollment (CE)

Continuous Enrollment (CE) may be used for completion of outstanding work in courses in which a grade of Incomplete (I) was received. CE also may be used by degree-seeking certificate or Master's students who are preparing to sit for the comprehensive examination (See the Comprehensive Examinations section for more details). In certain circumstances, CE also may be used for attendance at another institution with prior approval to have coursework transferred back to GSEHD. International Students are not eligible to register for CE.

Students must submit a Leave of Absence/ Continuous Enrollment Registration form to their Student Services Representative to be considered for CE enrollment. Students only may be registered for a total of two (2) semesters of CE during the course of their certificate or degree program. Students who request one-year of CE must submit a Leave of Absence/ Continuous Enrollment Registration form for each of the two semesters. After reaching the limit, students who wish to register for CE status in additional semesters must seek approval from the Master's Appeals Committee.

Continuing Research (CR)

All Master's students who are writing a thesis and who have completed their required number of thesis and coursework credits must register each subsequent fall and spring semester for CNSL 0920 Continuing Research Masters course, which carries a fee equivalent to one credit hour of tuition, until successful completion and submission of the thesis. All Education Specialist students must register for CNSL 0920 Continuing Research course to sit for the comprehensive examination if not otherwise enrolled in coursework.

Leave of Absence (LOA)

A student who, for personal reasons, is temporarily unable to continue their program of study may request a Leave of Absence (LOA) for a specific period of time, not to exceed two (2) semesters during the total period of certificate or degree candidacy. The student must submit a Leave of Absence/ Continuous Enrollment Registration form to their Student Services Representative to be considered for LOA enrollment. Students who request one year of Leave of Absence must submit a Leave of Absence/ Continuous Enrollment Registration form for each of the two semesters. After reaching the limit, students who wish to register for LOA in additional semesters must seek approval from the Master's Appeals Committee.

Students who are U.S. government employees assigned out of the United States for official duties or are in the military and actively deployed out are exempt from LOA limitations that count toward degree completion.

Full-/Half-Time Certification

Students who intend to register for less than the number of credit hours required in the fall and spring semesters (full time = 9 or more credit hours; half-time = 4.5-8.5 credit hours), and who need to be certified as in full or half-time status must complete the Full-/Half-Time Certification Form. The requirements and limitations of this certification are listed on the first page of the form. This form should be completed and submitted to the Office of Student Services after the student has registered and after the form has been signed by the academic advisor.

Adjustments to GSEHD Program or Location

If a student is considering a change from one GSEHD program to another GSEHD program, they should consult with their faculty advisor as well as with the coordinator of the program to which they would like to be admitted. To request a change to a new program, they must submit a new application for admission and a new statement of purpose relevant to the new program of interest. Additional application requirements may be required if program faculty deem necessary. An application fee is not required as long as the student has maintained continuous enrollment and is in good academic standing.

If a student is considering a change in the location of their program of study, they should be sure to confirm that the program is offered at the desired campus location. Note that the new campus may have a different schedule of classes as well as an adjusted tuition rate. The student should contact his or her academic advisor for more information. Once the student and his or her advisor have come to agreement on a location change, they should notify the Office of Admissions in writing of this request.

Readmission to GSEHD

To apply for readmission, students must submit a new application for admission by the application deadline for the semester in which they wish to be readmitted. Former students must submit an updated statement of purpose, application fee, resume, transcripts of any recent graduate level coursework taken, and new standardized test scores (if requested). Also, former students are required to interview with the program faculty to determine whether they will be permitted to continue the program as indicated on the original program plan or if there will be additional program requirements to be completed. Subsequent readmission is subject to new conditions and regulations that have been established by the School. Any questions regarding the readmission process should be addressed to the Office of Admissions.

Withdrawing from the University

If a student finds it necessary to withdraw from GWU prior to completing their degree program, they should notify their advisor and the GSEHD Office of Student Services via their Student Services Representative. A Complete Withdrawal Form should be submitted if the student wishes to withdraw from ALL courses during the final semester.

The deadline for complete withdrawal from ALL courses without academic penalty is the end of the eighth week of classes. After this deadline, program changes are not possible unless the student submits a written request to the Office of Student Services and receives permission to withdraw. If approved, the student then submits the Complete Withdrawal Form to the Office of Student Services for processing. All charges for courses from which the student withdraws are subject to the refund policy listed under Tuition Rates, Fees, and Financial Regulations on the website of the Office of the Registrar.

Grading

Grading System

GSEHD uses the +/- grading system. The available grades, with quality-point equivalents, are as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0). Other symbols that may appear include CR, Credit; AU, Audit; I, Incomplete; IPG, In Progress; W, Authorized Withdrawal; Z, Unauthorized Withdrawal. Courses marked AU, CR, I, IPG, W, or Z are not considered in determining a student's grade point average, although courses marked "I" will be considered when a final grade is recorded, and the final grade will replace the symbol *I*.

Academic Requirements

An overall grade-point average of 3.0 is required for graduation. Students who have a cumulative GPA below 3.0, or receive a grade of C or below in more than 6 credits, or receive a grade of F will have an academic hold placed on their account and may be subject to program removal. Students must meet with the Senior Associate Dean, the Assistant Dean of Academic Services, or the Executive Director of the Office of Student Life before enrollment in further coursework is allowed.

Students who earn a grade of "Z" for "Unauthorized Withdrawal" must formally request to withdraw from the

course before further registration is permitted, as students cannot graduate with grades of “Z” on their record.

English Language Requirements for International Students

Applicants who are not citizens of countries where English is the official language or who do not hold a degree from a regionally accredited U.S. institution of higher learning are required to submit scores from the Test of English as a Foreign Language (TOEFL), the academic International English Language Testing System (IELTS), or the Pearson Test of English–Academic (PTE). English language scores are valid for two years. The most recent test scores will be used for applicants who submit multiple scores. Specified possible exemptions from this policy can be found on the Graduate Admissions website. The required minimum score for admission to a program is 80 on the Internet-based or 550 on the paper-based TOEFL, or, an overall band score of 6.0 on the IELTS with no individual band score below 5.0, or a score of 53 on the PTE. Some programs have higher minimum scores. Applicants who have a TOEFL score of at least 70, but less than 80, or an IELTS overall band score of 5.0, but less than 6.0, may be considered for admission on the condition that they successfully complete the Applied English Studies program prior to beginning their graduate studies.

Students with the following English language test scores are exempt from taking English for Academic Purposes (EAP) courses: TOEFL, 600 paper-based or 100 Internet-based; IELTS, overall band score of 7.0 with no individual band score below 6.0; PTE, 68. Students with test scores below these minimums must register for an EAP course during their first semester. Students assigned EAP courses should anticipate additional tuition expenses as well as a possible extended period of time required to complete their degree program. EAP courses do not count toward degree requirements.

Students required to take an English for Academic Purposes (EAP) course, must earn a minimum grade of B- in the course. Students who do not earn a B- or above in their first course must take an additional EAP course in the subsequent semester. Students who earn an F in an EAP course must repeat the course and are subject to the process described above.

Grade Reporting

Grades will be available on the GWeb system after the close of each semester. Please note that grade reports are not mailed. Student records can be accessed on GWeb, including term grades and an unofficial transcript. A Gwid and PIN are needed in order to access the GWeb system.

Incomplete (I) and In Progress (IPG) Policies

At the discretion of the instructor, the symbol “I” (Incomplete) may be recorded if a student, for reasons beyond the student’s control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. This symbol only may be used if the student’s prior performance and class attendance in the course have been satisfactory and if the student is in good academic standing.

If the instructor agrees to give the student an “I”, a Contract for Completing Assignments in a GSEHD Course must be completed and signed by both the student and the course instructor and then submitted to the Office of Student Services. The contract will outline all remaining assignments due and the date by which these assignments must be submitted to the course instructor. The coursework must be completed within the designated time period agreed upon by the instructor and the student, but no more than one calendar year from the end of the semester in which the course was taken. If the work is not completed within the designated time, the grade will be automatically converted to a grade of “F”, Failure, 0 quality points, and the grade-point average and academic standing recalculated. Please see Academic Requirements, page 13, which outlines next steps when a grade of “F”

has been received.

In many cases students are required to take an internship as part of their graduate program. However, students often are unable to complete the required number of internship hours in one semester. In these instances, the instructor may assign an “IPG” (In Progress) for the course. Once all requirements are met, the instructor will change the “IPG” to “CR” or a letter grade.

Provisional Admission Status

Students who have been admitted in provisional status must achieve an average GPA of 3.0 or better in their first 9 credit hours taken in degree status – with no grade below B-. A symbol of “I” (Incomplete), “IPG” (In Progress), or “Z” (Unauthorized Withdraw) is unacceptable during the provisional period.

The provisional status will be lifted once the student has successfully completed these requirements. Please note that the provisional status does not require the student to take all nine credit hours in his/her first semester.

Students in provisional status who do not meet the requirements of the provisional status within the first nine credits of coursework may be subject to academic discipline up to and including removal from the program.

Program Plans and Transfer Credits

Program Plan of Study

Each candidate for a certificate or Master's degree receives an official Program Plan of Study upon accepting his or her offer of admission. This plan provides students with information regarding their admission status and outlines the coursework and any additional requirements they will need to complete in order to graduate or complete the program of study. Students must successfully complete all courses and requirements and any deficiencies outlined on the official program plan to have their certificate or graduate degree conferred on the official GWU transcript. Students are encouraged to retain their program plan and refer to it frequently, as it is their contract with GSEHD. All Master's degree requirements must be completed within six years, regardless if study is full-time or part-time. An additional (or seventh) year is allowed in the case of a student who breaks enrollment and is subsequently readmitted. All certificate program requirements must be completed within 3 years. U.S. government personnel officially assigned out of the area and military personnel on active duty may exceed these limitations with faculty advisor approval.

Adjustments to the Program Plan

To request a change in the program plan, students first should discuss the proposed change with their faculty advisor. If their advisor approves the change, a Program Plan Change Form must be sent by their advisor to the student's Student Services Representative for the record to account for this change during graduation clearance.

Transferring to an Individualized Master's Degree Program

In consultation with an advisor, students may request to change their official Program Plan to a 30-credit Individualized Master's Degree Program. Students must meet the requirements of the Individualized Master's Degree Program as outlined in the University Bulletin. This Program Plan change must be approved by the student's advisor and the dean.

Non-Degree Coursework and Transfer of Credit

Students who would like to take coursework at the Graduate School of Education and Human Development but who have not been admitted to one of our certificate or degree programs may apply for admission as a non-degree student through the GWU Office of Non-Degree Students. Students may enroll in coursework at GSEHD in non-degree status for one semester only (excluding the summer semester). Students interested in enrolling in

additional coursework at GSEHD must submit a complete application packet to the GSEHD Office of Admissions by the published deadlines. Completing coursework as a non-degree student at the George Washington University does not guarantee admission to a GSEHD degree program. Students taking courses in non-degree status are subject to all numerical limits included in the section on Transferring Credits.

Transferring Credits into GSEHD Masters or Educational Specialist Programs

Graduate coursework taken at another institution or earned at GWU in non-degree status or while in another degree program at GWU is considered transfer credit when applied towards any degree program at GSEHD and does not count towards residency requirements. Graduate coursework may be approved for transfer only if it meets ALL of the following criteria:

- It was taken at a regionally accredited college or institution
- It has been approved as part of the student's Program Plan of Study;
- It was completed within five years of the date of first enrollment as an admitted certificate, Master's or Education Specialist student;
- It was completed with a grade of "B" or better;
- It has not been used to fulfill the requirements of another degree program (specific exceptions regarding coursework completed in a GSEHD certificate program are outlined below).

Transfer credit limits: Students admitted to a GSEHD Master's degree program requiring completion of 36 or more credit hours are eligible to transfer up to 12 credit hours.

Students admitted to a Master's degree program requiring completion of 33 credit hours are eligible to transfer up to 9 credits hours. Students admitted to a Master's or an Education Specialist program requiring completion of 30 credit hours are eligible to transfer up to 6 credit hours.

Content or Transfer Coursework

Content that is acceptable to the Program of Study through life experience (e.g., employment, military experience) is eligible for substitution. However, this substitution does not reduce the number of credit hours required to complete the degree program. The Clinical Mental Health Counseling program does not permit the substitution of Program of Study requirements through life experience.

Applying Coursework from a Certificate Program into a GSEHD Degree Program

Students who have completed coursework in a certificate program at GSEHD may apply for admission to one of our degree programs through the Office of Admissions. Applicants who have completed coursework in a certificate program at GSEHD are not guaranteed admission to one of our degree programs.

All coursework taken as part of a GSEHD certificate program may be counted towards a subsequent degree program, assuming the coursework meets ALL the following conditions:

- Course was completed with a grade of "B" or better;
- Course was completed within five years of beginning the new degree program;
- Course is approved by the faculty advisor as part of the official Program Plan of Study;
- If a student applies 12 or more of the credits from a GSEHD certificate program to their new degree program, the student may not transfer in any additional non-GWU credits including coursework taken in non-degree status and at other institutions. Coursework transferred into the certificate however, can be applied as part of the certificate to a Master's Degree.

Transferring Credits into GSEHD Certificate Programs

Graduate coursework taken at another institution, earned at GWU in non-degree status, or while completing a degree program at GW, is considered transfer credit when applied towards any certificate program at GSEHD and does not count towards residency requirements. Graduate coursework may be approved for transfer if it meets ALL of the following criteria:

- It was taken at a regionally accredited college or institution;
- It has been approved as part of the student's Program Plan of Study;
- It was completed within five years of the date of first enrollment as an admitted; certificate, Master's or Education Specialist student;
- It was completed with a grade of "B" or better;
- It has not been used to fulfill the requirements of another degree program (specific exceptions regarding coursework completed in a GSEHD program are outlined below).

Students admitted to a GSEHD Certificate program are eligible to transfer up to a total of 1/3 of the number of credits hours required to complete the program. No course can count towards more than one certificate program. Please carefully read the policies outlined below regarding transferring credit into a certificate program. If you have questions, please contact your faculty advisor or the Office of Student Services.

Coursework completed at another institution: At most, one 3-credit hour graduate level course from outside GWU can be transferred into a certificate program with the approval of the program or department. This coursework would count towards the transfer credit limit of 1/3 of the credit hours required to complete the program.

Coursework completed at another school at GW: Students who would like to transfer coursework completed at another school at GWU must have the approval of the GSEHD Senior Associate Dean. If approved, this coursework would count towards the transfer credit limit of 1/3 of the credit hours required to complete the program.

Coursework completed at GSEHD: The following policies guide transferring coursework completed within the last five years at GSEHD to a certificate program: Students who were previously enrolled in a GSEHD degree program may elect to apply completed coursework to a certificate program provided the degree was not conferred and the coursework was approved by the faculty advisor.

Total number of credit hours eligible for transfer

The following policies guide the number of credit hours students are eligible to transfer into a certificate program.

- Students admitted to a certificate program requiring completion of 18 credit hours are eligible to transfer up to 6 credit hours.
- Students admitted to a certificate program requiring completion of 15 credit hours are eligible to transfer up to 5 credit hours.
- Students admitted to a certificate program requiring completion of 12 credit hours are eligible to transfer up to 4 credit hours.

Note: Students may transfer in credits from different sources to include coursework completed in non-degree status or from another institution; provided that the coursework follows the guidelines outlined above. For example, if a student is in a certificate program requiring completion of 18 credit hours and the student is approved to transfer in one 3-credit hour graduate level course from outside GW, the student still would be eligible to transfer in an additional 3-credit hours of non-degree coursework. However, a student in a certificate program requiring completion of 12 credit hours who brought in one 3-credit hour graduate level course from

outside GWU only would be eligible to transfer in an additional 1-credit hour of non-degree coursework.

Advanced Standing

Advanced standing is granted for approved courses taken at other regionally accredited institutions, but a minimum of 24 credit hours must be completed in GSEHD as a master's candidate. A maximum of 12 credit hours taken in non-degree status may be credited toward the master's degree.

Advanced standing is not granted for work completed five or more years before application for admission or readmission to master's candidacy. All work accepted for advanced standing must have been earned with a grade of B or better and must be approved for acceptance by both the advisor and the dean. Credit, Satisfactory, Audit, or other non-letter grades are not acceptable.

Second Master's Degree

Persons seeking a second master's degree must complete all core and specialization requirements and a minimum residency requirement of 24 credit hours.

Graduation and Commencement

Eligibility for Graduation

Degrees are conferred in January, May, and August. To be eligible for graduation a student must have met the admission requirements of the school in which registered; completed satisfactorily the scholarship, curriculum, residence, and other requirements for the degree as stated in this bulletin; filed an application for graduation by the published deadline date; and be free from all indebtedness to the University. Enrollment is required for the semester or summer at the close of which the degree is to be conferred, and all degree requirements must be completed by the last day of final examinations for that semester or summer session.

Participation in the Commencement Ceremony

Participation in the annual commencement ceremony held in May is open to students who have applied to graduate in the current spring semester, or who graduated the preceding fall or summer semester. Master's and Education Specialist students who need no more than nine credit hours to complete their degree requirements may participate in May commencement ceremonies if there is a reasonable expectation that they will be able to obtain the needed credits during the following summer. The maximum of nine credit hours is firm and not subject to petition.

Online Graduation Application Instructions

An Application for Graduation must be submitted online by the deadlines listed below to ensure that the student's name is published in the commencement program. Applications should be submitted at the beginning of the student's final semester but no later than the following deadlines:

| Semester of Graduation | Application |
|----------------------------------|--------------------|
| Spring Graduation | February 1 |
| Summer (participating in Spring) | March 15 |
| Summer Graduation | July 1 |
| Fall Graduation | October 1 |

Please also note the following important information regarding graduation:

- Online graduation application instructions can be found here: <https://registrar.gwu.edu/online-graduation-application-instructions>.

- Students who apply after the published deadlines are charged a \$35 late fee, are not guaranteed commencement materials, and will not be listed in the commencement program.
- Information on the commencement ceremony is sent only to those students who indicate their intention to participate in commencement activities on the Application for Graduation. Visit GW's Commencement Website and GSEHD's website for the most up-to-date information on caps and gowns and all commencement deadlines and activities.

Certificate Completion

To be eligible for the granting of a Graduate Certificate within GSEHD, students must complete all course requirements with a minimum GPA of 3.0 and with no grades of "F." Graduate Certificate students must submit an Application for Certificate Completion by the deadlines stated in the academic calendar. Certificate students are not eligible to participate in the University's Commencement Ceremony. An Application for Certificate Completion (available online) must be submitted to the Office of Student Services by the deadlines listed below to ensure that students receive their certificates and do not incur late fees. Applications should be submitted at the beginning of the student's final semester but no later than the following deadlines:

| Semester of Completion | Application Deadline |
|-------------------------------|-----------------------------|
| Spring Completion | April 1 |
| Summer Completion | July 1 |
| Fall Completion | December 1 |

Final Graduation/Completion Clearance

The Office of Student Services clears all GSEHD students for graduation. Please note that degree clearance for everyone other than doctoral students usually takes place after the official degree conferral date. Degree conferral cannot occur until final grades are posted and confirmation of fulfillment of all other requirements on your program plan (comprehensive exams, program plan changes, PRAXIS exams, minimum 3.0 GPA, etc.) has been received by the Office of Student Services. If your program requires PRAXIS for graduation, you are required to designate GWU as a score recipient when enrolling for the exam (institution id: 5246). If all of your grades are not posted, please check with your instructor(s). According to the Office of the Registrar, degree conferral "may take anywhere from 6-8 weeks after your graduation date."

Official transcripts and diplomas will reflect the official degree conferral date, regardless of clearance date, if all program requirements have been completed. Students can verify that their degree has been conferred via their unofficial transcript on GWeb.

If a student has not been cleared and believes that they have met all degree requirements, they should contact their Student Services Representative in the Office of Student Services. If a student has been cleared and has questions about their diploma, they should refer to the Registrar's Graduation Services Office.

Student Appeals Process

All students have the right to appeal an academic decision (i.e. residency requirements, admissions decisions, grade appeals, and decisions that alter a student's status) from GSEHD before the appropriate committee.

The Master's Appeals Committee (for certificate and Master's students) meets once a month during the academic year (September through May). The Post Master's Appeals Committee (for Education Specialist and Doctoral students) meets four times during the academic year, usually in September, November, February, and April.

Informal Resolution

Prior to appealing a decision through the appropriate committee, **the student first should attempt to resolve the matter with the faculty member(s) most directly responsible.** If no resolution results, the student then should consult with the individual at the next administrative level, for example, the director of the program or the chair of the relevant department.

If there continues to be no resolution, the program director, chair, or student may contact the Senior Associate Dean and solicit assistance to ensure that adequate steps are taken to resolve the issue at an informal level without the complaint escalating to the status of a formal appeal. If no resolution is achieved as a result of these informal attempts, the student may appeal to the Master's Appeals Committee (MAC) or the Post Master's Appeals Committee (PMAC) as appropriate. **Any such informal attempts will not extend the six-month period during which an appeal may be filed.**

Formal Appeal

In order for an appeal to be considered by the Master's Appeals Committee (MAC) or Post Master's Appeals Committee (PMAC), students must adhere to the following process:

- Submit the appeal and supporting documentation in writing to the MAC or PMAC through the appropriate Student Services Representative no later than six months from the decision being appealed. The letter requesting an appeal must include the following information:
 - A description of the reason for requesting an appeal;
 - A detailed description and timeline of events;
 - A statement explaining the outcome sought by the student;
- All documents relevant to the case (e.g., student statement, faculty member statement, transcript of coursework, and all other related documentation) must be in the Student Services Representative's possession at least two weeks prior to the committee meeting date.

Once the student has properly submitted all case materials, the appeal will then be placed on the MAC's or PMAC's agenda for the next meeting during the academic year.

The student will be notified in writing of the date and time of the meeting by his/her Student Services Representative and has the right to attend the meeting. If planning to attend the meeting, the student must inform the Student Services Representative in writing no later than one week prior to the meeting. The student may have another individual present for support, but that person will not be permitted to speak or participate in the meeting. If the individual is an attorney, the student must inform the committee chair no later than one week prior to the meeting. Students who choose to attend will be allotted an appropriate amount of time (to be determined by the committee chair) to present the case. The presentation will be followed by questions related to the case from committee members. In the event that a student does not attend, the committee will base their decision on the written documentation in the case file.

The student will be notified in writing of the committee's decision by his or her Student Services Representative within 10 business days of the meeting.

Final Appeal

The student may appeal the decision of the MAC or PMAC by submitting a written appeal to the Dean of GSEHD. The appeal must be written and submitted within 30 calendar days of the date on the appeals decision letter. A delay in filing an appeal may constitute grounds for rejection of the appeal. The decision of the Dean is final.

Section II: The Curriculum and Clinical Experience

Master of Arts Degree

Clinical Mental Health Counseling

The program in Clinical Mental Health Counseling is a 60-hour program designed to prepare students to function as professional counselors in a variety of human service settings, both public and private, such as social services agencies, employment centers, mental health agencies, community counseling agencies, substance abuse programs, and employee assistance programs.

Mission Statement:

The Clinical Mental Health Counseling program is committed to preparing knowledgeable and ethical Professional Counselors equipped for the practice of individual, couple, family, and group counseling. Our program emphasizes working with diverse populations and developing strategies to promote the social, emotional, psychological, and physical health of individuals, families, communities, and organizations. We contribute to human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, critical inquiry, civic engagement, and responsible social action.

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| CNSL 6151 | Professional & Ethical Orientation to Counseling | 3 |
| CNSL 6153 | Counseling Interview Skills | 3 |
| CNSL 6154 | Theories & Techniques of Counseling | 3 |
| CNSL 6155 | Career Counseling | 3 |
| CNSL 6157 | Individual Assessment in Counseling | 3 |
| CNSL 6161 | Group Counseling | 3 |
| CNSL 6163 | Social & Cultural Dimensions of Counseling | 3 |
| CNSL 6169 | Counseling Substance Abusers | 3 |
| CNSL 6171 | Family Counseling | 3 |
| CNSL 6173 | Diagnosis & Treatment Planning | 3 |
| CNSL 6174 | Trauma & Crisis Intervention | 3 |
| CNSL 6268 | Foundations of Clinical Mental Health Counseling | 3 |
| CNSL 6269 | Practicum I in Counseling | 3 |
| CNSL 6270 | Practicum II in Counseling | 3 |

| | | |
|-----------|---|-----------|
| HDEV 6108 | Lifespan Human Development | 3 |
| HDEV 6109 | Child Development | 3 |
| | OR | |
| HDEV 6110 | Adolescent Development | 3 |
| | OR | |
| HDEV 8244 | Adult Development | 3 |
| EDUC 6114 | Introduction to Quantitative Research | 3 |
| CNSL 6185 | Internship (Clinical Mental Health Emphasis) | 3 |
| CNSL 6186 | Advanced Internship (Clinical Mental Health Emphasis) | 3 |
| Elective | | 3 |
| | Total | 60 |

Full-time Course Sequence

| Semester 1 | | Semester 2 | | Semester 3 | |
|------------|--|------------|--|------------|--------------------------------|
| CNSL 6151 | Professional and Ethical Orientation to Counseling | CNSL 6163 | Social & Cultural Dimensions of Counseling | HDEV 6108 | Lifespan and Human Development |

| | | | | | |
|-------------------|---------------------------------------|-------------------|----------------------------------|---------------------------------|--|
| CNSL 6154 | Theories and Techniques of Counseling | CNSL 6153 | Counseling Interviewing Skills | CNSL 6174 | Trauma and Crisis Intervention |
| CNSL 6268 | Foundations of Clinical Mental Health | CNSL 6173 | Diagnosis and Treatment Planning | CNSL 6157 | Individual Assessment |
| Semester 4 | | Semester 5 | | Semester 6 | |
| CNSL 6269 | Practicum I | CNSL 6270 | Practicum II | CNSL 6161 | Group Counseling |
| CNSL 6155 | Career Counseling | EDUC 6114 | Quantitative Methods | HDEV 6109 OR 6110 OR 8224 | Child Development OR Adolescent Development OR Adult and Aging Development |
| CNSL 6171 | Family Counseling | CNSL 6169 | Counseling Substance Abusers | | Elective |
| Semester 7 | | Semester 8 | | | |
| CNSL 6185 | Internship I | CNSL 6186 | Internship II | | |

Part-time Course Sequence (Fall admit only)

Curriculum Sequence:

The curriculum is sequenced to provide a structured program of learning. Students must follow the sequence of courses as outlined. Students attend all three semesters per year, fall, spring, summer. Many courses are only offered during a particular semester of the year. Any deviations from the program plan (e.g., leave of absence) must be approved by the program faculty and may result in taking an additional academic year to complete the program. If a needed course is full at the time of registration, please register for the course to be placed on the waitlist. Many of our courses are shared across other programs in the department, but we will honor program plans by adding additional courses or increasing class sizes as needed if no space is available in ANY of the sections of your required course.

| Semester 1 | | Semester 2 | | Semester 3 | |
|-------------|--|-------------|--|---------------------------------|---|
| CNSL 6151 | Professional and Ethical Orientation to Counseling | CNSL 6163 | Social & Cultural Dimensions of Counseling | CNSL 6154 | Theories of Counseling Techniques |
| CNSL 6268 | Foundations of Clinical Mental Health | CNSL 6153 | Counseling Interviewing Skills | HDEV 6108 | Lifespan and Human Development |
| Semester 4 | | Semester 5 | | Semester 6 | |
| CNSL 6171 | Family Counseling | CNSL 6157 | Individual Assessment | CNSL 6269 | Practicum I |
| CNSL 6173 | Diagnosis and Treatment Planning | CNSL 6174 | Trauma and Crisis Intervention | CNSL 6155 | Career Counseling |
| Semester 7 | | Semester 8 | | Semester 9 | |
| CNSL 6270 | Practicum II | CNSL 6161 | Group Counseling | HDEV 6109 OR 6110 OR 8224 | Child Development OR Adolescent Development OR Adult and Aging Development |
| EDUC 6114 | Quantitative Methods | CNSL 6169 | Counseling Substance Abusers | | Elective |
| Semester 10 | | Semester 11 | | | |
| CNSL 6185 | Internship | CNSL 6186 | Advanced Internship | | |

School Counseling

The Master of Arts in the School Counseling program prepares students for certification to work in elementary and secondary schools. It is a 48 credit-hour program.

Previous teaching experience is not required for admission to the GWU school counseling program. Students who have no previous experience or academic work in elementary or secondary education may be required to select focused electives. A few states may require education-related experience as a pre-requisite to full certification as a school counselor.

Mission Statement:

The School Counseling program is dedicated to the preparation of knowledgeable and ethical counseling professionals for employment as school counselors in public and private schools and related educational settings for diverse populations. We endorse an approach that integrates school counseling with other school services.

Our program contributes to learning, human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, innovative inquiry, and responsible social action.

| Required Courses | Credit Hours |
|--|--------------|
| CNSL 6151 Professional & Ethical Orientation to Counseling | 3 |
| CNSL 6153 Counseling Interview Skills | 3 |
| CNSL 6154 Theories and Techniques of Counseling | 3 |
| CNSL 6155 Career Counseling | 3 |
| CNSL 6157 Individual Assessment in Counseling | 3 |
| CNSL 6161 Group Counseling | 3 |
| CNSL 6163 Social and Cultural Dimensions of Counseling | 3 |
| CNSL 6466 Foundations of School Counseling and Practicum | 3 |
| HDEV 6108 Lifespan Human Development | 3 |
| CNSL 6155 Career Counseling | 3 |
| CNSL 6171 Family Counseling | 3 |
| CNSL 6269 Practicum I in Counseling | 3 |
| EDUC 6114 Introduction to Quantitative Research | 3 |
| OR | 3 |
| EDUC 6116 Introduction to Educational Statistics | |
| CNSL 6185 Internship in Counseling | 3 |
| CNSL 6186 Advanced Internship in Counseling | 3 |
| Electives appropriate to one's emphasis | 6 |
| Total | 48 |

Electives:

School counseling students have a variety of courses to choose from in determining electives, including diagnosis and treatment planning, cross-cultural human development, counseling substance abusers, children and loss, counseling families, human sexuality, special education courses, psychology courses, and psychopharmacology for counselors. Students work with the program coordinator to determine elective offerings according to the needs of the cohort. Elective offerings may be offered every other year.

Tentative Course Sequence School Counseling Master's Program

GWU Alexandria Cohort Total Credits = 48

Year 1

| SUMMER | FALL | | SPRING | |
|---|---|--|---|--|
| 7 Weeks CNSL 6151 Professional and Ethical Orientation to Counseling | 7 Weeks HDEV 6108 Lifespan Human Development | | 7 Weeks CNSL 6157 Individual Assessment in Counseling | 7 Weeks CNSL 6163 Social and Cultural Dimensions of Counseling |
| 7 weeks CNSL 6153 Counseling Interview Skills | 14 Weeks CNSL 6154 Theories and Techniques of Counseling | | 14 Weeks Practicum (100 hours) | |
| | CNSL 6466 Foundations of School | | | |

Year 2

| SUMMER | FALL | | SPRING | |
|--|--|--|---|---------------------|
| 7 Weeks CNSL 6161 Group Counseling | 7 Weeks *CNSL 6169 Counseling Substance Abusers | 7 Weeks EDUC 6114 Introduction to Quantitative Research | 7 Weeks *CNSL 6171 Counseling Families | 7 Weeks Elective |
| 7 weeks CNSL 6155 Career Counseling | 14 Weeks CNSL 6185 Internship in Counseling (~250 hours School Site) (50 hours CCSC) | | 14 Weeks CNSL 6186 Advanced Internship in Counseling (250 hours School Site) (50 hours CCSC) | |

- **Electives may be offered every other year, and on a different schedule, according to student demands.**

Rehabilitation Counseling

The Master of Arts degree in Rehabilitation Counseling has a 60-hour program on campus and a 60 and 48-hour program on-line designed to prepare individuals to work with people with physical, mental, or social disabilities.

Mission Statement:

The Rehabilitation Counseling program philosophy is to help prepare professionals to empower persons with disabilities to help themselves. The Rehabilitation Counseling program emphasizes the philosophical foundations of rehabilitation; organizational structure of public, not-for-profit and private vocational settings; individual, group and family counseling theories; behavior and personality theory; human development; multicultural counseling; attitudinal and environmental barriers for the people with disabilities; rehabilitation services; case management; medical and psychosocial aspects of disability; job development, development and placement; and ethical standards for rehabilitation counselors.

Required Courses for 60 Credit On-Campus Program

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| CNSL 6151 | Professional & Ethical Orientation to Counseling | 3 |
| CNSL 6153 | Counseling Interview Skills | 3 |
| CNSL 6154 | Theories & Techniques of Counseling | 3 |
| CNSL 6155 | Career Counseling | 3 |
| CNSL 6157 | Individual Assessment in Counseling | 3 |

| | | |
|-----------|---|-----------|
| CNSL 6161 | Group Counseling | 3 |
| CNSL 6163 | Social & Cultural Dimensions of Counseling | 3 |
| CNSL 6376 | Foundations of Rehabilitation & Case Management | 3 |
| CNSL 6378 | Disability and Case Management | 3 |
| CNSL 6380 | Job Placement & Supported Employment | 3 |
| CNSL 6381 | Medical & Psychosocial Aspects of Disabilities | 3 |
| CNSL 6171 | Family Counseling | 3 |
| CNSL 6173 | Diagnosis and Treatment Planning | 3 |
| CNSL 6174 | Trauma and Crisis Intervention | 3 |
| CNSL 6269 | Practicum I in Counseling | 3 |
| CNSL 6270 | Practicum II in Counseling | 3 |
| CNSL 6185 | Internship | 3 |
| CNSL 6186 | Advanced Internship | 3 |
| HDEV 6108 | Life Span and Human Development | 3 |
| EDUC 6114 | Introduction to Quantitative Research | 3 |
| | Total | 60 |

Required Courses for 48 Credit On-line Program

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| CNSL 6151 | Professional & Ethical Orientation to Counseling | 3 |
| CNSL 6153 | Counseling Interview Skills | 3 |
| CNSL 6154 | Theories & Techniques of Counseling | 3 |
| CNSL 6155 | Career Counseling | 3 |
| CNSL 6157 | Individual Assessment in Counseling | 3 |
| CNSL 6161 | Group Counseling | 3 |
| CNSL 6163 | Social & Cultural Dimensions of Counseling | 3 |
| CNSL 6269 | Practicum I | 3 |
| CNSL 6376 | Foundations of Rehabilitation & Case Management | 3 |
| CNSL 6378 | Disability and Case Management | 3 |
| CNSL 6380 | Job Placement & Supported Employment | 3 |

| | | |
|--------------|--|-----------|
| CNSL 6381 | Medical & Psychosocial Aspects of Disabilities | 3 |
| CNSL 6185 | Practicum/Internship (Rehabilitation Focus) | 3 |
| CNSL 6186 | Advanced Internship (Rehabilitation Focus) | 3 |
| EDUC 6114 | Introduction to Quantitative Research | 3 |
| | OR | |
| EDUC 6116 | Introduction to Educational Statistics | 3 |
| HDEV 6108 | Lifespan Human Development | 3 |
| Total | | 48 |

**For Rehabilitation Counseling program students interested in taking the NCE, HDEV 6108 would be taken as an elective.*

Required Courses for 60 Credit On-line Program

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| CNSL 6151 | Professional and Ethical Orientation to Counseling | 3 |
| CNSL 6153 | Counseling Interview Skills | 3 |
| CNSL 6154 | Theories and Techniques of Counseling | 3 |
| CNSL 6155 | Career Counseling (Prerequisites: CNSL 6151, EDUC 6114) | 3 |
| CNSL 6157 | Individual Assessment in Counseling (Prerequisites: CNSL 6151, EDUC 6114) | 3 |
| CNSL 6376 | Foundations of Rehabilitation and Case Management | 3 |
| CNSL 6161 | Group Counseling (Prerequisite: CNSL 6151) | 3 |
| CNSL 6163 | Social/Cultural Dimension of Counseling (Prerequisite: CNSL 6153) | 3 |
| CNSL 6169 | Counseling Substance Abusers (Prerequisite: CNSL 6153) | 3 |
| CNSL 6171 | Family Counseling (Prerequisite: CNSL 6153) | 3 |
| CNSL 6173 | Diagnosis and Treatment Planning (Prerequisite: CNSL 6153) | 3 |
| CNSL 6174 | Trauma and Crisis Intervention | 3 |
| CNSL 6269 | Practicum in Counseling | 3 |
| CNSL 6185 | Internship in Counseling | 3 |
| CNSL 6186 | Advanced Internship (Prerequisite: CNSL 6185) | 3 |

| | | |
|--------------|---|-----------|
| CNSL 6378 | Disability Management and Psychosocial Rehabilitation | 3 |
| CNSL 6380 | Job Placement and Supported Employment | 3 |
| CNSL 6381 | Medical and Psychosocial Aspects of Disabilities | 3 |
| EDUC 6114 | Introduction to Quantitative Research | 3 |
| HDEV 6108 | Life Span and Human Development | 3 |
| Total | | 60 |

Program Plan for On-line Rehabilitation Counseling Students (48 Credits)*

| SPRING – 2019 | SUMMER – 2019 | FALL – 2019 |
|--|--|---|
| CNSL 6376 Foundations of Rehabilitation Counseling and Case Management | CNSL 6154 Theories and Techniques of Counseling | CNSL 6381 Medical and Psychosocial Aspects of Disabilities |
| CNSL 6151 Professional and Ethical Practices in Rehabilitation Counseling | CNSL 6153 Counseling and Interview Skills | CNSL 6163 Social and Cultural Aspects of Disability |
| SPRING – 2020 | SUMMER - 2020 | FALL – 2020 |
| CNSL 6155 Career Counseling | CNSL 6378 Disability and Case Management | CNSL 6380 Job Placement and Supported Employment for Persons with Disabilities |
| HDEV 6108 Lifespan and Human Development | CNSL 6157 Individual Assessment | CNSL 6269 Practicum I in Counseling |
| SPRING – 2021 | SUMMER – 2021 | |
| CNSL 6185 Internship in Counseling | CNSL 6186 Advanced Internship in Counseling | |
| CNSL 6161 Group Counseling | EDUC 6114 Introduction to Quantitative Research Methods | |

*Or as otherwise advised by student's advisor/program coordinator.

Program Plan for On-line Rehabilitation Counseling Students (60 Credits)

Students in the 60-credit hour online Rehabilitation Counseling Program should discuss their program plan with their advisor/ program coordinator.

Program Plan for On-Campus Rehabilitation Counseling Students (60 Credits)

| Fall 2019 | Spring 2020 | Summer 2020 |
|---|--|---|
| CNSL 6376 Foundations of Rehabilitation Counseling and Case Management | CNSL 6163 Social and Cultural Dimensions of Counseling | CNSL 6171 Family Counseling |
| CNSL 6151 Professional and Ethical Orientation | CNSL 6153 Counseling Interview Skills | CNSL 6157 Individual Assessment |
| CNSL 6154 Theories and Techniques of Counseling | CNSL 6173 Diagnosis and Treatment Planning | CNSL 6174 Trauma and Crisis Intervention |
| Fall 2020 | Spring 2021 | Summer 2021 |
| CNSL 6269 Practicum I in Counseling | CNSL 6270 Practicum II in Counseling | CNSL 6161 Group Counseling |
| CNSL 6155 Career Counseling | CNSL 6378 Disability Management/ Psychosocial Rehabilitation | CNSL 6380 Job Placement and Supported Employment for Persons with Disabilities |
| CNSL 6381 Medical and Psychosocial Aspects of Disability | HDEV 6108 Lifespan Human Development | EDUC 6114 Introduction to Quantitative Research Methods |
| Fall 2021 | Spring 2022 | |
| CNSL 6185 Internship I | CNSL 6186 Internship II | |

Course Scheduling

Most courses on campus in CHD meet in the early evening. Consult with advisor about class times. On-campus practicum, internship and summer courses can begin at 9am EST. Students required to complete practicum in the Foggy Bottom CCSC will be required to accommodate the practicum schedule. Practicum sections are scheduled 9am-3pm or 2pm-8pm. Students are assigned to practicum sections based on need and availability, with as much consideration for student preferences as possible. Additionally, clinically-oriented didactic courses may require additional on-campus time (at the discretion of the instructor) for assignment completion to occur outside of the scheduled class time. School Counseling and on-line Rehabilitation Counseling students shall meet with their academic advisors.

Practicum and Internship Requirements

The practicum and internship experiences are a vital part of the counseling programs at GWU and a key CACREP requirement. They offer the opportunity to put theory into practice and serve as a catalyst for personal and

professional growth needed for entry into the counseling profession. There are several prerequisites for being able to begin Practicum and Internship. Forms are located in the Practicum and Internship handbooks.

Practicum Requirements

Practicum serves as an integrating component in master's degree programs, affording students a structured and supportive environment in which to apply counseling theories, techniques, and skills learned in previous coursework. On campus candidates in the MA program are required to complete a 2-semester practicum in the Community Counseling and Services Clinic (CCSC) or in a school-based setting (school counseling students *only*). NOTE: School and on-line rehabilitation counseling programs require one semester of practicum. Ideally, practicum provides students the opportunity to provide individual, group and/or couples counseling to diverse clients with varying life situations. Students also develop skills in observation, feedback, case preparation, interview analysis and reporting. They also become more aware of a variety of professional resources, including technological resources, and community referral agencies. **On-campus students who do not log the required time and counseling sessions in CCSC will receive a grade of Incomplete until this requirement is met. To achieve this, students may be required to enroll in and complete additional sections of practicum.**

In accordance with the 2016 CACREP Standards, the following are requirements of practicum:

Insurance

1. Students must be covered by individual professional counseling liability insurance policies while enrolled in practicum. Many students obtain insurance from the professional counseling associations such as ACA. Because some state rehabilitation internship sites provide internship coverage, please consult your internship site and provide documentation. It is important to secure insurance well in advance of beginning practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Forms for applying for insurance is available on the association's website, as they have the most current information.

Clock Hours

2. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours in Practicum over a period of 2 semesters.
3. Practicum students complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills.

Supervision

4. On campus practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a doctoral student supervisor who is under the supervision of a counseling program faculty member, or (2) a CCSC clinical staff person. Off campus students receive supervision from their site supervisor. School counseling students have 1 hour of weekly clinical supervision at their school site.
5. All practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by counseling faculty. Group supervision of practicum and internship students should not exceed a 1:6 faculty: student ratio. School counseling practicum students receive 1½ hour supervision weekly by faculty.
6. Supervision of on-campus Foggy Bottom students' practicum includes program-appropriate recordings and/or live evaluation of students' interactions with clients. Rehabilitation counseling on-line students and

School counseling students participate in 1-hour supervision with 1 site supervisors weekly.

7. Written supervision agreements define the roles and responsibilities of the faculty supervisor, doctoral supervisor, site supervisor, and student during practicum.

Evaluation

8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum. These forms can be found in the Practicum/Internship Handbook.

Experiences

9. Students have the opportunity to become familiar with a variety of professional activities (e.g., intake, risk assessment, career counseling, outreach, etc.) and resources, including technological resources, during their practicum.
10. In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

NOTE: On-line students should check with faculty advisor about specific requirements and exclusions

Community Counseling Services Center: Philosophy and Purpose

The Community Counseling Services Center (CCSC) is the clinical adjunct to classroom teaching, a necessary component in the professional preparation of counselors enrolled in on campus program at the Foggy Bottom and Alexandria campus. The CCSC offers students the opportunity for experiential learning and supervision with streaming and recorded sessions in class; role-playing; digital recording of individual, family, and group counseling sessions with community clients; and, for the doctoral students, streaming and recorded supervision sessions with master's students. A career resource library and files of appropriate testing materials are available for use by students with community clients and in the classroom. A computer and software library are available for students to use either with clients in testing or for individual practice and experience.

The purpose of the supervised counseling in the CCSC is to provide direct faculty supervision of the interns streaming and recorded sessions. The CCSC serves as an experiential complement to theoretical classroom teaching in the professional preparation of counselors. Its objectives are:

1. To provide an opportunity for students to demonstrate counseling skills under the close supervision of class peers and faculty in the internship class.
2. To provide faculty with opportunities for observing counselors in training/practice in order to give students feedback, monitor student progress, and substantiate mastery of students' basic counseling skills.
3. To provide the community with sliding fee counseling services.

Clients are recruited and selected with the training needs of students in mind. Clients are informed, in a phone intake interview performed by the CCSC Director, that counseling sessions will be video/audio taped for counselor education purposes. Streaming and recorded sessions are securely stored and can only be accessed by students, clinical instructors and supervisors on site. Confidentiality and informed consent are adhered to within the Ethical Guidelines of the American Counseling Association, ASCA, and CRCC.

Detailed information on the CCSC experience in Foggy Bottom is available from the CCSC Director, Dr. Monica Megivern, email: mmmeg@gwu.edu phone (202) 994-8645. Information for Alexandria's CCSC is available from Lois Elaine Rhymers, email: ler@gwu.edu phone: (703)-299-7148.

Internship Requirements

All students enroll in internships as the capstone experience of their program. These internships emphasize learning through application of knowledge and skill gained in prerequisite coursework. Internships provide the opportunity for the integration of this knowledge and skill in supervised situations. Students are required to spend a minimum of 15-20 hours per week at their internship site. Students should begin early preparation for internship by obtaining and reading the Internship Handbook available on the Department website www.gsehd.gwu.edu. Due to the demanding nature of internship, students are cautioned against full-time employment during internship.

In accordance with the 2016 CACREP Standards, the following are requirements of internship:

Insurance

Students must be covered by individual professional counseling liability insurance policies while enrolled in internship. Many students obtain insurance from the American Counseling Association, ASCA, and ARCA when they become student members. It is important to secure insurance well in advance of beginning a practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Forms for applying for insurance is available on the association's website, as they have the most current information.

Clock Hours

1. Students may not begin internship until the semester after they successfully complete practicum.
2. For internship, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
3. Internship students complete at least 240 clock hours of direct service to clients.

Supervision

4. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counseling program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. School counseling students who hold sites within the schools and the on-campus Alexandria Graduate Education Center (AGEC) Community Counseling Services Center, will be required to participate in one hour of individual/triadic supervision within each site.
5. Through CNSL 6185 Internship in Counseling and CNSL 6186 Advanced Internship in Counseling Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
6. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counseling program faculty, the supervision agreement must detail

the format and frequency of consultation to monitor student learning.

7. All field supervisors must have a master's degree in counseling or the equivalent, be properly credentialed, have a minimum of 2 years post-degree clinical experience, knowledge of programs requirements, evaluation requirements and relevant training in counseling supervision.

Evaluation

8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship.

Experiences

9. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.
10. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during internship.

Documentation of Practicum/Internship Hours

Clinical Mental Health Counseling students, on campus and on-line Rehabilitation Counseling students, and School counseling students are responsible for keeping a record of the hours they are involved in their practicum and internships using the *Time2Track* accounts sponsored by the department of Counseling and Human Development. Students track and submit their hours for approval through this system. Student accounts are active for the 2-year duration of the practicum and internship experience. *Time2Track* does not delete data at any time; thus, students retain access to their clinical hours and reports. Students are encouraged to keep copies of their approved hours for licensure purposes.

Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practicum and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course.

Students in clinical mental health and rehabilitation counseling must maintain their regular schedule at their sites through the end of the semester and date specified by their contracts, even when they have accrued the requisite number of hours. Students who need to extend their practicum or internship past the end of a semester—typically due to not having met the required number of client contact hours to pass the course—have the following options:

- **For extensions up to four weeks** past the end of a final semester (but no more than four weeks), students will receive an IPG grade in the course and will continue to work at their sites. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- **For extensions of more than four weeks**, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours).

Policies and Procedures for Formal Endorsement of Graduating Students for Professional Credentials

GWU counseling faculty supports and encourages its graduates to become active professionally in the counseling field. Faculty endorsement for students is given:

- 1) On the basis of evidence of demonstrated proficiency, as judged by the counseling faculty's evaluation of student's performance in program courses and practicums and/or internship, specifically in the vocational and/or credentialing area for which endorsement is sought;
- 2) After the candidate has completed a substantial portion of the program, necessarily including supervised practicum and/or internship experiences during the program at The George Washington University;
- 3) For the professional credential for which the candidate has been prepared, necessarily including appropriate coursework and practicum and/or internship placement(s);
- 4) By full-time members of The George Washington University's Counseling faculty who are familiar with the student who is requesting endorsement. A faculty endorsement is given by way of a letter or other situation-specific form at the request of the student who is requesting endorsement.

Procedures for Faculty Review of Counseling Students Regarding Academic, Professional, and Personal Suitability for Professional Counseling

Counseling faculty twice yearly, and at other times as needed, conduct an executive (confidential) review of all counseling students to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that calls into question his or her suitability for being a professional counselor. If a faculty member so identifies such a student, then faculty as a group fully discuss the matter in executive session. If this discussion provides sufficient evidence, based on faculty observations, that there is serious reason for pursuing the matter, the student's advisor is charged with discussing identified concerns with the student. If warranted, the advisor, in discussion with the student, may recommend and achieve the student's agreement to appropriate constructively corrective action to help the student address identified concerns. The advisor reports these recommendations to the department chair and discusses them in executive session with the Counseling faculty. The faculty, in cooperation with the student's faculty advisor, continue to monitor the matter in executive sessions to ascertain if remedial action has been satisfactory to successfully address identified concerns or if additional action, including a recommendation for the student to transfer to another program, is called for. A key element of the process is ongoing confidential communication between the advisor and student and among the advisor and the department chair, the dean, the counseling program director, and/or the counseling faculty as necessary.

These procedures complement all University, School, Department, and Program statements of philosophy, policies, and procedures regarding students' rights and responsibilities, including respect for diversity as well as individual uniqueness, which fully apply in the implementation of the review described above.

Evaluations of Student Progress

As professionals in training, students are evaluated by a variety of means. In addition to course requirements, students complete a pre-practicum development portfolio (see below), upload course assignments and other documentation to Taskstream, our online portfolio system, complete and pass a comprehensive exam (see below), successfully demonstrate academic and professional readiness for practicum and/or internship, and successful application for graduation.

Faculty evaluates student progress through review of key assignments required in the Student Learning Outcomes of each core course. These assignments are uploaded to Taskstream each semester. Some items require student submission and grading of work, other requirements are completed by faculty and supervisors (e.g., test scores, clinical evaluations). Faculty notifies students who are not demonstrating adequate progress.

Pre-Practicum Portfolio Requirements

As part of the master's degree program, students are required to develop a portfolio that documents their experience and growth as a helping professional. Students will receive guidance on how to complete this requirement from their faculty advisor and in CSNL 6268 Foundations of Clinical Mental Health OR CNSL 6376 Foundations of Rehabilitation Counseling OR CNSL 6466 Foundations of School Counseling, and in meetings with their advisor. The core elements of the portfolio requirement are listed and described briefly here but vary by program. All elements of the portfolio must be fully completed and uploaded to Taskstream by the deadline date in the semester prior to the student's first practicum. Students must meet with their advisor to document that these requirements have been met.

Clinical Mental Health Portfolio Requirements and Instructions for Students:

1) Resume or vita, current.

2) Statement of Professional Goals. Write a one-page statement that describes your professional goals at this stage of your training and upload to Taskstream. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

3) Documentation of Personal Counseling. Document at least **10 hours** of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional. Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 10 hours of personal counseling. The 10 sessions should be completed by the portfolio due dates indicated previously. We will also accept documentation of appropriate personal counseling completed as an adult prior to admission to the program if has been within the previous 24 months. Documentation should be included in your portfolio uploaded to Taskstream. A simple one-sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient.

4) Documentation of Collaboration Skills. Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration mean working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem solving. Briefly describe your role and the contributions you made to the work of the group.

5) Description of 200 hours or more of experience in helping roles. Write a short description/paragraph for each setting/task for which you will be counting helping hours, the number of hours gained from that task/setting, and upload it to Taskstream. Helping hours may be gained from previous employment, volunteer work, or

appropriate practicum placements within the past 24 months. If you have other kinds of experience that might apply, check with your advisor about including that experience.

6) 12-Step Program Attendance. We strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12-step groups that serve as vital supports to effective treatment effort.

In recognition of this, all students are required to attend a minimum of four meetings of various 12-step oriented groups held in their communities. By having this experience, you should be able to empathize with a client who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, you will be able to give basic information to clients about how to contact 12-step groups, where to go, and what to expect. Students are also required to prepare a one-page, single-spaced summary of each of the separate meetings attended. The summary should include the type, address, and time of the meeting, your personal reactions and feelings, and what you learned from attending. The four summaries of visits will be uploaded to Taskstream.

Meeting Requirements:

Students should attend only meetings that are listed as open to the public. (Contact information for specific groups concerning meeting schedules and locations is readily available through various sources online.) 12-step oriented groups include, but are not limited to, Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Overeaters Anonymous (OA), Gamblers Anonymous (GA), Adult Children of Alcoholics (ACOA), and Codependents Anonymous (CoDA).

The following are some general guidelines for you to follow as you attend these meetings yourself.

- a. There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e., people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- b. When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: "I'm a graduate student in a counseling program and I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.)."
- c. Do not tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.
- d. Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.
- e. All meetings have a different "flavor" to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

7) Advocacy Participation Assignment. Attend a total of at least 8 hours of meetings/gatherings, either regular planning meetings or events, of grassroots groups or nonprofit organizations that organize to change larger systems or policies (rather than work to improve the situation of a single person or family). These could represent organizing in sectors such as immigration, LGBT, anti-racism, environmental justice, housing and homelessness, prison reform, labor rights, peace, economic inequality, etc. You may attend groups in two or three different sectors, but the idea is to find one and stick with it to learn about how these groups move through time from month to month.

Participate as a person who cares about the cause or issue. In many cases, people come and go from these groups. Be sure not to volunteer to do something and then fail to follow through.

Document this participation by answering the following questions in about 250-500 words:

1. What were the main short-term goals of the meetings you attended? How do these connect to the mission of the organization?
2. In what ways were these goals fulfilled or not? What helped and what got in the way?
3. What do you notice about group dynamics? What helped make the meetings/events effective and enjoyable?
4. What did you learn about yourself in the role of an activist or community organizer?

8) HIPAA Acknowledgement. Prior to the beginning of your practicum, you will be required to complete our online HIPAA information training. This training will appear in your Blackboard accounts. Upon completion, print the completion acknowledgement to scan and upload into Taskstream as part of your pre-practicum portfolio requirement.

See APPENDIX C for detailed instructions for building and submitting your portfolio.

Rehabilitation Counseling Portfolio Requirements and Instructions for Students:

1) Resume or vita, current.

2) Statement of Professional Goals. Write a paragraph that states your professional goals and upload to Taskstream. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

3) Documentation of Collaboration Skills. Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem solving. Briefly describe your role and the contributions you made to the work of the group.

4) HIPAA Acknowledgement. Prior to the beginning of your practicum, you will be required to complete our online HIPAA information training. This training will appear in your Blackboard accounts. Upon completion, print the completion acknowledgement to scan and upload into Taskstream as part of your pre-practicum portfolio requirement.

School Counseling Portfolio Requirements and Instructions for Students:

1) Resume or vita, current.

2) Statement of Professional Goals. Write a paragraph that states your professional goals and upload to Taskstream. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

3) Documentation of Collaboration Skills. Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem solving. Briefly describe your role and the contributions you made to the work of the group.

4) HIPAA Acknowledgement. Prior to the beginning of your practicum, you will be required to complete our online HIPAA information training. This training will appear in your Blackboard accounts. Upon completion, you should print the completion acknowledgement to scan and upload into Taskstream as part of your pre-practicum portfolio requirement.

Comprehensive Examination Procedures and Requirements.

Mastery of the knowledge content of the program is assessed in many ways throughout the program. One specific milestone for assessing students' mastery of content knowledge is the program comprehensive examination. All master's degree students in the 60 credit hour Counseling Programs are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE), a nationally administered exam, in order to graduate from the program. Students entering the program during and after summer 2018 will be expected to score at the mean or above compared to the national sample of students. Students scoring below the mean may be required to complete additional work to demonstrate competency if deficiencies are also noted in other methods of evaluation.

Faculty Program Coordinators will manage this process during the semester before the examination will be taken. Course fees are used to pay for this examination and students will be provided with registration instructions. This requirement is only for students enrolled in 60 credit hour Counseling Programs.

About the CPCE

The CPCE is a national examination offered and scored by the Center for Continuing Education (CCE). This exam assesses knowledge content from the eight CACREP common core knowledge content areas.

Eligibility to Sit for the CPCE

As illustrated in the table below, the CPCE areas correspond closely with several of the required courses in the M.A. in Education & Human Development (M.A. in Ed. & H.D.) program.

| CPCE Area | Related Courses in Counseling Programs |
|----------------------------------|--|
| Appraisal | Individual Assessment |
| Career and Lifestyle Development | Career Counseling |
| Group Work | Group CounselingA |

| | |
|-------------------------------------|--|
| Helping Relationships | Counseling Interview Skills AND Theories of Counseling |
| Human Growth and Development | Lifespan Development AND Adult/Child/Adolescent Development |
| Professional Orientation and Ethics | Foundations of Counseling AND Professional and Ethical Orientation to Counseling |
| Research and Program Evaluation | Introduction to Quantitative Methods |
| Social and Cultural Foundations | Social and Cultural Dimensions of Counseling |

Prior to taking the CPCE students must complete (with a B or higher) all of the following courses:

- CNSL 6157 Individual Assessment
- CNSL 6155 Career Counseling
- CNSL 6161 Group Counseling
- CNSL 6153 Counseling Interview Skills
- CNSL 6154 Theories of Counseling
- HDEV 6108 Lifespan Development
- HDEV 8224/6109/6110 Adult/Child/Adolescent Development
- CNSL 6268/6466/6376 Foundations of Counseling
- CNSL 6151 Professional and Ethical Orientation to Counseling
- EDUC 6114 Introduction to Quantitative Methods
- CNSL 6163 Social and Cultural Dimensions of Counseling

Scoring of the CPCE

All GW master's degree in counseling students are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate from the program. Students will receive a total score and individual scores for each of the knowledge content areas. Students not passing the comprehensive exam on the first attempt will have an additional attempt to pass the exam, and may be required to cover the cost for subsequent exam administration. Students scoring for the second attempt will use the highest scores from the two attempts across the eight CACREP common core knowledge content areas. Students will receive a score report showing both exams scores and a total using only the highest scores from the two administrations. For additional information on the CPCE, visit <https://www.cce-global.org/assessmentsandexaminations/cpce>

Should a student not earn a total passing score, the faculty will review that student's score. This review will identify areas of consistent weakness in the specified knowledge content areas. Students who do not pass the examination after the second attempt will be required to audit the course or courses that represent the competency areas identified in the faculty review of the student's score reports from the two examination attempts. Audited courses do incur additional tuition costs that will be the responsibility of the student. The student will be required to pass these identified course(s) with a grade of at least an A- in order to take the CPCE a third time. Should the student fail the CPCE a third time, the faculty may elect to remove the student from the program.

APPENDIX A:

Frequently Asked Questions:

1. Are applicants interviewed by the faculty?

Yes, applicants who are being considered for admissions will be invited for an interview with faculty. Applicants selected as finalists for admission are required to complete an interview with program faculty. In most cases this will occur in person at GWU on one of a few possible prearranged dates. Finalists will be interviewed in small groups, with different faculty during either a morning or afternoon session. Finalists will also have the opportunity at that time to meet and talk with current counseling students as well. School Counseling applicants are required to attend an Information Session, and a face-to-face interview session with the Program Director. Monthly sessions are conducted and students are admitted and informed on a rolling basis until the program is filled. On-line Rehabilitation Counseling students are individually interviewed by phone by the Program Director.

2. Can I transfer in credits from another program?

In some cases, students who have successfully completed coursework equivalent to that required for the program may petition to have it included toward the completion of their GWU degree after they have already enrolled in the program. This coursework, however, must be graduate level, been completed at a CACREP or CORE accredited program, must be a letter grade of B or higher, cannot exceed 12 credit hours of work, be reviewed and approved by faculty, and not used for a culminating degree. Admitted students may contact their advisor to initiate this process. CHD does not permit the transfer of any foundations or clinical experience coursework.

3. Will I be able to become licensed with this degree?

In most cases, yes. However, counselor licensure is overseen by State governments. That means each State has its own requirements for counselor licensure. To determine whether this program will enable you to be licensed in the State in which you plan to practice, go to the American Counseling Association's webpage (www.counseling.org) and review their listing of States' licensure requirements.

4. Is financial aid available?

In some cases, yes. While GWU does offer some scholarships (either partial or full), they are only available on a very limited basis, based on merit. Students interested in non-GWU scholarships must pursue those themselves; however, the Graduate School of Education and Human Development's Office of Admissions may have some helpful information. Some GWU students elect to pursue full-time employment with the university, since this may include a partial tuition benefit. Students interested in GWU employment are responsible for pursuing this themselves and should begin with the University's Human Resources web-page. Occasionally GWU faculty members have paid part- or full-time research assistantships available, some of which may also have tuition benefits. These positions only become available intermittently; interested students should let their advisor know of their availability for these in case one becomes available. School counseling students who live and/or work in Alexandria are eligible to apply for the Alexandria Partnership Fellowship.

5. Can students work full-time and complete this program in three years?

Not entirely. In some cases, some students are able to pursue full-time employment while taking three courses a semester in their first 2 years of the program. In fact, most of our courses are offered in the evenings to allow students who work during the day to attend. However, practicum courses and summer courses are offered during daytime hours. Most students find that they are unable to work more than part-time once they begin internship because of the intensive time commitment required (20-30 hours per week) for these courses. School counseling students complete the program according to the pre-determined cohort model program requirements and schedule.

6. How do I find an Internship field placement site?

Students should begin thinking about the type of Internship placement they will pursue early into the practicum experience. A field placement site is an important decision and one that should be given a lot of careful

consideration. Students will want to begin by considering the range of options as they complete their initial coursework. By talking with class instructors, advanced counseling students, and their advisor, they should begin to identify their training interests. Next, students should investigate possible sites by researching these carefully. Important factors to consider are:

- *Has the site ever provided practicum/internship training to a student before?*
- *What type/quality/amount of supervision would they be able to offer?*
- *Is there a licensed mental health professional available to oversee your work?*
- *Would the setting provide a broad range of experiences to maximize your marketable skills?*
- *Does the quality of services offered clients ensure you would be trained in high quality methods?*

An Orientation to internship is given during the practicum courses to make sure students have all the information needed to make final arrangements for their field placement.

School Counseling students apply for and are placed in practicum and two internship placements through the Department of Experiences and Clinical Learning (DCEL), as scheduled in the cohort model, and under the direction of the program advisor. Three separate site placements are required over three semesters, as outlined in the program cohort model. On-line Rehabilitation Counseling students work closely with the Internship Instructor to identify and secure an approved placement site.

7. How many non-degree courses can I take at GWU?

Students are allowed to enroll in courses (except for some advanced courses) for ***one semester*** at GWU as a non-degree student. After that, they must be admitted to a degree or certificate program in order to continue taking courses. Once enrolled in a degree program, students may only petition to have 12 credits taken in non-degree status applied toward their degree.

8. Are there opportunities for students to work on research?

Yes, although, most of these opportunities are unpaid. Most Counseling faculty members have on-going research projects with opportunities for students to work on. These experiences are a great way for students to learn about research, to evaluate whether or not they would like to pursue more, and to improve their competitiveness for advanced graduate study. Interested students should review faculty research areas and contact directly those faculty members whose research areas are of interest.

9. What is “Chi Sigma Iota?”

Chi Sigma Iota (CSI) is the National Honor Society for counseling students. The GWU Rho Theta chapter is one of the oldest and most active and is a great way for students to get to know other students and alumni of their program, as well as participate in a wide range of extra-curricular professional development experiences. Membership information is available in the Counseling Department Office (Room 314).

10. How long specifically will the program take to complete and are there any options to lengthen/shorten it?

Students who enroll in the on-campus programs full-time will take 3 classes per semester including summer, and have a program plan intended to be completed in 8 semesters. There is not a ‘faster’ completion option. For students needing to attend part-time, the on-campus part-time program is an 11-semester program whereby students enroll in only 2 courses a semester, including summer. There is not a ‘slower’ option that the part-time sequence. Please note that the part-time sequence only admits in the fall.

11. Where do students typically live during the program?

GWU is located in the Foggy Bottom area of NW Washington, DC. While some students live near or on campus, many students elect to live in other neighborhoods in the District, close in Maryland and Virginia suburbs like Silver Spring, Bethesda, Arlington, and Alexandria. Even still, students are able to find other affordable individual and shared housing options near one of the many universities in the area.

12. How many hours per week will I spend in class?

In the full-time on campus program, students can expect to spend about 6 hours per week in class. It is suggested that for every hour spent in class, students should expect to spend 2 hours working outside of class.

13. What time of the day/week are classes offered?

During the fall and spring, most Foggy Bottom courses are scheduled for 1 hr 50 min and meet 1 day per week. CNSL 6269 and CNSL 6270 are 6 hours each, 1 day per week. Course schedules are more flexible in the summer, with courses meeting in the afternoon or evenings 2 days a week and on weekends. School Counseling students are scheduled in the evening with block scheduling. The on-line program classes are posted weekly with additional class conference calls and webinars.

14. How many hours per week will I work during practicum and during internship?

Students spend 6 hours per week for 2 semesters in practicum. During the internship experience, students should expect to spend 15-20 hours per week at their internship sites. School counseling students spend 6-to-8 hours per week for one semester during Spring semester of Year I for a total of 100 hours. For internship experience, 250 hours per semester, over the course of two separate semesters, or approximately 20 -24 hours a week is required. Placements are coordinated through the Department of Educational and Clinical Experiences (DCEL).

APPENDIX B:

Important Dates Timeline

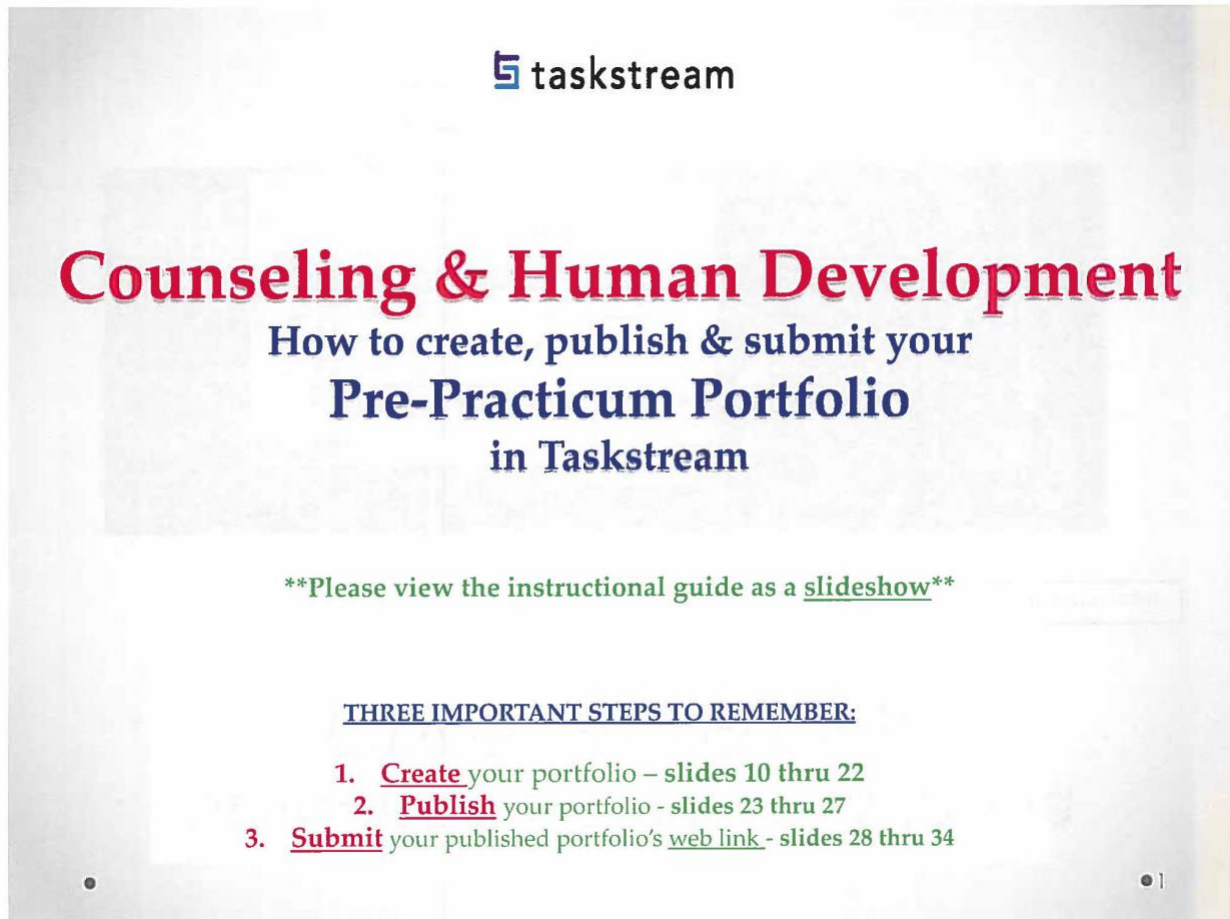
| Full-time students | | | | | |
|---------------------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|
| | Fall 2017 Cohort | Summer 2018 Cohort | Fall 2018 Cohort | Summer 2019 Cohort | Fall 2019 Cohort |
| Practicum Preference Form | 3/15/18 | 3/15/19 | 3/15/19 | 3/13/20 | 3/13/20 |
| Practicum Readiness Form | 5/1/18 | 4/1/19 | 5/1/19 | 4/1/20 | 5/1/20 |
| Practicum Orientation | 8/22&23/18 | 5/15&16/19 | 8/21&22/19 | 5/13&14/20 | 8/26&27/20 |
| Practicum Agreement | 3/1/18 | 3/1/19 | 3/1/19 | 3/1/20 | 3/1/20 |
| CPCE | 8/24/19 | 5/16/20 | 8/29/20 | 5/15/21 | 8/28/21 |
| Internship Application | 1/15/19 | 12/2/19 | 1/15/20 | 12/1/20 | 1/15/21 |
| Field Site Supervisor Agreement | 5/1/19 | 3/2/20 | 5/1/20 | 3/1/21 | 5/1/21 |
| Internship Site Evaluation | 5/1/20 | 12/11/20 | 5/3/21 | 12/10/21 | 5/2/22 |
| Internship Orientation | 10/3/18 | 10/11/19 | 10/11/19 | 10/9/20 | 10/9/20 |

| Part-time students | | | | |
|---------------------------------|---------------------|---------------------|---------------------|---------------------|
| | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort | Fall 2021 Cohort |
| Practicum Preference Form | 3/13/20 | 3/15/21 | 3/15/22 | 3/15/23 |
| Practicum Readiness Form | 4/1/20 | 4/1/21 | 4/1/22 | 4/1/23 |
| Practicum Orientation | 5/11&12/19 | 5/10&11/21 | 5/9&10/22 | 5/15&16/23 |
| Practicum Agreement | 3/1/20 | 3/1/21 | 3/1/22 | 3/1/23 |
| CPCE TBD | 8/29/21 | 8/20/22 | 8/19/23 | 8/24/24 |
| Internship Application | 1/15/21 | 1/15/22 | 1/15/23 | 1/15/24 |
| Field Site Supervisor Agreement | 5/1/21 | 5/1/22 | 5/1/23 | 5/1/24 |
| Internship Site Evaluation | 5/1/22 | 5/1/23 | 5/1/24 | 5/1/25 |
| Internship Orientation | 10/9/20 | 10/8/21 | 10/7/22 | 10/13/23 |

- Note: School counseling and online Rehabilitation counseling programs dates may differ

APPENDIX C:

Pre-practicum Portfolio Taskstream Instructions



taskstream

Counseling & Human Development

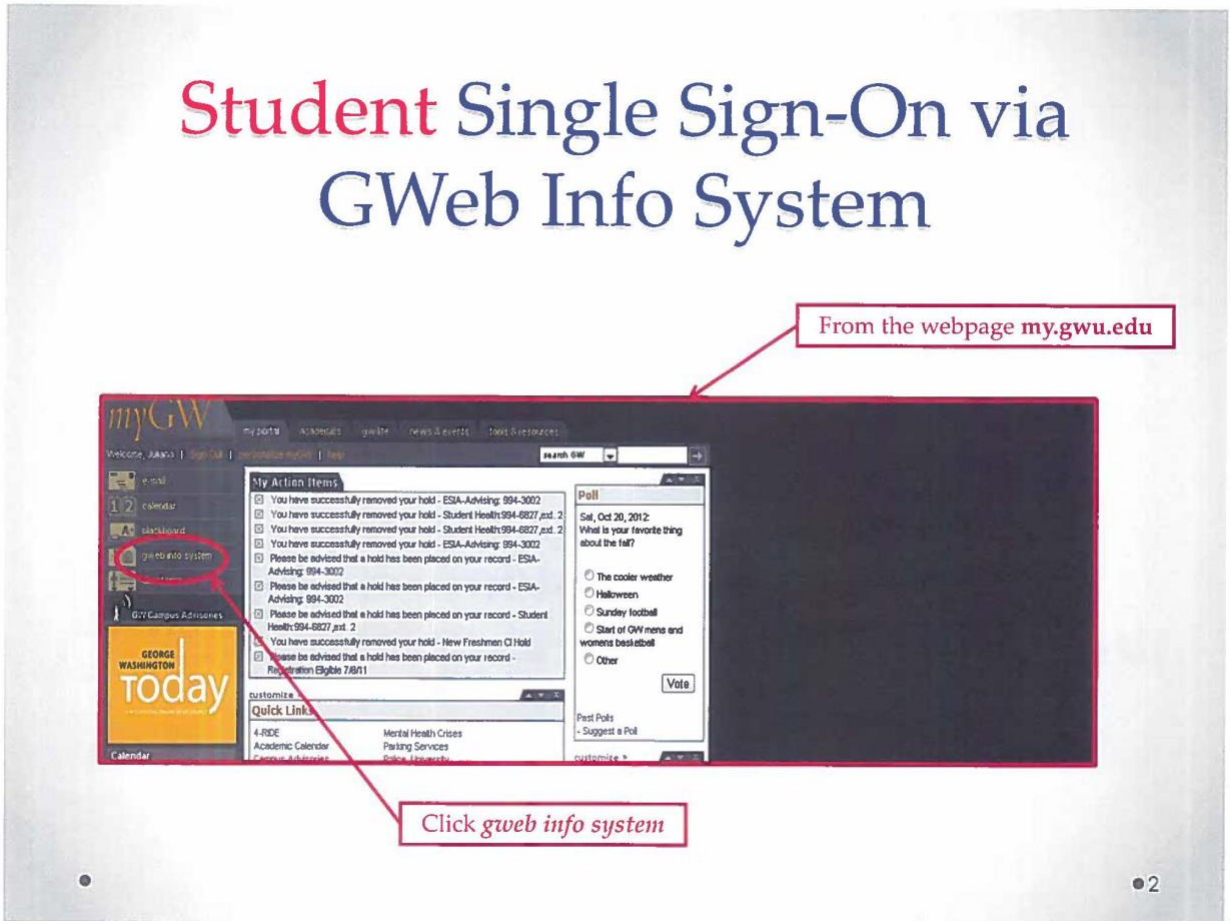
How to create, publish & submit your
Pre-Practicum Portfolio
in Taskstream

****Please view the instructional guide as a [slideshow](#)****

THREE IMPORTANT STEPS TO REMEMBER:

1. **Create** your portfolio – slides 10 thru 22
2. **Publish** your portfolio - slides 23 thru 27
3. **Submit** your published portfolio's [web link](#) - slides 28 thru 34

Student Single Sign-On via GWeb Info System





Enter Your Gweb User Login

The screenshot shows the GWeb User Login page. At the top left is the logo for THE GEORGE WASHINGTON UNIVERSITY and the GWeb Information System logo. Below the logo is the heading "User Login". A small icon of a computer monitor is followed by the text: "Your User ID for this system is your GWID. Your GWID is the uppercase letter 'G' followed by an 8-digit number. To retrieve your GWID, please visit <http://gwid.gwu.edu>." Below this is a "Please note:" section: "Your account will be locked after five (5) consecutive failed login attempts. If this happens, click HELP for information about requesting a PIN reset." A red box highlights the "User ID:" and "PIN:" input fields. A red arrow points from a box labeled "Enter in GWID and PIN" to these fields. Another red arrow points from a box labeled "Then click Login" to the "Login" button. A "Forgot PIN?" link is visible to the right of the PIN field.

The screenshot shows the GWeb Student Records & Registration Menu. At the top left is the logo for THE GEORGE WASHINGTON UNIVERSITY and the GWeb Information System logo. Below the logo are three menu tabs: "Student Records & Registration Menu", "Personal Information Menu", and "GW Alert Emergency Notification". A "Search" field with a "Go" button is present. Below the search field is a "Student Records & Registration Menu" section with a list of links: "Registration Menu", "Student Records Information Menu", "Student Accounts Menu", "Admissions", "TaskStream", and "Veteran Menu". A red box highlights the "TaskStream" link, and a red arrow points from a box labeled "Click the TaskStream link" to it. At the bottom left, it says "RELEASE: 1.3.2" and at the bottom right, there is a small "3" icon.


Student Records Tab



Student Records & Registration Menu | **Personal Information Menu** | **GW Alert Emergency Notification**

Search

TaskStream

 TaskStream is a web-based electronic portfolio and assessment management system. It allows students to | also allows faculty and administrators to evaluate students' assignment, progress and overall program perfo

[LAT by TaskStream](#)

Click the *LAT by Taskstream* link

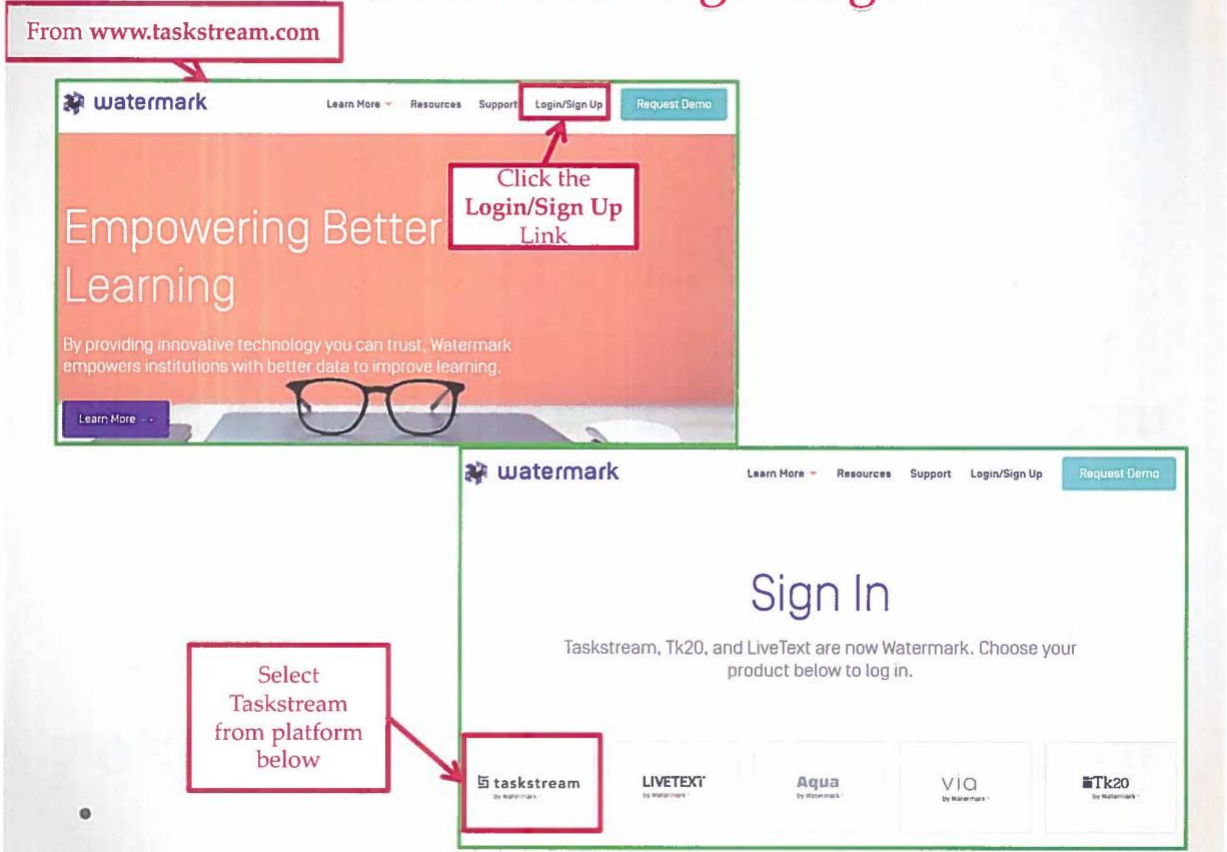
RELEASE: 8.0.G

● 4

Logging into Taskstream (TS) via www.taskstream.com

If You Do Not Have Access to Taskstream
via GWeb, follow the steps in the next
slide to create a personalized TS
password.....

Taskstream Login Page



Creating a Personalized Taskstream Password

taskstream by Watermark™

Welcome to Taskstream by Watermark

Sign In

Sign In

Forgot Login?Forgot/Renew Account

Click Forgot Login?

Login Assistance

Please enter your last name along with your Taskstream username or Student ID in the fields below to be sent a password reset link along with your username or to view your password hint.

Last name:

And enter either...

Student ID:

- or -

E-mail:

- or -

Username:

Email Username & Password ResetView Password Hint

⚠ Important: To make sure that you get Taskstream emails, examine your mail options and check for 'spam' blocking software.
If possible, add notification@taskstream.com to your address book.

Enter your last name & the email address associated with your Taskstream account. Then click on Email Username & Password Reset.

Login Assistance

An email message has been sent to d***@ta*****.com with a link to reset your password.** Please note, this email also includes your username. For additional assistance, contact Mentoring Services at help@taskstream.com or at 1-800-311-5656.

⚠ Important: To make sure that you get Taskstream emails, examine your mail options and check for 'spam' blocking software.
If possible, add notification@taskstream.com to your address book.

Taskstream Login Page cont.



Welcome to Taskstream by Watermark

Sign In

Enter the Username (the email account associated with your TS account) and Password

Username Password

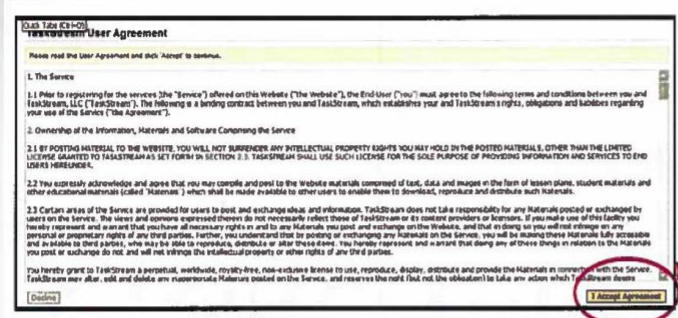
Sign In

Click Sign In

Forgot Login? Create/Renew Account Get Help

Note: this page can also be directly access by going to:
<https://login.taskstream.com/signon/>

For First Time Taskstream Access:



Please read the Taskstream User Agreement and click "Accept" to continue

Welcome to TaskStream Sammy Student

To begin using TaskStream and to facilitate future communication, please submit the following required information. All information is confidential and will not be shared with third parties outside of the program.

Account Information

E-mail address:

Re-enter e-mail address:

Home/Cell phone:

Alternate phone: (optional)

Personalize your password

New password: (At least 6 characters and one number)

Re-enter new password:

Password hint:

Once you input your account information and personalize your password, click the Submit button to continue



Taskstream Homepage

The screenshot shows the Taskstream homepage for The George Washington University. The top navigation bar includes the university name, 'WASHINGTON, DC', and several tabs: 'FOLIOS & WEB PAGES', 'LESSONS, UPDATES & RUBRICS', 'STANDARDS', 'COMMUNICATIONS', and 'RESOURCES'. A green box highlights the 'FOLIOS & WEB PAGES' tab, with a green arrow pointing to a callout box. The callout box contains the text: 'To begin creating your Pre-Practicum Portfolio, click the "Folios & Web Pages" tab'. Below the navigation bar, there is a 'Work on a program' section with a 'DRF PROGRAM' card for 'Counseling and Human Development (CHD) DRF'. To the right, there is a 'Search for Items' section, 'My Links' (Messages, Announcements, Add a Link), 'My Folders' (Recently Edited Items, Recently Deleted Items, Create a New Folder), and a 'Need Assistance?' section. The page number '11' is visible in the bottom right corner.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

Jennifer Barnes My Account Logout IM Help

FOLIOS & WEB PAGES LESSONS, UPDATES & RUBRICS STANDARDS COMMUNICATIONS RESOURCES

Work on a program

DRF PROGRAM

DRF Counseling and Human Development (CHD) DRF >

A variety of counseling programs are designed to prepare students to become skilled professional practitioners in an

View our address

CUSTOMIZE DISPLAY

To begin creating your Pre-Practicum Portfolio, click the "Folios & Web Pages" tab

Search for Items

- Enter Title Keywords -

- Select Item Type - Go

My Links Manage

Messages

Announcements

Add a Link

My Folders Manage

Recently Edited Items

Recently Deleted Items

Create a New Folder

Need Assistance ?

11

Name & Select Your Portfolio Template

Folios & Web Pages

Name your Portfolio and click **Create New**.

NEW FOLIO/WEB PAGE TITLE: Jennifer Barnett's Pre-Practicum Portfolio **CREATE NEW**
Maximum characters allowed: 100

Select Template

Folios & Web Pages > Select Template

Directions: Select a template to provide a starting point for your folio. You can always make edits to the structure from the **Edit Content** tab.

New Folio/Web Page Name: Jennifer Barnett's Pre-Practicum Portfolio

Select Template Category:

- General Purpose Templates (created by Taskstream)
- Custom Templates (designed by your learning community)

Select Custom Template: Pre-Practicum Portfolio (CHD)

CANCEL **CONTINUE**

Choose a Portfolio Theme

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

All Folios & Web Pages **Style** Edit Content Com

Help on this Page

My Style

Theme Selected

No Theme Selected

All Themes

Browse the Taskstream Themes!

The George Washington University (LAT) Architect Candy

Browse and select a theme from the various options provided under the **Style** tab

13

Choose a Portfolio Layout

The screenshot displays the 'taskstream' interface for editing a portfolio. The main content area shows a preview of a portfolio page with a title 'My Title Goes Here', a navigation menu on the left, and a 'Mission Statement' section with a butterfly image. To the right is a 'Choose a Layout' panel with 'Vertical' and 'Horizontal' options, a 'Choose a Color' panel with various color swatches, and a 'Feedback' button. At the top right are 'Cancel' and 'APPLY' buttons. Annotations include: a green box pointing to the 'Preview' button with the text 'Click Preview to view your new layout. The preview will be viewed in a pop up.'; a blue box pointing to the 'Choose a Layout' panel with the text 'Under Choose a Layout, click Vertical or Horizontal to select the navigation layout'; a purple oval around the 'Cancel' and 'APPLY' buttons with a text box stating 'Click Apply to begin editing content or Cancel to select a different theme'.

taskstream

Current Theme: Candy

My Title Goes Here

Preview

Choose a Layout

Vertical Horizontal

Choose a Color

Feedback

Cancel X APPLY

Click Preview to view your new layout. The preview will be viewed in a pop up.

Click Apply to begin editing content or Cancel to select a different theme

Under Choose a Layout, click Vertical or Horizontal to select the navigation layout

14

Preview your Portfolio Layout

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

All Folios & Web Pages Style **Edit Content** Con


● Help on this Page

My Style

Theme Selected

Candy

My Title Goes Here




Customize **PREVIEW**

Click on **Preview** to view your new layout.

To begin uploading artifacts to your **Pre-Practicum Portfolio** click on the **Edit Content** tab.

All Themes

Browse the Taskstream Themes!



● 15

Pre-Practicum Portfolio Overview

Jennifer Barnett's Pre-Practicum Portfolio

Template: "Pre-Practicum Portfolio (CHD)"

All Folios & Web Pages

Style

Edit Content

Comments

Publish

PREVIEW

Select Page/Area to Edit :



Jennifer Barnett's Pre-Practicum Portfolio

- Resume or vita, current
- Statement of Professional Goals
- Documentation of Personal Counseling
- Documentation of Collaboration Skills
- Description of 200 hours or more of experience in helping roles
- 12-Step Program Attendance
- Advocacy Participation Assignment
- HIPAA Acknowledgement

Edit Presentation Folio

Select item to edit from the left panel.

Getting Started with Folios & Web Pages

If this is your first time working within Folios & Web Page, you may wish to view or print our Getting Started Guide or call Mentoring Services at 1.800.311.5656 for help starting your work.

You are now in the Edit Content tab

A list of the customized portfolio categories created by your program.

More Help

Change the visual look of Folio or Web Page in the tab, add text, attachments and more in the Edit Content tab, share with reviewers in the Comments tab, and find other options (like e-mailing and publishing options) in the Publish/Share tab.

- About Folios and Web Pages
- How to add content
- How to delete content
- How to move content
- How to copy content
- Publish/Share Options

Ways to Add Content

The screenshot shows a web interface for editing a portfolio. At the top, the title "Ways to Add Content" is displayed in large blue font. Below it, the user's name "Jennifer Barnett's Pre-Practicum Portfolio" and the template name "Pre-Practicum Portfolio (CHD)" are visible. A "PREVIEW" button is located below the template name. On the left side, there is a sidebar titled "Select Page/Area to Edit:" with a list of portfolio sections. The "Documentation of Collaboration Skills" section is highlighted in blue. In the center, a horizontal menu contains several options: "Text & Image", "Slideshow", "Standards", "Main Text", "Attachments", "Videos", "Links", "Embed Media", and "Section". The "Text & Image" and "Attachments" options are circled in red. A red box with an arrow points to "Text & Image" with the text "To copy and paste work, select *Text & Image*". Another red box with an arrow points to "Attachments" with the text "To upload work, click *Attachments*". A green box with an arrow points to the "Documentation of Collaboration Skills" section in the sidebar with the text "To add content, select a section". Below the menu, the main content area shows a section titled "Documentation of Collaboration Skills" and a sub-section "Additional Content Sections" with a note: "No content sections. Click 'Section' button to create a new content section on this page." A page number "17" is visible in the bottom right corner.

Add Text & Image

Add/Edit Text and Image for Documentation of Collaboration Skills

Page Title: Descriptor (Optional):

Add an image to your text section (Optional) → To add an image, click on the *Add an Image to your text section* link. See next slide for steps.

Max 90,000 Characters

Edit Format Insert View Table Tools

Times New 12pt

Type or copy and paste text here and remember to click *Save Draft* periodically to prevent lost work.

Click on *Save and Return* when done.

Maximum Characters: 0/90000

● 18

Add an Attachment

Add/Edit Attachments for Documentation of Collaboration Skills

No files have been attached yet.

Step 1- Click on Upload from Computer

Step 2- click on Add Files

Step 3- click on Start Upload.
Once upload is complete, you will see 100% (status) above

Step 4- Click Upload and Close to the Work tab

Click on Save and Return when done.

Drag files here

Upload and Close

SAVE AND RETURN

19

Add Web Links

Jennifer Barnett's Pre-Practicum Portfolio

Template: "Pre-Practicum Portfolio (CHD)" All Folios & Web Pages Style Edit Content Comments

PREVIEW

Select Page/Area to Edit:

- Add Area
- Delete Area
- Move Area
- Copy Area

Jennifer Barnett's Pre-Practicum Portfolio

- Resume or vita, current
- Statement of Professional Goals
- Documentation of Personal Counseling
- Documentation of Collaboration Skills**
- Description of 200 hours or more of experience in helping roles
- 12-Step Program Attendance
- Advocacy Participation Assignment
- HIPAA Acknowledgement

Add: Text & Image Slideshow Standards Main Text Attachments Video Links Embed Media Section

Documentation of Collaboration Skills

Additional Content Sections

No content sections. Click 'Section' button to create a new content section on this page.

To add a web link, click on *Links*

20

Add Web Links Cont.:

The image shows a screenshot of a web application interface for adding a new web link. The form is titled "Add New Web Link" and includes a "CANCEL" button at the top left. The form fields are: "Name link:" (text input), "Select Link:" (dropdown menu), "Link to an external website (URL):" (text input), "OR... Link to existing page:" (dropdown menu), "Description: (Optional)" (text area), and "Attach Standards: (Optional)" (checkbox). At the bottom of the form are "Check Spelling" and "Add Link" buttons. A "Test" button is located next to the URL input field. A "SAVE AND RETURN" button is shown in a separate box to the right of the form. A red-bordered box contains the following text: "If you are adding a web link make sure to: Add a Name for your link Paste the url to the link Test that the link works correctly". A green-bordered box contains the text: "Click on Add Link when done". A blue-bordered box contains the text: "Click on Save and Return". Arrows point from the red-bordered box to the "Name link:", "URL:", and "Test" fields. An arrow points from the green-bordered box to the "Add Link" button. An arrow points from the blue-bordered box to the "SAVE AND RETURN" button. The text "No links ho" is partially visible in the background.

Overview of uploaded attachments, text & image and web link section

PREVIEW

Select Page/Area to Edit:

- Text Area
- Image Area
- Video Area
- Page Area

Jennifer Barnett's Pre-Practicum Portfolio

ADD: Text & Image, Slideshow, Standards, Main Text, Attachments, Videos, Links, Embed Media, Section

Documentation of Collaboration Skills

ATTACHMENT SECTION

Files:

- TS Training Test Questions.docx

WEB LINKS SECTION

CHN Web Link

TEXT AND IMAGE SECTION

Back to School

22

STEP 2: Publishing your Final Portfolio

Publish your portfolio to the Internet via a customized web address that you create. You can limit access by creating a password.

•23

Publishing to the Web

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

All Folios & Web Pages Style Edit Content Comments **Publish/Share**

REQUEST COMMENTS

[PREVIEW](#)

Publishing and Sharing Options

[CHANGE VISUAL STYLE](#) [CREATE A PRINTABLE PDF](#) [EMAIL THIS WEB FOLIO](#)

Publish to the Web

Publishing to the Web enables anyone to access your work from the Internet using the web address that you create. You may choose to limit access by creating a password. You can unpublish your work at any time.

Note: Any future changes will be automatically reflected in your published work.

Current Status: Unpublished

[PUBLISH](#)

Switch to the Publish/Share tab

Click on Publish

● 24

Publish Options

Directions: Publishing your work to the Web enables people to access your portfolio from any computer with an Internet connection. You no longer create a personalized web address (URL) that can be used to access your work directly. You may also choose to publish your work at any time.

Note: Any future changes will be automatically reflected in your published work.

Publish Options

| | |
|--|---|
| Create a Customized Web Address: A suggestion has been provided, you may change it if you wish | 1 <input type="text" value="https://www.taskstream.com/ts/barnett72/"/> <input type="text" value="JenniferBarnettsPrePracticumPo"/> (Only numbers, letters, and dashes '-' are allowed; no spaces or slashes.) |
| Create a password: A password limits access to this web address | <input type="radio"/> No password needed <input type="radio"/> Require password: <input type="text"/> <small>(Use a minimum of 4 characters - only numbers and letters allowed, no spaces.)</small> |

Step 1 - Create a Customized Web Address

Step 2 - Password Protect your Portfolio so that only you and your instructor has access to it (optional)

Click Publish when done

● 25

Published!

***Note - any changes you make to your Portfolio, once published, will automatically update the published online version.**

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)" [View Published URL](#)

Publication Successful
Jennifer Barnett's Pre-Practicum Portfolio has been published successfully.

Address: <https://www.taskstream.com/ts/barnett72/JenniferBarnettsPrePracticumPortfolio>
Password: No password specified

[f Share](#) [t Share](#) [in Share](#) [v Share](#)

Write this web address (URL) down for future reference or e-mail this web address to yourself or friends. You can continue to edit your work by going back to the Work in Progress screen for your published work.

****Please Note – Copy & save your portfolio web address (and password).**

This link (along with the password) can be emailed to your advisor.

To change options or unpublish, click these links.

- [Edit Web Address](#)
- [Back to Options Screen](#)

● 26

Once you have created and published your **Pre-Practicum Portfolio**, it will be listed under the **Folios & Web Pages Tab**

The screenshot shows the 'Folios & Web Pages' interface on The George Washington University website. At the top, a navigation bar includes 'THE GEORGE WASHINGTON UNIVERSITY WASHINGTON, DC', 'FOLIOS & WEB PAGES' (highlighted with a red box), 'LESSONS, UNITS & RUBRICS', 'STANDARDS', and 'COMMUNICATIONS'. Below this, the 'Folios & Web Pages' section is visible, featuring a search bar, a 'CREATE NEW' button, and a search result for 'Jennifer Barnett's' (1 Found). A red box highlights the 'Folios & Web Pages' tab in the navigation bar, with an arrow pointing to a red-bordered text box that reads: 'To get to the Taskstream homepage for Step 3, click on the GWU logo'. Another red-bordered text box with a green arrow points to the 'Edit' button in the 'Presentation Folios' section, containing the text: 'To make edits to your portfolio at any time, click on the Edit button'. The 'Presentation Folios' section shows a preview of a portfolio titled 'Jennifer Barnett's Pre-Practicum Portfol ...' with a 'Theme: Sample' and an 'Edit' button circled in green. On the right side, there is a sidebar with options like 'Access Inactive Programs', 'Manage My Folders', and 'Help with Folios & Web Pages'. A page number '27' is located in the bottom right corner.

Thank you!

• • •

For additional support, please contact Taskstream's Mentoring Services via email at help@taskstream.com or [1-800-311-5656](tel:1-800-311-5656)

You can also contact the GSEHD Taskstream Administrator, Ellen Wanjiru at oppats@gwu.edu or [202-994-0359](tel:202-994-0359)

For program or department level AMS questions please contact the GSEHD Taskstream Administrator, Dr. Leslie J. Ward, Ed.D. at lward@gwu.edu

•

•28

APPENDIX D:

Post-Master's Certificate in Counseling

12-credit program designed to prepare counselors and other human service professionals for specialized areas of practice through the provision of advanced preparation.

This certificate program is designed for professionals who have completed a 48 credit hour Master's degree, to gain an additional twelve (12) credits necessary for certification or licensure.

CURRICULUM Four courses (12 credits) should be selected in collaboration with the faculty advisor. Individual program plans of study can be designed based on student needs and career goals and should be arranged with the faculty advisor upon admission to the program.

COURSES (12 CREDITS) CNSL 6169 Counseling Substance Abusers Family Counseling Living and Dying: A Counseling Perspective Advanced Career Counseling

PROGRAM FACULTY

Dr. Rebecca Dedmond
Associate Professor
rdedmond@gwu.edu
(703) 549-6935

Requirements:

- Online Application
- Resume
- Statement of Purpose
- Two letters of recommendation
- Transcripts
- Application Fee

APPENDIX E:

Counseling and Life Transitions Graduate Certificate Program

Department of Counseling and Human Development

The Program

The GSEHD counseling faculty affirms its commitment to counseling as an effective, viable means of assisting individuals through normal development and in coping effectively with personal and social problems. National trends illustrate that in the fast-paced world of constant change, the mental health field needs to improve the quality of services it provides to adults, children and communities who are facing these challenges.

Program Goals

Created for professionals in counseling, education, healthcare, human development and related fields the graduate certificate in Counseling and Life Transitions provides the knowledge and skills to effectively, skillfully, and compassionately counsel those facing difficult life or career transitions. Students pursue a personalized program of study, developed in consultation with faculty and designed to meet their individual interests and professional needs. Working professionals can easily complete the 12 credit-hour curriculum over two semesters (one year).

Accreditation

The George Washington University's graduate counseling programs are fully accredited by the appropriate counseling bodies. The MA programs in school and community counseling and the doctoral program in counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the nationally recognized agency for the accreditation of graduate programs in counseling. The Council on Rehabilitation Education (CORE) accredits the program in rehabilitation counseling. The MA program in school counseling is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and formally approved in the District of Columbia.

Program Faculty

Dr. Kenneth C. Hergenrather
Professor
Graduate School of Education and Human Development
2134 G Street NW, Suite 321
Washington, D.C. 20052
202.994.1334
Email: hergenkc@gwu.edu

Applications and Admissions

The admission requirements include the following:

- Completed application form
- Graduate degree from an accredited institution
- A minimum undergraduate GPA of 2.7 and a minimum graduate GPA of 3.0
- Official transcripts from all institutions attended
- Two professional references, 1-2 page statement of purpose, and resume

To receive a GWU Graduate Application, contact the GSEHD Office of Admissions:

<http://gsehd.gwu.edu/admissions>.

Fall and Spring admission is available on GW's Foggy Bottom Campus, Washington, D.C.

Admission Deadline(s):

Fall: February 1

Spring: September 1

Rolling admissions for the School Counseling Program at Alexandria.

CNSL 6100 Special Topics meet for four consecutive days in July.

Students have the flexibility to choose from the four areas of specialization within the Counseling and Life Transitions Graduate Certificate Program. Courses within the areas of specialization include:

Grief, Loss and Life Transitions: This set of courses equips students with the skills, theory, and knowledge to effectively, and compassionately counsel the chronically ill, their caregivers, bereaved loved ones, and others who are facing difficult losses. This specialization is idea for counselors, social workers, clergy, public health and other professionals who work with those facing loss and life transitions. This is a 4 semester program.

- **HDEV 6108- Lifespan and Human Development**
- **CNSL 6170- Grief and Loss**
- **CNSL 6100- Special Topics Summer Institute (Grief and Loss focus)**
- **One elective**

Counseling Culturally and Linguistically

Diverse Populations: This specialization expand counselors, teachers, and professionals' understanding of culture and linguistic diversity within the workplace,

schools, community settings, and in the process, enhance their understanding of their own psychological identity.

- **HDEV 6108- Lifespan and Human Development**
- **CNSL 6163- Social and Cultural Dimensions of Counseling**
- **CNSL 6154- Theories and Techniques of Counseling**
- **One elective**

Human Development: This specialization addresses content requirements for counseling licensure. Many master's level counseling programs are 48 credits, and 60 credits are needed for licensure in most states. this program enables a counselor to meet credentialing requirements based on the state licensure content requirements. A student, with faculty advisor, creates a program plan from the following course options:

- **CNSL 6169- Substance Abuse**
- **CNSL 6171- Family Counseling**
- **CNSL 6173- Diagnosis and Treatment Planning**
- **One elective**

Elective Courses:

Elective courses are selected in collaboration with faculty advisor from the following (other courses may also be considered):

- **CNSL 6179- Children and Loss**
- **CNSL 6175- Living and Dying: A Counseling Perspective**
- **CNSL 6100- Special Topics Summer Institute (Career Development Focus)**
- **CNSL 6151- Professional and Ethical Orientation to Counseling**
- **CNSL 6154- Theories and Techniques in Counseling**
- **CNSL 6153- Counseling Interview Skills**
- **CNSL 6174- Trauma and Crisis**
- **HDEV 6109- Child Development**
- **HDEV 6110- Adolescent Development**
- **HDEV 6701- Adult Learning**

APPENDIX F:

Job Development and Job Placement Graduate Certificate Program Department of Counseling and Human Development Rehabilitation Counseling Program

The Program

The Job Development Job Placement (JDJP) Certificate Program is an educational on-campus training program designed for state, Federal, non-profit, and community-based rehabilitation professionals to enhance their ability to assess and place consumers with disabilities into employment environments. This **12-credit hour certificate program** includes 4 courses that equip students with the knowledge base and skills they will need to improve job placement outcomes for consumers and further the student's professional career in the rehabilitation services field. This is also offered online for persons residing 50 miles or more from Washington, DC

Benefits of Enrollment

JDJP students have unique opportunities within this on-campus program. Students complete a **100-hour practicum** to gain immediate access to the field and are paired with a **professional mentor** for professional development and educational support.

Program of Study

Students will maintain a GPA of 3.0 or higher and complete the following 4-course sequence within 3 semesters:

- CNSL 6130 Vocational Assessment: Individuals with Disabilities-3hrs**
- CNSL 6163 Social and Cultural Dimensions of Counseling- 3hrs**
- CNSL 6376 Foundations of Rehabilitation Counseling and Case Management- 3hrs**
- CNSL 6380 Job Placement and Supported Employment- 3hrs.**

Total Program Credit Hours: 12hrs

Course Descriptions

Vocational Assessment of Individuals with Disabilities

(CNSL 6130): This course represents skills to provide an overview of relative concepts, issues, and trends in vocational rehabilitation (VR) appraisal. This is an online course available through the GW's Blackboard network.

Social and Cultural Dimensions of Counseling (CNSL 6163):

This course provides students with knowledge and skills related to multicultural counseling, providing services to individuals with disabilities who are from culturally and linguistically underrepresented groups, multicultural assessment instruments, and self-cultural awareness.

Foundations and Rehabilitation Counseling and Case Management (CNSL 6376):

This course provides students with the history, philosophy, basic principles, legislation, roles, and services of the public VR, and the role of the VR counselor. Students are required to complete a 100-hour field-placement practicum in a public VR agency providing JDJP services.

Job Placement and Supported

Employment (CNSL 6380): This course provides students with job development and job placement methods and techniques, with an emphasis on labor market information, supported employment and independent living, in order to understand and implement the vocational planning and placement process.

Accreditation

The Rehabilitation Counseling Program at GWU is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) <http://www.cacrep.org>

Applications and Admissions

The admissions requirements include the following:

- Two letters of recommendation
- Official transcripts from all institutions attended
- A copy of your resume
- A 1-2 page Statement of Purpose
- An interview will be conducted for qualified applicants

For more entailed information, please visit the GSEHD website: <http://gsehd.gwu>.

Contact Information

The Job Development and Job Placement Certificate Program
Dr. Kenneth C. Hergenrath, PhD, CRC.
The George Washington University
2134 G Street, NW, Ste 321
Washington, DC 20052
Ph: 202.994-1334
Email: hergenkc@gwu.edu

APPENDIX G:

THE GEORGE WASHINGTON UNIVERSITY

Graduate School of Education & Human Development Department of

Counseling and Human Development

STUDENT STATEMENT OF INFORMED CONSENT

I agree to abide by the rules and policies of the George Washington (GW) University, the Graduate School of Education and Human Development (GSEHD), the Department of Counseling and Human Development (CHD), in the CHD Student Handbook, the CHD Counseling Practicum/Internship Handbook, and the GWU Graduate Bulletin.

To successfully complete a program in any field of Counseling within the Graduate School of Education & Human Development, I will be expected to demonstrate academic competence, counseling skills, and personal –comportment appropriate for a counselor-in-training. This conduct includes but is not limited to: appropriate interviews and sessions with clients, practicing in a professional and ethical manner, and establishing appropriate relationships with clients to facilitate client progress.

I understand that my performance in the program will be reviewed and evaluated on a continual basis by department faculty members. I understand that the department faculty meet twice yearly, and at other times as may be needed, to conduct an executive (confidential) review of all students to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that calls into question his or her suitability for being a professional counselor. Deficiencies in these areas may result in my being required to repeat course work, to seek and show evidence of personal counseling at my own expense, or dismissal from the program. The evaluation will be based on my academic knowledge, practitioner competencies, and personal comportment. My learning and professional activities will be characterized by my ability to achieve proficiency in the following skills:

- Demonstrate effective listening skills.
- Respect divergent points of view.
- Express thought/knowledge effectively.
- Demonstrate realistic expectations in regard to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with both men and women.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate ability to articulate one's feelings.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.
- Exhibit ability to take responsibility for one's actions.
- Interact appropriately with authority.
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors with regards to assignments, group activities, and attendance.

I understand that GWU counseling faculty strongly encourages students to seek out opportunities for personal growth and enhanced self-awareness through a variety of means, including personal counseling, as a complement to my clinical training. Because I understand that the process of becoming a counselor places heavy personal and psychological demands on students and may cause me personal distress or challenge my personal adjustment, I may be encouraged or required to seek support or personal counseling to ensure that I am able to successfully complete my training. I also understand that the program requires participation in experientially based courses. Self-disclosures will not be used as a basis for grading these courses. However, if I disclose an impairment, condition, or circumstances that compromise my ability to perform in a professional and ethical manner, or which create the potential for harm to clients, I may be required to repeat course work, to seek and show evidence of personal counseling at my own expense, or I may be dismissed from the program.

I will be expected to successfully complete CNSL 6269 (Practicum I) and CNSL 6270 (Practicum II) with a letter grade of "B-" or better prior to enrolling in CNSL 6185 (Internship in Counseling). If I do not meet this requirement after two attempts, I will be dismissed from the program. I understand that in order to register for CNSL 6185 or CNSL 6186 (Advanced Internship in Counseling) a second time, it will require permission from the Senior Associate Dean. I will be expected to successfully complete both CNSL 6185 and CNSL 6186 with a letter grade of "B-" or better in order to complete the Program. If I do not meet this requirement I will be dismissed from the Program.

I am aware that I must complete an on-campus Practicum and off-campus Internship. It is imperative that I make myself available for the hours required by all Practicum and Internship sites at the specific days and times required by those sites. I also realize that I am responsible for fulfilling all the procedures as outlined in the Practicum and Internship Handbook. If I am enrolled in a 60-credit counseling program, I am aware that I must successfully pass the comprehensive exam, the CPCE within 2 attempts. I understand that failure to do so may result in my termination from the program. Proficiency as a counseling intern is expected for the successful completion of programs at GW. Regular evaluations of my progress will be provided during Interview Skills, Practicum, and Internship.

Finally, I understand that the completion of a degree or certificate in Counseling does not guarantee certification or licensure. I understand that these credentials are conferred by different agencies and may have requirements different from those of the Counseling Programs at the George Washington University. I understand that the requirements set forth in this document are not exhaustive or cumulative and that I may be dismissed from the program based on reasons other than those set forth herein or based on my failure to meet one or more of such requirements.

| | | |
|------------------------------|---------------------------|------|
| Student name printed | Student signature | Date |
| Faculty Advisor name printed | Faculty Advisor signature | Date |

APPENDIX H:

2016/2017 Academic Program Assessment Executive Summary

The Academic Program Assessment (APA) is designed to evaluate how the Counseling and Human Development Programs are contributing to developing students with the appropriate knowledge, skills, and attitudes for employment as counselors and counselor educators. The 2016-17 academic year focus areas will emphasize evaluation of training areas with a focus on professional identity (Objective 1) and theory to practice (Objective 4). The relevant programs to be included in the year's APA were the Master of Arts in School Counseling, the Master of Arts in Rehabilitation Counseling, the Master of Arts in Clinical Mental Health Counseling, and the Doctor of Philosophy in Counseling and Supervision.

The Assessment Plan includes:

1. A review by program faculty of programs, curricular offerings and characteristics of program applicants
2. Formal study of program graduates that assess their perceptions of faculty, training, and adherence to program objectives, as well as evaluation of major aspects of the program including advising, didactics, clinical training, and administrative processes.
3. Formal study of site supervisors and employers of program graduates that assess their perceptions and evaluations of major aspects of this program.
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards through the use of key assessment rubrics, evaluation of student clinical skill development, student portfolios

Program Modifications as a result of the Comprehensive Assessment Plan data.

Program Objective 1: Professional Counselor Identity

1. *Foundations of Counseling Courses*: During faculty review of the curriculum, the decision was made to move CNSL 6268: Foundations of Clinical Mental Health Counseling and CNSL 6466: Foundations of School Counseling to the first semester of the training program. Relocating the course in the curriculum encourages the early development of the professional counselor identity.

Program Objective 4: Theory to Practice

1. *Addition of the Comprehensive Exam Requirement*: Beginning in fall 2016, the Counselor Preparation Comprehensive Exam (CPCE) is being used as the required comprehensive examination following the first year of didactic course work.
2. *Case Conceptualization skills*: More focused course emphasis and 2 case presentations in each clinical training year; one in each semester, for a total of 4.

Annual Assessment of Program Alumni

In the spring of 2017, the Counseling Program administered surveys to recent graduates with the hope of assessing their feelings and perceptions of major aspects of the program (e.g., faculty, course work, practicum, internship, doctoral supervision, etc.) and their experience in our programs. Along with demographic information and information regarding the employment and professional development activities, alumni are asked to provide qualitative responses about both the strengths and areas for improvement in their respective programs. Additionally, alumni were asked to rate their level of satisfaction with how well prepared they felt, upon graduating, with a number of core counseling competencies. For the 2017 alumni survey, a new question was

added that sought to provide us with even richer data regarding alumni's perceptions of how well their respective program met the 7 program objectives outlined by the program. Surveys were sent in February 2017 to alumni across all four programs (clinical mental health counseling, school counseling, rehabilitation counseling, and counselor education and supervision) and received a total of 81 responses which included both quantitative and qualitative feedback.

Several common themes were demonstrated by these surveys:

Strengths of the program: Clinical experience gained in the in-house counseling center (the CCSC), the quality of instruction by the faculty, the variety of classes offered, the quality of clinical supervision received, and the notion that students feel prepared on a basic level to be successful in any employment setting.

Areas for improvement of the program: More classes for school counseling students, more focus on multicultural counseling, promoting a healthier and more positive culture during their clinical internship experience in the CCSC, and the high cost of the program.

Level of satisfaction & level of preparation: In general, alumni from all programs reported feeling at least adequately prepared and satisfied with most aspects of their programs. However, alumni across all programs reported feeling only neutral with regards to levels of preparation to apply technology, evaluate critical research, and work with clients with addictions or co-occurring disorders.

Moving forward, the department will invite graduates to provide feedback at 1, 3, and 5 years post-graduation. We hope this will provide students time to reflect on their program experiences and allow for implementation of learned skills in a related professional role to better inform their feelings and assessment of major aspects of our program and their perceptions of preparedness.

Post-Internship Assessment of Student Experiences in the CCSC

Qualitative and quantitative data are also collected from doctoral supervisors and master's level counseling interns each April at the conclusion of their internship experience in our departmental counseling clinic. This data is gathered from face-to-face exit interviews that students have with senior clinic staff members and also from a computer-based intern-survey that students complete at the end of their time in the clinic. Qualitative data was focused around strengths and areas of improvement for the CCSC, the manner in which ethical violations are managed by the clinic, strengths and weaknesses of the entire internship experience and lastly the impact that the internship experience had on the student.

Feedback from these exit interviews and surveys served as the impetus for multiple changes in the clinic, including the following:

1. An overhaul in the manner in which student interns are paired with their doctoral supervisors
2. A move from a paper system to an entirely electronic system for tracking client screening and assignment
3. A more clearly outlined consultation model that students are to operate under when they are doing crisis consultation
4. A revamped manner in which ethical and policy violations are handled in the clinic with the goal of being less punitive and more transparent
5. Several upgrades to improve the interns' working space to be more comfortable and accommodating.

Development of the Cohort Model

The development of the new cohort model piloting in 2016/2017 will address multiple concerns that have noted in feedback from students in the past. These include:

1. Removal of application for practicum which will now be completely captive in our departmental training clinic, the Community Counseling Services Center (CCSC),
2. Standardized application processes and dates for the internship experience, and

3. Opportunity to develop community by being in constant contact and growth with one another in ways that foster deep and meaningful connection.

Formal Follow-Up Surveys of Site-Supervisors/Program Graduate Employers

Incorporating the 2016 CACREP standards, the program coordinators and faculty for the Clinical Mental Health Counseling (CMHC), School Counseling (SC), and PhD in Counselor Education (PhDCE) programs developed a survey to assess supervisor perceptions and evaluations of the major aspects of all three programs. The department chair facilitated the development of a survey to assess employer perceptions and evaluations of the major aspects of the counseling programs for program alumni. All four surveys were created in Qualtrics, and reviewed. In March 2016 and 2017 surveys were distributed to site supervisors and alumni employers. 8 responses were received from supervisors of CMHC students in 2016, 7 responses were received from supervisors of CMHC students in 2017. 10 responses were received from supervisors of SC students in 2016, 7 responses were received from supervisors of SC students in 2017. 10 responses were received from supervisors of PhDCE students in 2016, 3 responses were received from supervisors of PhDCE students in 2017. 28 responses were received from employers of program alumni in 2017

Additional data was obtained through the 6185 and 6186 internship in counseling field-site supervisor evaluations completed after the first and second semesters of internship.

Several common themes were demonstrated by these surveys:

Strengths of the program: Simultaneous internship site experience and GWU Community Counseling Services Center, program foundation in clinical counseling skills and techniques, quality communication between GWU and internship sites, preparation for group counseling, knowledge of the role of a school counselor, ability to provide services in a variety of clinical settings, individualized of the program, client-centered nature of the program.

Areas for improvement of the program: Need to provide clinical experience prior to internship, provide a better foundation of schools of counseling/theories of practice, increase skills in writing treatment plans and case notes/reports, skills in career and college readiness, diversity training, and preparing interns to engage with parents, teachers, and administrators, better addressing the counseling needs of young adults, better multiculturalism and diversity foundation and increased knowledge of differential diagnoses and family dynamics

Distribution of Program Assessment Data and Program Changes

Many of the results obtained through assessment of student learning and program evaluation are available to appropriate constituencies, including students, upon request. Program changes were also shared with the Office of Admissions as they significantly impact the programs to which prospective students would be applying. As such, we wanted the Office of Admissions to be well equipped to address prospective student questions about the training programs. Beginning fall 2017, our APA annual report will be shared with stakeholders and constituencies in lieu of the accreditation report. Changes to the curriculum or training program are reflected on the program website, ensuring that prospective students and constituents have access to the most up-to-date information about our programs and faculty.