

Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

**Counseling and Human Development
Student Handbook**

2024-2025 Edition

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Included Programs:

Clinical Mental Health Counseling

Rehabilitation Counseling

School Counseling

Ph.D. in Counseling

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1. THE GEORGE WASHINGTON UNIVERSITY (GW) CONTEXT

1.1. UNIVERSITY EMAIL

Email is a mechanism for official communication within the University. GW requires that such communications will be received and read in a timely fashion. Official email communications are intended 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 should not be collected or distributed without faculty consent due to intellectual property and copyright regulations. Student's university affiliated email address is the official communication method utilized by the Department for all program related communications. Students may elect to forward their email to a service of their choosing, though neither the Department nor university will assume any responsibility for messages that are not received, and any related consequences, will be the student's to bear.

1.2. UNIVERSITY POLICIES

All students must abide by the [Guide to Student Rights & Responsibilities](#), which addresses student behavior. All students must be familiar with and abide by the provisions of the [Code of Student Conduct](#), included within the Guide, 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.”

1.2.1. 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](#).

1.2.2. 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 [Biographical Update form](#). Students may update their address online through [GWeb](#). Failure to provide change of personal information may result in a delay in receiving important correspondence from GSEHD and GW.

1.2.3. 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 admitted students comply as soon

as possible so that their registration is not hindered. You can find more information about the immunization requirement on the website of the [GW Student Health Center](#). For more information regarding GW's response to COVID-19, visit the [GW COVID-19 Response website](#).

1.2.4. Privacy of Records

The Graduate School of Education and Human Development (GSEHD) 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 [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.

1.2.5. Code of Conduct

The [Code of Student Conduct](#) governs non-academic student behavior. It defines prohibited conduct for students and student organizations and sets up a conduct system to address reported violations and preserve student rights. The code also details the process through which disciplinary action is taken by GW 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.

1.2.6. 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.

1.2.7. Sexual Harassment

GW 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 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. GW 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 GW 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.

Contact the [Title IX Office](#) at:

Building YY, 812 20th Street NW, Washington, DC 20052
titleix@gwu.edu
 202-994-7434

1.3. REGISTRATION POLICIES AND PROCEDURES

1.3.1. 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 [GWeb](#). Registration policies and procedures are described on the [Office of the Registrar website](#). For additional support and FAQs, reference the [GSEHD Student Success Registration FAQs](#).

For newly admitted students:

1. Setup your GW accounts using the directions on the [GSEHD New Student Guide](#).
2. Review and complete the "Next Steps" on the [GSEHD Admitted Student Guide](#) to prepare for registration.

For continuing students:

1. Visit [GWeb](#) and log in with your GWID and PIN to register for courses.
2. 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 by phone at 202-994-4900 from 9:00 am - 5:00 pm Monday, Tuesday, Thursday, and Friday and 10:00 am - 5:00 pm on Wednesdays. If you experience any technical difficulties with logging into the GWeb system, contact ithelp@gwu.edu.

Students are required to register each semester regarding 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.

1.3.2. Tuition Billing

Students will be billed for tuition by the Student Accounts Office after registering for courses. Course tuition rates for GSEHD students are specific to the program and 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. View tuition rates on the [Office of Student Accounts website](#).

1.3.3. 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 Success Coach](#). A note from an instructor is NOT an acceptable method of adding or dropping a course. 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. The Registrar provides a [refund schedule](#) with specific dates for each semester.

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.

NOTE: Deviations from the prescribed course sequence for your respective program and cohort will result in the extension of your degree completion time by up to one year and a mandatory leave of absence for all semesters until the course sequence can be resumed as outlined.

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

1.3.4. 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 member universities, including American University, George Mason University, Georgetown University, Howard University, and more.

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 Registrar's policies and procedures for [Consortium registration](#).

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 their Student Success Coach for Dean's Office approval. Once the form has both sets of approvals, the Student Success Coach 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 GW tuition rate. Course fees are charged by and paid to the visited institution. Dropped courses are subject to the on-campus refund schedule.

1.3.5. 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.

1.3.5.1. 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 form](#) to their Student Success Coach to be considered for CE enrollment. Students only may be registered for a total of two (2) semesters of CE during 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/Post-Master's Appeals Committee.

1.3.5.2. 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.

1.3.5.3. 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 form](#) to their Student Success Coach 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/Post-Master's Appeals Committee.

To resume studies following the approved LOA: 1) if the student initiates the LOA, they should contact their advisor at least one month prior to the semester in which they wish to return; the advisor can review the student's program plan and determine whether the student can enter in that semester based on the available courses; 2) if the LOA is part of the student's remediation plan, the stipulations written in the remediation plan must be followed before the student can resume studies; 3) if the LOA was initiated by faculty outside of a remediation plan, a written plan will describe the conditions under which the student may be readmitted. In the latter two cases, if the faculty determines that there has been a serious mental issue that necessitated the LOA, one stipulation may be the completion of a full psychological battery at the student's expense.

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

1.3.5.4. Evaluation, Remediation, and Retention of Students

The Department of Counseling and Human Development is committed to recruiting and retaining students representing a multicultural society. To this end, the faculty will (a) actively seek opportunities to meet with prospective students who represent diverse cultural groups, belief systems, and abilities; (b) will seek additional funding sources for students representing marginalized and underrepresented groups; (c) will use their professional networks of to recruit students who represent diverse backgrounds; (d) will continue recruiting international students at the doctoral level to extend our diversity agenda to one that is global; (e) will continue to explore and identify new ways to increase department diversity; (f) will monitor student academic, clinical, and professional counselor dispositions; and (g) will examine issues and barriers faced by diverse cultural groups to recruit and retain diverse students.

Consistent with our recruitment and retention commitments, the department faculty regularly reviews student progress to identify and assist students in building upon their strengths and addressing concerns. The faculty developed the following student evaluation, remediation, and retention procedures in alignment with professional codes of ethics (e.g., ACA, NBCC, CRCC, ASCA) and CACREP accreditation standards. These procedures assist faculty in assessing and evaluating academic abilities, clinical skills, competence, and professional

dispositions when evaluating student progress. Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). In alignment with the expected professional dispositions, both students and faculty members are expected to behave professionally, as described in the dispositions, both within and outside the classroom. As a program, we use professional dispositions as the nexus for identifying strengths and concerns.

We expect students to strive for excellence in each disposition. Accordingly, we approach the evaluation, remediation, and retention process with the belief that early, consistent, and strength-based attention to student development is essential for student development and professional success. In addition, CACREP requires that we regularly review and document student academic performance, clinical skills, and professional dispositions. Therefore, the faculty conducts a holistic review of student progress during the application process and each fall and spring semester. This holistic review includes attention to their performance in coursework and field experience as well as observations by relevant stakeholders, including faculty, instructors, and supervisors. In addition, we have embedded these reviews into the course curricula. This process helps ensure timely student support and coordinated work to help students develop into the best professionals. The identification of concerns related to academic performance, clinical skills, and/or professional dispositions that require additional attention, support, and mentorship to ensure success in the program and counseling profession may occur during regularly scheduled student review and retention meetings, with an individual instructor or advisor, or within the professional development plan committee. When the faculty becomes aware of concerns that can impact student success and retention, we will take the following steps to support student progress in the program.

1. Meeting with Instructor and/or Advisor

As a first step to supporting student progress, an instructor and/or advisor will request a meeting with a student, which may include multiple stakeholders (e.g., faculty, staff, advisor, supervisor). During this meeting, faculty member(s) will share observations or specific examples of difficulties noted in class, during field experience, program requirements and milestones, or student review meetings. The faculty member(s) will work with the student to explore this area of concern and difficulty and will discuss expectations and procedures for change. Following the meeting, the student will send an email summarizing the meeting, salient points, and action steps to which they have identified and/or agreed. From there, the faculty member will respond by clarifying, expanding, and/or building upon the discussion, salient points, and action steps. After the discussion, meeting, and/or identified action plan, the faculty member(s) may identify the need for a professional development plan (PDP). Following this process, the faculty member(s) will work with the professional development plan committee (PDPC) to develop a professional development plan.

2. Professional Development Plan (PDP)

In consultation with the PDPC, faculty member(s) may proceed with a professional development plan to explore, address, and develop a formal PDP to address student

difficulties and concerns while seeking to support the student in addressing needed professional growth and development. Thus, when necessary, faculty members can place students on a PDP, which is overseen by the program's Professional Development Plan Committee (PDPC) and program faculty. A PDP is a structured intervention that can occur at any point during a student's program of study. The PDP is aimed at identifying, supporting, remediating, and evaluating students' academic, clinical, and professional development and dispositional issues and concerns from a strength-based and developmental perspective, which includes:

1. Identifying student strengths and growth edges.
2. Identifying required learning and professional development.
3. Identifying relevant goals and objectives to aid students in their needed professional development.
3. Developing an action plan and associated timelines.
4. Assessing and evaluating students as outlined by the identified deficiencies, goals, and action plan.
5. Developing a disposition based on the successful or unsuccessful completion of the PDP
6. Informing students of the disposition, subsequent actions, and their right to an appeal.

Examples of possible student issues that will result in a PDP can include but are not limited to:

1. Poor academic performance or a failing grade
2. Excessive tardiness or absences from field placement or class
3. Poor clinical skills (e.g., the ability to develop treatment plans, a working alliance)
4. Inappropriate self-disclosure or working relationship with clients
5. A lack of conscientiousness related to completing assignments, program requirements, or turning in paperwork
6. Poor and unprofessional interactions with instructors, faculty, supervisors, staff, and colleagues
7. Not accepting and integrating professional feedback from an instructor, program faculty, advisor, or supervisor
8. Not taking appropriate initiative while at field placement sites
9. Poor professional dispositions
10. Inability to meet and uphold professional or accreditation training standards, professional code of ethics, and professional competencies,
11. Inability to uphold the CHD program's as well as the profession's multicultural, social justice, anti-oppression, and anti-racist values and practices
12. Failure to meet program requirements or milestones outlined in the handbook and course curricula
13. Failure to complete practicum and internship hours within the required timeline
14. Failure to meet required competency-based benchmarks in any clinical course, such as an instructor and supervisor midterm and final evaluations

After the faculty member(s) meet with the PDPC, the faculty member(s) will facilitate a formal meeting with the student, which may include PDPC representatives. During this meeting, faculty member(s) will share concerns with the student and provide an opportunity for the student to respond to the concerns. Faculty member(s) will collaborate with the student to

explore the concerns identified, steps for resolution, and time frame for action. Following the meeting, faculty members will finalize the PDP, which will serve as a contract clearly stating areas that need to be improved upon, methods and timeframes needed for improvement, next actions and consequences should the student be unable or unwilling to adhere to and meet the objectives outlined in the PDP. The faculty members and students sign the PDP. The student receives a copy of the PDP to keep, and the department stores the original. The PDP will include specific details regarding follow-up tasks or responsibilities. Students and faculty member(s) will continue to work together to update, amend, or discontinue plans as needed; students will also receive and have the opportunity to sign any PDP updates, and the program will also store any PDP updates. Throughout the process, the faculty member(s) will work to ensure PDPs are developed in a positive, developmentally appropriate, proactive manner. Moreover, faculty member(s) will use strategies consistent with professional codes of ethics and best practices for student evaluation, remediation, and retention.

3. Insufficient Progress, Withdrawal, Advising

In the majority of cases, the steps identified in the PDP are sufficient for supporting growth in the academic, clinical, and/or disposition areas of concern. However, if the student does not make progress as specified in the PDP or new concerns emerge, the faculty will explore the degree to which the student will be able to meet academic, clinical skills, and professional dispositions required by the program. If the faculty member(s) believes the student can meet program expectations, the faculty may continue or enhance the PDP. Suppose the faculty member(s) believe the student to be unable or unwilling to meet the identified PDP objectives and outcomes or program requirements. In that case, the faculty member(s) may work with the PDPC to recommend the student withdraw or be dismissed from the program. The appropriate department, school faculty, and administration will forward recommendations for withdrawal or dismissal. Consistent with ethical standards, program faculty member(s) will support the student by providing referrals for academic and career advising.

4. Due Process Procedures

Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the faculty members and appropriate administrators. The university and the program policies are written to assure students that their rights are respected, and due process is followed. If a student wishes to challenge a decision regarding retention in the program, the student has the right to an appeal process, as detailed in the [GSEHD doctoral student handbook](#). The stated procedures are in accord with the accepted educational practices and guidelines of the professional codes of ethics (e.g., ACA, NBCC, CRCC, ASCA).

1.3.5.5. 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 program's Student Success Coach after the student has registered and after the form has been signed by the academic advisor.

1.3.5.6. *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.

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 their academic advisor for more information. Once the student and their advisor have come to agreement on a location change, they should notify the GSEHD Office of Admissions in writing of this request.

1.3.5.7. *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, 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.

1.3.5.8. *Withdrawing from the University*

If a student finds it necessary to withdraw from GW prior to completing their degree program, they should notify their advisor and Student Success Coach. A [Graduate Student 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 Success and receives permission to withdraw. If approved, the student then submits the Complete Withdrawal Form to the Office of Student Success for processing. All charges for courses from which the student withdraws are subject to the [refund policy](#) on the website of the Office of the Registrar.

1.4. GRADING

1.4.1. *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.

1.4.2. 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 a representative of the Dean's Office 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.

1.4.2.1. 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. Additionally, the CMHC program requires a minimum score of 22 on Speaking and 20 on Listening sections of the TOEFL. 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; DuoLingo overall score of 120. 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.

1.4.2.2. Grade Reporting

Grades will be available on GWeb 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 to access the GWeb system.

1.4.2.3. 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”, an [Incomplete Grade Contract](#) must be completed and signed by both the student and the course instructor and then submitted to the Office of Student Success, with a copy to the department chair. 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 15, 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.

1.4.2.4. 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.

1.5. GRADUATION AND COMMENCEMENT

1.5.1. 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.

1.5.2. 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 (9) 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.

1.5.3. Online Graduation Application Instructions

An Application for Graduation must be submitted online by the [deadlines posted on the Registrar's site](#) 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 posted deadlines.

Please also note the following important information regarding graduation:

- [Online graduation application instructions](#) are provided by the Registrar.
- 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 Graduation Checklist page](#) for the most up-to-date information on caps and gowns and all commencement deadlines and activities.

1.5.4. 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 apply for a 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 Success 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

1.5.5. Final Graduation/Completion Clearance

The Office of Student Success 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 (convocation, comprehensive exams, program plan changes, PRAXIS exams, minimum 3.0 GPA, etc.) has been received by the Office of Student Success. If your program requires PRAXIS for graduation, you are required to designate GW 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 Success Coach in the Office of Student Life. If a student has been cleared and has questions about their diploma, they should refer to the Registrar's Graduation Services Office.

1.6. 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) and Post Master's Appeals Committee (for Education Specialist and Doctoral students) meet once a month during the academic year (September through May).

1.6.1. 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.**

1.6.2. 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 Success Coach 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 Success Coach'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 their Student Success Coach and has the right to attend the meeting. If planning to attend the meeting, the student must inform the Student Success Coach 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. If 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 Success Coach within 10 business days of the meeting.

1.6.3. 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.

2. THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (GSEHD)

2.1. 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 Success, 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.

2.2. 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.

GSEHD Office of Admissions
2136 G Street, NW, Washington, DC 20052
202.994.9283
education@gwu.edu
gsehd.gwu.edu/admissions

2.2.1. Admission Procedures

GSEHD 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, for programs that require it, acceptable test scores on the Graduate Record Examination (GRE).

Select a program to view the posted admissions deadlines:

- [Clinical Mental Health Counseling](#)
- [Rehabilitation Counseling](#)
- [School Counseling](#)
- [PhD in Counseling](#)

Interviews with the faculty in the Department of Counseling and Human Development will be extended to applicants following an initial application 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:

1. Potential success in forming effective interpersonal relationships in individual and small group contexts;
2. Aptitude for graduate-level study;
3. Career goals and objectives, and their relevance and consistency with the program mission;
4. Openness to self-examination and personal and professional growth and development.

2.2.2. Admission Requirements

1. Bachelor's degree from an accredited institution with an undergraduate GPA of 2.75 or above on a 4.00 scale. Some programs may require/prefer a test score at or above the 50th percentile on the GRE. Provisional admission may be considered.
2. Transfer graduate credit from other CACREP accredited institutions may be applied for the master's degree at the discretion of the program, providing the coursework has not been used for a previous degree.

Faculty evaluates the academic background with particular focus on knowledge and experience related to counseling and similar fields. An undergraduate major is preferred in counseling related disciplines such as psychology, education, disability studies, human services and social justice, gender/LGBTQ and sexuality studies, public health, sociology, behavioral science, or related disciplines. Applicants admitted with backgrounds in unrelated fields will be required to complete three (3) psychology prerequisites prior to beginning coursework including but not limited to, general psychology, abnormal psychology/ psychology of personality or similar, and a diverse populations course in the social sciences. These courses must (1) be taken at the college level, (2) at 3-semester credit hours or the equivalent each, and (3) earn a grade of "B" or better to be considered.

2.2.2.1. 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.

2.2.2.2. Advising

At the time of admission, a faculty advisor is assigned. Students are expected to cultivate a positive working relationship with their advisor, utilize the advisor as a program resource throughout the duration of their program, and inform the advisor of any challenges that arise that may jeopardize their ability to meet program expectations and/or completion.

2.3. PROGRAM PLANS AND TRANSFER CREDIT

2.3.1. 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, requirements, and any deficiencies outlined on the official program plan to have their certificate or degree conferred on the official GW 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.

NOTE: Any unauthorized deviation from the prescribed course sequence for your respective program and/or cohort will result (1) in the extension of your degree completion time by up to one year and a mandatory leave of absence for all semesters until the course sequence can be resumed as outlined, or (2) dismissal from the program.

2.3.2. 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 Success Coach for the record to account for this change during graduation clearance.

2.3.3. Program Transfers

GW 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 to which the transfer is being requested. The counseling program foundation and clinical courses do not transfer from one counseling program to another.

2.3.3.1. *Transferring Credits into GSEHD Masters or Educational Specialist Programs*

Graduate coursework taken at another institution or earned at GW in non-degree status or while in another degree program at GW 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; and
- 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.

2.3.3.2. *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.

2.3.3.3. *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; and
- 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-GW 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.

2.3.3.4. *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.

2.3.3.5. *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 GW 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.

2.3.3.6. *Transferring Credits into GSEHD Certificate Programs*

Graduate coursework taken at another institution, earned at GW 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 Student Success Coach.

Coursework completed at another institution: At most, one 3-credit hour graduate level course from outside GW 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 GW 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 GW only would be eligible to transfer in an additional 1-credit hour of non-degree coursework.

2.3.3.7. 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.

2.3.3.8. 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.

2.4. FINANCIAL ASSISTANCE

To receive consideration for possible financial assistance, contact the [Office of Student Financial Assistance](#). For further information, contact the [Office of Graduate Student Assistantships and Fellowships](#). GW also provides [tuition support for its employees](#).

2.4.1. GSEHD Merit Scholarships

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

2.4.2. GSEHD Endowments

These awards are a result of donations given to us by GW 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 Funding Your Graduate Education page](#). If you have any questions after reading through these details, please contact the tuition support team at gsehdts@gwu.edu.

2.4.3. Program Partnerships and Grants

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

2.4.4. 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](#).

2.4.5. 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 GW 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 Student Services Hub on the Foggy Bottom Campus located on the ground level of the Student Center, 800 21st Street NW, Washington, DC 20037.

2.4.6. 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, refer to the [Office of Student Financial Assistance website](#). The website also includes information on the Evaluation of SAP and the appeals process.

2.4.7. Financial Assistance and Employment Opportunity Assistance

Many graduate students find employment within the GW community to help finance their education. Regular part-time and full-time positions may include tuition and health insurance benefits. Working on campus makes it easy to get to classrooms, libraries, and laboratories. Job listings are posted on the [GW Careers website](#), or contact 202-994-8500 or askhrmd@gwu.edu.

2.5. STUDENT SUCCESS

The Office of Student Success 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 Success Coach 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 Success Coach](#). We are here to serve you!

GSEHD Office of Student Success
2136 G Street, NW, Washington, DC 20052
202.994.9283
gsehdosl@gwu.edu
gsehd.gwu.edu/student-success

2.5.1. 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 worldview, 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 GSEHD and the Office of Career Services are leaders in the field.

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

3. OVERVIEW OF THE DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

3.1. 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 (GW). 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 GW Bulletin, and program expectations. In addition, the Graduate School of Education and Human Development (GSEHD) [Graduate Student Handbook](#) contains information, policies, and procedures, which apply to students in the counseling programs.

3.2. PROGRAM OBJECTIVES

Students develop knowledge and skills in the eight (8) core curricular areas identified in CACREP standards: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, group counseling and group work, assessment and testing, counseling and helping relationships, research and program evaluation, and career development. See pages 35 to 42 for detailed CACREP standards. Our doctoral program objectives include:

- **Counseling:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive counseling across delivery platforms and clinical contexts, including addressing legal, ethical, and professional issues and responsibilities.
- **Supervision:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive skills, frameworks, and administrative procedures within clinical supervision to efficaciously and ethically support, assess, and evaluate supervisees across developmental levels.
- **Teaching:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive teaching approaches using universal design, screening, evaluation, gatekeeping, and remediation to meet the needs of all students with respect for individual differences in learning and professional development.
- **Research and Scholarship:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive approaches to professional writing, professional conference proposal preparation, and research designs appropriate for quantitative, qualitative, mixed methods, and action research questions and hypotheses.
- **Leadership and Advocacy:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive perspectives and approaches to leadership and advocacy in counselor education using models and competencies that address sociopolitical, social justice, and human rights issues and how they affect the counseling profession and those the profession serves.

3.3. STATEMENT OF PHILOSOPHY

The counseling faculty at the George Washington University affirm their commitment to counseling as an effective, viable means of assisting individuals through their 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 that include but are not limited to schools, colleges and universities, and community mental health agencies and rehabilitation agencies. The practice of counseling is based on theory, research, 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 theory and practice 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, advocates social justice and functions as a change agent. Effective and positive change is brought about 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, agrees that individual beliefs, theoretical patterns, and clinical/counseling skills must be fostered in graduate counseling students. Faculty members utilize 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 viewpoint 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 by 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 agrees that the emphasis of the program must be respectful of the uniqueness of the individual and the intersectionality of their identities. Personal strengths must be brought into focus. Because stereotypes can lead to expectations that can detract from individual growth, we denounce stereotypes and prepare students in a multiculturally-informed andragogy.

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.

3.4. MISSION

The mission of the GW 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.

3.5. COMMITMENTS

3.5.1. Diversity

The Department of Counseling and Human Development is committed to improving diversity and inclusion, the recruitment and retention of a diverse student body, faculty and staff, and creating a welcoming environment where all members can thrive. The unique experiences and perspectives students bring enhance the learning environment for individual students, and peers alike.

By accepting the invitation to enter the master's Program in Counseling, students commit to the ongoing development, understanding, and redress of their own prejudices and preconceptions, and the development of 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 others across a multitude of diverse identities. Counselors strive to acknowledge other belief systems based on influences that include, but are not limited to, race, religion, culture, disability, gender identity, sexual orientation, socio-economic status, nationality, language, age, veteran status, or geographic diversity. In addition, counselors strive to consider other worldviews, values, and belief systems. Thus, counseling students entering the program at GW 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).

3.5.2. Antiracism Statement of the Department of Counseling and Human Development

Being anti-racist involves the internal, interpersonal, institutional, and structural commitment to confront and eliminate racism, prejudice, and discrimination that exists in ideals and policies. In critical reflection of our individual and collective responsibilities to dismantle white supremacy and advance anti-oppressive andragogy, the CHD department is committed to anti-racist practices that:

- 1) Address racism and discrimination directly through explicit discussion and action;
- 2) Increase awareness of prejudice and confront its effects through the discussion of past and present racism, stereotyping and discrimination in society;
- 3) Disrupt and dismantle the systems and structures that codify institutional racism and oppression within the department, the university, and the counseling profession;
- 4) Disrupt and dismantle racial power inequities within the department, the university, and the counseling profession;
- 5) Deeply challenge and hold all members of the CHD community accountable to advance their own anti-racism praxis; and
- 6) Ensure the content and delivery of the curricula reflects this focus.

4. COUNSELING AND HUMAN DEVELOPMENT FACULTY

Mina M. Attia, PhD, NCC, Assistant Professor of Counseling

Research and Professional Interests: Immigrant mental health, particularly refugee and asylum seeker trauma and adjustment; multicultural ethical decision-making.

Teaching Areas: Professional and ethical orientation to counseling, practicum and internship sequences, individual assessment in counseling, leadership and advocacy.

Theoretical Orientation: Multiculturally-informed humanistic foundation with an integrative approach to interventions drawing on 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.

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, interview skills, trauma-informed care.

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

Mary DeRaedt, PhD, LPC, Assistant Professor of Counseling and Coordinator, School Counseling program, Alexandria Graduate Education Center

Research and Professional Interests: Supervision Education; school counseling; trauma informed counseling; Refugee issues and schooling, Play therapy and counseling techniques with humanitarian responders, international counseling promotion.

Teaching Areas: Trauma, Crisis and Intervention, Family Counseling, Child therapy and Play, Doctoral Supervision, Diagnosis and Treatment Planning, Human Sexuality, Counseling Theories and Techniques, and School Counseling/practicum and internship.

Theoretical Orientation: Integrative Approach (Psychodynamic, REBT and Narrative).

Robert J. Froehlich, EdD, LPC, CRC, Associate Professor of Counseling

Research and Professional Interests: Ethics in counseling, rehabilitation professional training needs, career development, professional self-care, counselor supervision and professional development.

Teaching Areas: Ethics, career counseling, practicum, interview skills, group counseling.

Theoretical Orientation: Person centered, Motivational Interviewing.

Kenneth C. Hergenrather, PhD, CRC, Professor of Counseling. Coordinator Rehabilitation Counseling Program; Coordinator Graduate Certificate Program in Counseling and Life Transitions, Education Specialist Degree Program, and Job Development and Job Placement Certificate Program, Co-Director of the GW Center for Rehabilitation Counseling Research and Education.

Research and Professional Interests: Program evaluation, employment, HIV/AIDS, LGBT counseling.

Teaching Areas: Research methods, Individual Assessment in Counseling, Practicum in Counseling, Internship in Counseling, Advanced Internship in Counseling, 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, LPC – DC; MD, DC in Psychology, 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 GW Center for Rehabilitation Counseling Research and Education; 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.

Maggie Parker, PhD, LPS, RPT-S, 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.

Delishia M. Pittman, PhD, MPH ABPP, LPC, NCC, Associate Professor of Counseling; Coordinator, Clinical Mental Health Counseling program

Research and Professional Interests: Minority behavioral health disparities, chronic and race related stress, Black emerging adult health behavior and health outcomes, sexual health risk and protective factors, racial trauma, culturally responsive 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.

5. 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 2016 standards for Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision programs. This accreditation is effective until 2024. 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.

5.1. 2016 CACREP STANDARDS

All students enrolled in the M.A. in professional counseling programs will gain knowledge about the following areas as specified by the 2016 CACREP Standards (CACREP, 2016), 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

5.1.1. 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

5.1.2. 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

5.1.3. 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 workplace
- 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

6. PROFESSIONAL CONTEXT

6.1. STUDENT LISTSERVS AND SOCIAL MEDIA

The Department of CHD maintains a listserv for students enrolled in master's 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.

6.2. ADHERENCE TO THE ACA, ASCA, AND/OR 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).

6.3. PROFESSIONAL ORGANIZATIONS

6.3.1. Counseling 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.

6.3.2. Chi Sigma Iota

Students are encouraged to apply and join the counseling honor society called Chi Sigma Iota (CSI). Invitations to join the GW chapter of CSI, Rho Theta Chapter, are sent to eligible students (based on number of completed credits and academic standing) after their first semester in their program. Eligible students must have a 3.5 GPA, have completed one semester, and be in good standing.

6.4. 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 and/or worldview paper
- 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
- Complete 10 sessions of individual/family/couple/group psychotherapy within 24 months of beginning the course CNSL 6269 Practicum in Counseling

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, beyond that which is expected as a program requirement. The GW Student 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.

GW Counseling and Psychological Services

University Student Center, Ground Floor, 800 21st Street, NW, Washington, DC 20052

Phone: 202-994-5300 (24/7)

healthcenter.gwu.edu/counseling-and-psychological-services

6.5. COUNSELOR CERTIFICATION

6.5.1. 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 GW Rehabilitation Counseling Program (RCP), including students who complete the 48 hour RCP, whose program course content 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 credits Terrace Way, Suite D, Greensboro, NC, 27403, (336) 547-0607, and/or visit 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 Office.

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

Commission on Rehabilitation Counselor Certification (CRCC)
1699 Woodfield Road; Ste. 300, Schaumburg, Illinois 60713
847-944-1325
www.crc certification.com

Students in the School Counseling program are eligible for certification in many states whose boards of education recognize CACREP approved programs. School counseling students are license-eligible for professional counseling at the completion of the 60-credit hour program.

6.5.2. Certified Rehabilitation Counselor (CRC)

Students who complete the accredited program in Rehabilitation Counseling at GW 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 (CRCC). For further information contact the CRCC at (847) 944-1325 and/or visit crtc certification.com.

6.6. COUNSELOR LICENSURE

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

GW 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 GW
- 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

6.6.2. Licensure Processes

Counselor licensure is awarded and managed by the state of practice. It is not a GW function or governed in any way by the program or department of Counseling and Human Development. The Counseling programs prepare students for eligibility for licensure as a professional, school, or rehabilitation 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 state licensing board in the jurisdiction(s) to which you seek licensure.

Licensure regulations vary by state, but typically require a) 60 semester credits of graduate level training, b) a minimum of two years of supervised clinical experience post-degree, and c) successful completion of an examination (e.g., NCE, CRC, or NCMHCE). Some states additionally require a jurisprudence (or state laws) examination as well. For rehabilitation counseling program students who are interested in professional counseling licensure and did not complete a 60-credit hour training program, up to 12 credit hours beyond the specified program curriculum is required. Students who plan to complete their additional 12 credits at GW should consider completing one of our certificate programs and course selection should be done in consultation with your advisor or certificate program coordinator (see Appendix 15.5 for more information) because GW only allows students to enroll for one semester during an academic year 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 (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 GW counseling program guarantees licensure.

7. THE CURRICULUM

7.1. CLINICAL MENTAL HEALTH COUNSELING

The Clinical Mental Health Counseling program is a 60-credit 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, 60 Credit Hours

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories & Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social & Cultural Dimensions of Counseling, 3 credits
- CNSL 6169 Substance Abuse and Addictions Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis & Treatment Planning, 3 credits
- CNSL 6174 Trauma & Crisis Intervention, 3 credits
- CNSL 6185 Internship (Clinical Mental Health Emphasis), 3 credits
- CNSL 6186 Advanced Internship (Clinical Mental Health Emphasis), 3 credits
- CNSL 6268 Foundations of Clinical Mental Health Counseling, 3 credits
- CNSL 6269 Practicum I in Counseling, 3 credits
- CNSL 6271 Advanced Clinical Skills, 3 credits
- HDEV 6108 Lifespan Human Development, 3 credits
- HDEV 6109 Child Development, 3 credits OR HDEV 6110 Adolescent Development, 3 credits OR HDEV 8244 Adult Development, 3 credits
- Elective, 3 credits

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 specific semester of the year. Any deviations from the program plan (e.g., leave of absence) must be approved by the program faculty in advance 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 sections or increasing class sizes as needed if no space is available in ANY of the sections of your required course.

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 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6114 Introduction to Research and Evaluation in Counselor Education	HDEV 6109 OR 6110 OR 8224 Child Development OR Adolescent Development OR Adult and Aging Development
CNSL 6171 Family Counseling	CNSL 6169 Substance Abuse and Addictions Counseling	Elective
Semester 7	Semester 8	
CNSL 6185 Internship I	CNSL 6186 Internship II	

Part-time Course Sequence (Fall admit only)

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 6268 Foundations of Clinical Mental Health	CNSL 6153 Counseling Interviewing Skills	CNSL 6154 Theories and Techniques of Counseling
Semester 4	Semester 5	Semester 6
CNSL 6171 Family Counseling	CNSL 6174 Trauma and Crisis Intervention	CNSL 6269 Practicum I
CNSL 6173 Diagnosis and Treatment Planning	CNSL 6157 Individual Assessment	CNSL 6155 Career Counseling
Semester 7	Semester 8	Semester 9
CNSL 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling	HDEV 6109 Child Development OR HDEV 6110 Adolescent Development OR HDEV 8244 Adult Development
CNSL 6114 Introduction to Research and Evaluation in Counselor Education	CNSL 6169 Substance Abuse and Addictions Counseling	Elective
Semester 10	Semester 11	
CNSL 6185 Internship I	CNSL 6186 Internship II	

7.2. SCHOOL COUNSELING

The School Counseling program is a 60-credit hour program that prepares students for certification to work in elementary and secondary schools as a school counselor. Previous teaching experience is not required for admission to the GW school counseling program. Students who have no previous experience or academic work in elementary or secondary education may be required to select focused electives. Some states may require education-related experience as a prerequisite 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, 60 Credit Hours

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories and Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6159 Play Therapy OR CNSL 6190 Advanced Career Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social and Cultural Dimensions of Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis and Treatment Planning, 3 credits
- CNSL 6185 Internship in Counseling (School Emphasis), 3 credits
- CNSL 6186 Advanced Internship in Counseling (School Emphasis), 3 credits
- CNSL 6269 Practicum in Counseling, 3 credits
- CNSL 6466 Foundations of School Counseling and Practicum, 3 credits
- CNSL 6477 Coordination of Comprehensive Guidance Programs, 3 credits
- HDEV 6108 Lifespan Human Development, 3 credits
- HDEV 6109 Child Development OR HDEV 6110 Adolescent Development OR CNSL 6170 Grief and Loss Counseling, 3 credits

Electives:

School counseling students have a variety of courses to choose from in determining electives, including children and loss, play therapy and advanced career counseling. Students work with the program coordinator to determine elective offerings according to the needs of the cohort.

School Counseling Course Sequence
GW Alexandria Cohort
Year 1

SUMMER	FALL		SPRING		SUMMER I
7 Weeks CNSL 6151 Professional and Ethical Orientation to Counseling	7 Weeks HDEV 6108 Lifespan Human Development	7 Weeks CNSL 6163 Social and Cultural Dimensions of Counseling	7 Weeks CNSL 6155 Career Counseling	7 Weeks CNSL 6161 Group Counseling	7 Weeks CNSL SA 6173 Diagnosis and Treatment Planning
7 weeks CNSL 6466 Foundations of School Counseling	14 Weeks CNSL 6154 Theories and Techniques of Counseling		14 Weeks CNSL SA1 6269 CNSL SA2 6269 Practicum in Counseling		7 Weeks CNSL SA 6157 Individual Assessment in Counseling
	CNSL 6153 Counseling Interview Skills				

Year 2

SUMMER II	FALL		SPRING	
7 weeks *CNSL 6144 Trauma & Crisis Counseling in Schools	7 Weeks CNSL SA 6171 Counseling Families	7 Weeks Elective HDEV 6109/6110 Child/Adolescent Development OR CNSL SA 6170 Grief and Loss	7 Weeks Elective *HDEV 6009/10 Child and Adolescent Development	7 Weeks *CNSL 6169 Substance Abuse and Addictions Counseling
CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits	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)	
	7 Weeks CNSL SA 6477 Coordination of Comprehensive Guidance Programs			

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

7.3. REHABILITATION COUNSELING

The Master of Arts degree in Rehabilitation Counseling has an on campus 60-credit program and a 60-credit online program designed to prepare individuals to work with people with physical, mental, or social disabilities. The Rehabilitation Counseling programs are accredited by CACREP.

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, 60 Credit On-Campus Program

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories & Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social & Cultural Dimensions of Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis and Treatment Planning, 3 credits
- CNSL 6174 Trauma and Crisis Intervention, 3 credits
- CNSL 6185 Internship, 3 credits
- CNSL 6186 Advanced Internship, 3 credits
- CNSL 6269 Practicum I in Counseling, 3 credits
- CNSL 6271 Advanced Clinical Skills, 3 credits
- CNSL 6376 Foundations of Rehabilitation & Case Management, 3 credits
- CNSL 6378 Disability and Case Management, 3 credits
- CNSL 6380 Job Placement & Supported Employment, 3 credits
- CNSL 6381 Medical & Psychosocial Aspects of Disabilities, 3 credits
- HDEV 6108 Lifespan and Human Development, 3 credits

Required Courses, 60 Credit On-line Program

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional and Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories and Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social/Cultural Dimension of Counseling, 3 credits
- CNSL 6169 Substance Abuse and Addictions Counseling, 3 credits

- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis and Treatment Planning, 3 credits
- CNSL 6174 Trauma and Crisis Intervention, 3 credits
- CNSL 6185 Internship in Counseling, 3 credits
- CNSL 6186 Advanced Internship, 3 credits
- CNSL 6269 Practicum in Counseling, 3 credits
- CNSL 6376 Foundations of Rehabilitation and Case Management, 3 credits
- CNSL 6378 Disability Management and Psychosocial Rehabilitation, 3 credits
- CNSL 6380 Job Placement and Supported Employment, 3 credits
- CNSL 6381 Medical and Psychosocial Aspects of Disabilities, 3 credits
- HDEV 6108 Lifespan and Human Development, 3 credits

On-Campus Rehabilitation Counseling Course Sequence (60 Credit Hours)

Year 1		
Fall	Spring	Summer
CNSL 6376 Foundations of Rehabilitation Counseling and Case Management	CNSL 6163 Social and Cultural Dimensions of Counseling	HDEV 6108 Lifespan Human Development
CNSL 6151 Professional and Ethical Orientation to Counseling	CNSL 6153 Counseling Interview Skills	CNSL 6157 Individual Assessment in Counseling
CNSL 6154 Theories and Techniques of Counseling	CNSL 6173 Diagnosis and Treatment Planning	CNSL 6174 Trauma and Crisis Intervention
Year 2		
Fall	Spring	Summer
CNSL 6269 Practicum in Counseling	CNSL 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6378 Disability Management and Psychosocial Rehabilitation	CNSL 6380 Job Placement and Supported Employment
CNSL 6381 Medical and Psychosocial Aspects of Disability	CNSL 6114 Introduction to Research and Evaluation in Counselor Education	CNSL 6171 Family Counseling
Year 3		
Fall	Spring	
CNSL 6185 Internship in Counseling	CNSL 6186 Advanced Internship in Counseling	

On-line Rehabilitation Counseling Course Sequence (60 Credit Hours)

Year 1		
Fall	Spring	Summer
CNSL 6376 Foundations of Rehabilitation Counseling and Case Management	CNSL 6163 Social and Cultural Dimensions of Counseling	HDEV 6108 Lifespan Human Development
CNSL 6151 Professional and Ethical Orientation to Counseling	CNSL 6153 Counseling Interview Skills	CNSL 6157 Individual Assessment in Counseling
CNSL 6154 Theories and Techniques of Counseling	CNSL 6173 Diagnosis and Treatment Planning	CNSL 6174 Trauma and Crisis Intervention
Year 2		
Fall	Spring	Summer
CNSL 6269 Practicum in Counseling	CNSL 6169 Substance Abuse and Addictions Counseling	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6378 Disability Management and Psychosocial Rehabilitation	CNSL 6380 Job Placement and Supported Employment f
CNSL 6381 Medical and Psychosocial Aspects of Disability	CNSL 6114 Introduction to Research and Evaluation in Counselor Education	CNSL 6171 Family Counseling
Year 3		
Fall	Spring	
CNSL 6185 Internship in Counseling	CNSL 6186 Advanced Internship in Counseling	

7.4. COURSE SCHEDULING

Most courses on campus in CHD meet in the evening during the academic year (Aug-May), except for practicum (CNSL 6269) and advanced clinical skills (CNSL 6271). Summer course schedules vary greatly. Class times and meeting dates are noted in the [Schedule of Classes](#). Students are encouraged to consult the schedule of classes early and often to ensure ample time to plan accordingly, especially as it pertains to summer course schedules. Any changes to these dates and times will be communicated by the department or course instructor. On-campus practicum, internship, and summer courses can begin as early

as 8am EST. Students required to complete practicum in the Foggy Bottom CCSC will be required to accommodate the practicum schedule. Practicum sections are scheduled Monday-Thursday 11:30am-8:30pm and Friday from 9:00am-6:30pm. 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.

7.5. IMPORTANT DATES FOR FOGGY BOTTOM CAMPUS STUDENTS

See Counseling Department Calendar

*Dates will be announced once finalized, and/or are subject to change. Students will be informed well in advance should this occur.

** The CHD Comprehensive Exam is administered on the Saturday prior to the first day of the summer and fall semesters for respective cohorts.

7.6. IMPORTANT DATES FOR SCHOOL COUNSELING STUDENTS

See Counseling Department Calendar

7.7. IMPORTANT DATES FOR ONLINE REHABILITATION COUNSELING STUDENTS

**Online Rehabilitation Counseling dates differ for Practicum and Internship, and Portfolio. Students should check with their faculty advisor.

8. CLINICAL EXPERIENCES: PRACTICUM AND INTERNSHIP

The practicum and internship experiences are a vital part of the counseling programs at GW 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. Application forms are in the Counseling and Human Development Clinical Handbook.

Additional Program Requirements

8.1. PROFESSIONAL COUNSELING HOURS

Students are required to complete at least 6 sessions of individual counseling sessions with a licensed professional. These sessions require a letter signed by the counselor indicating that the student had met this requirement with dates of sessions reported. This letter will be uploaded to EXXAT with the completed portfolio.

8.2. PRACTICUM READINESS PORTFOLIO

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, program orientation, and/or in CSNL 6268 Foundations of Clinical Mental Health OR CNSL 6376 Foundations of Rehabilitation Counseling OR CNSL 6466 Foundations of School Counseling. The core elements of the portfolio requirement are listed and described briefly here and vary by program. All elements of the portfolio must be fully completed and uploaded to EXXAT by the deadline in the semester prior to the start of practicum. Students must meet with their advisor to document that these requirements have been met. All written documents in the portfolio should be prepared in accordance with APA 7th edition formatting standards (Times New Roman, 12pt font, double spaced, 1inch margins).

8.2.1. Clinical Mental Health Counseling Portfolio

- 1) **Current resume or curriculum vita.**
- 2) **Statement of Professional Goals.** Write a one-page statement that describes your professional goals at this stage of your training and upload to EXXAT. 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 sessions** (a minimum of 10 clinical hours) of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional (e.g., licensed professional counselor, licensed social worker, psychologist, or psychiatrist). Clinical contact for the purposes of psychological, disability, or third-party assessment will not be accepted. 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. We will also accept documentation of

appropriate personal counseling completed as an adult prior to admission to the program if it has been within the previous 24 months. Documentation should be included in your portfolio uploaded to EXXAT. A one-sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient. This statement must include the date, dates of service, number of hours/sessions completed, therapist full name and credential, therapist signature, therapist state of licensure, and license number.

- 4) 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.

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

8.2.2. Rehabilitation Counseling Portfolio

1) Current resume or curriculum vita.

2) Statement of Professional Goals. Write a paragraph that states your professional goals and upload to EXXAT. 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.

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

8.2.3. School Counseling Portfolio

1) Current resume or curriculum vita.

2) Statement of Professional Goals. Write a paragraph that states your professional goals and upload to EXXAT. 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 sessions (a minimum of 10 clinical hours) of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional (e.g., licensed professional counselor, licensed social worker, psychologist, or psychiatrist). Clinical contact for the purposes of psychological, disability, or third-party assessment will not be accepted. 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. We will also accept documentation of appropriate personal counseling completed as an adult prior to admission to the program if it has been within the previous 24 months. Documentation should be included in your portfolio uploaded to EXXAT. A simple one-sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient. This statement must include the date, dates of service, number of hours/sessions completed, therapist full name and credential, therapist signature, therapist state of licensure, and license number.

4) 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.

5) Description of 100 hours or more of experience in helping roles with Children and/or Adolescents. 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 EXXAT. Helping hours may be gained from previous employment, volunteer work, or school 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) HIPAA Acknowledgement. You will be required to complete the online HIPAA information training. This training will appear in your Blackboard account AFTER registration for CNSL 6269 Practicum in Counseling and AFTER the instructor activates the course by giving students permission to access class material through Blackboard. Upon completion, you should print the completion acknowledgement to scan and upload into EXXAT (See Appendix B) with a copy provided to your CNSL 6269 Practicum in Counseling course instructor. This is completed at the beginning of your practicum class and is not part of your pre-practicum portfolio requirement.

9. COMPREHENSIVE EXAMINATION

9.1. ABOUT THE COMPREHENSIVE EXAMINATION

The Comprehensive Examination assesses knowledge across the eight CACREP common-core areas as defined by their Standards for Counselor Preparation.

Students will be required to register independently with Pearson View in order to schedule their own exam sitting during the required time frame set by the department. Students ensure that the score is sent to the Counseling and Human Development Department by Pearson View.

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

Comprehensive Exam Area	Related Courses in Counseling Programs
Assessment and Testing	Individual Assessment and Diagnosis and Treatment Planning
Career Development	Career Counseling
Group Counseling and Group Work	Group Counseling
Counseling and Helping Relationships	Counseling Interview Skills AND Theories of Counseling
Human Growth and Development	Lifespan Development AND Adult/Child/Adolescent Development
Professional Counseling Orientation and Ethics	Foundations of Counseling AND Professional and Ethical Orientation to Counseling
Research and Program Evaluation	Introduction to Quantitative Methods
Social and Cultural Diversity	Social and Cultural Dimensions of Counseling

Eligibility to Sit for the Comprehensive Exam

Prior to taking the Comprehensive Examination, students must complete all of the following courses:

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education
- CNSL 6151 Professional and Ethical Orientation to Counseling
- CNSL 6153 Counseling Interview Skills
- CNSL 6154 Theories of Counseling
- CNSL 6155 Career Counseling
- CNSL 6157 Individual Assessment
- CNSL 6161 Group Counseling
- CNSL 6163 Social and Cultural Dimensions of Counseling
- CNSL 6173 Diagnosis and Treatment Planning
- CNSL 6268/6466/6376 Foundations of Counseling
- HDEV 6108 Lifespan Development
- CNSL 6269 Practicum in Counseling

Scoring of the Comprehensive Exam

All master's degree students in one of the 60 credit hour Counseling Programs are required to earn a passing score on the Comprehensive Examination in order to graduate from the program. Students entering the program during and after Summer 2018 must score at or above the mean for the test for each of all 8 content areas on the CPCE. National mean scores are provided approximately six weeks after each test.

Students will receive a total score and individual scores for each of the knowledge content areas. Students scoring below the mean in any content area will be required to retake the full exam at the next administration. Should a student fail to achieve a passing score on all 8 content areas for a second time, they may be (1) required to complete additional coursework to demonstrate competency if deficiencies are also noted in other methods of evaluation, or (2) be removed from the program at the discretion of the faculty. Additional coursework (audited or taken for credit) will incur additional tuition costs that will be the responsibility of the student. Passing scores on content areas across multiple administrations will not be accepted as evidence of competency Evaluation of Student Progress.

9.2. PROCEDURES FOR FACULTY REVIEW OF COUNSELING STUDENTS REGARDING ACADEMIC, PROFESSIONAL, AND PERSONAL DISPOSITIONS FOR PROFESSIONAL COUNSELING

Counseling faculty meet twice yearly at a retreat to evaluate all students, faculty meet monthly at departmental meeting executive sessions, and faculty meet other times as needed, and conduct an executive (confidential) review of all counseling students to discuss and identify any student who may be exhibiting academic, professional, or personal behaviors that call into question their suitability for being a professional counselor.

Faculty Review in Fall and Spring: Faculty meet at a retreat twice in the academic year and evaluate each student in degree status. A rating scale is used to evaluate each student. The scale is as follows:

Overall Evaluation of Student

- No Concerns = 1
- Minor Concerns = 2
- Moderate Concerns = 3
- Major Concerns = 4
- Suspension or Termination = 5

Students rating 3 or above warrant full discussion. The faculty discussion of the rating determines subsequent steps to be taken depending on the identified concerns.

Department Meetings: During each department meeting, there is an opportunity for an Executive Session during which student concerns can be raised. This includes the presentation of new student issues an follow-ups to retreat evaluations and ratings and previously discussed issues. If a faculty member identifies such a student, the faculty as a whole discuss the matter in Executive Session. The student's advisor and/or course instructor will be charged with discussing identified concerns with the student to achieve the student's agreement to appropriate corrective action to help the student address identified concerns. If warranted, the advisor and/or course instructor will work with the Professional Development Plan Committee (PDPC) to assist in the development of a Professional Development Plan

(PDP) to outline and monitor performance expectations and student progress. Recommendations of the PDPC will be presented to the faculty in Executive Session.

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.

As professionals in training, continuous and systematic evaluation of student progress is central to the successful matriculation of students in programs across CHD. Students are evaluated through a variety of mechanisms across their time in program, including but not limited to, course assignments, the development of a Practicum Readiness Portfolio, key performance indicators (KPIs) uploaded to EXXAT (our online evaluation system), a comprehensive exam, the demonstration of academic and professional readiness for practicum, advanced clinical skills, internship, and successful application for graduation.

Below is an overview of the points of student evaluation across the program.

Foggy Bottom Student Evaluation Schedule												
Assessment Metric	Evaluation Timing											
	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Student Demographics					SU				FA			
Professional Dispositions Review*					FA		SU	SU				FA
Annual Student Self-Review								FA				SU
Practicum Readiness				SU	FA							
Practicum I Supervisor Evaluation						SU		SU		FA		FA
Adv Clinical Skills Supervisor Evaluation			FA		FA					SU		SU
Internship I Supervisor Evaluation						SU		SU		FA		FA
Adv Internship Supervisor Evaluation			FA		FA					SU		SU
Comprehensive Exam*					SU			FA				
Annual Student Review				ALL								
NCE				FA						SU		
SU- Summer start cohorts												
FA- Fall start cohorts												
* In CNSL 6151, CNSL 6269, CNSL 6171, CNSL 6185 and CNSL 6186												

*Alexandria Students take the Comprehensive Exam in January each year

Faculty will notify students who are not demonstrating adequate progress.

10. PH.D. IN COUNSELING

10.1. ADMISSION PROCESS AND STANDARDS

10.1.A. Application Requirements

Prior to matriculation, the applicant must show evidence of an earned Master's Degree. Typically this degree is at least equivalent 60 semester hour degree program in counseling or related areas (e.g., marriage and family therapy, social work, or psychology). Applicants who do not meet this requirement must fulfill it in the initial phase of the doctoral studies. Occasionally students apply who have a master's degree in an unrelated area. These students are dually enrolled in one of our counseling master's programs and earn their master's degree as well as the PhD. In cases where applicants do not possess a master's degree from a CACREP accredited program, prior preparation is evaluated on a case-by-case basis upon a review of transcripts, course syllabi, and other materials. Typical leveling ranges are 12-60 credits. See appendix A for information on pre-requisite coursework determination and process.

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

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

In order for an application to be considered complete, students must submit an application and associated fee, transcripts from all institutions of higher education attended, a statement of purpose, and three letters of recommendation. These items are sent electronically to the GSEHD. Application for merit-based financial assistance (not student loans) occurs within the Graduate School of Education and Human Development. Deadline for GSEHD financial assistance is approximately January 15th. Information on financial assistance is available on [GSEHD's Funding Your Graduate Education page](#).

The statement of purpose is used by faculty to determine whether your goals and research interests fit with our program. This document should be around two double-spaced pages. A good statement of purpose clearly articulates: 1) why you want to get a doctoral degree in counselor education; 2) your research and teaching interests; 3) why you are applying to the George Washington University's program; and 4) which particular faculty you are most interested in working with during your time in the program.

Applicants must have a minimum master's GPA of 3.5 and a minimum undergraduate GPA of 3.0. Applicants are not required to submit GRE scores; however, they may submit their GRE scores to supply additional evidence of their potential as a doctoral student.

Complete applications are screened by doctoral program coordinator(s) for compatibility with program goals and faculty research interests. In early December and late mid to late January, top applicants are invited to interview with faculty.

10.1.B. Interview Days

Applicants are invited to interview based on faculty evaluation of complete applications. Applicants will be invited to participate in an interview day between early to mid-December and early February. During our interview days, students meet with approximately 4-6 faculty and current students in the program and discuss their goals, interests, and reasons for wanting to attend GW. Applicants will also complete a clinical case conceptualization and a written statement concerning anti-oppression and scholarly interests. The program will provide applicants with additional information before the interview. Decisions on admission status are made between December and mid to late February. Interview days occur on Fridays and last from about 10AM until 4PM. Students interview individually with 4-6 program faculty and spend time with students who are currently enrolled in the program. The purpose of the interview day is to assess the applicant's qualifications and fit with the program and to answer any questions the applicant may have about the program, our location, and other considerations. Some typical faculty questions might include:

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

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

10.1.C. Decision Process

Following the interview days, students are informed of their status soon after the final interview day. Information is typically provided by the end of February. Three outcomes are possible: admission recommended, admission denied, and admission deferred (wait-list). Decisions are based on the complete application package: educational preparation, case conceptualization, scholarly written sample, and interview day impressions.

10.1.D. Changing Programs

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

10.1.E. Advisor

Upon acceptance into the doctoral program, Counseling Ph.D. students will be assigned a primary advisor based on their interests, application materials, and faculty availability and expertise. The student will also be assigned a secondary advisor. The primary advisor is tasked with advising and mentoring the student. The secondary advisor is an adjunctive support and mentor that can assist students in their professional development. Students can change their advisors throughout their program of study. To change advisors, students should contact applicable full-time and core faculty. Once a new advisor has been identified by students and agreed to serve as the primary advisor, students can inform the current advisor. After completing this process, students should email the GSEHD doctoral Student Success Coach to update the university records. The advisor also serves as the dissertation chair. Thus, if a student wishes to have a dissertation chair who is not their current advisor, they will need to change advisors to ensure the dissertation chair is also their primary advisor.

10.2. PLAN OF STUDY

The total number of credits required for graduation (not including prerequisites or leveling courses for those who do not hold a master's degree in counseling) consists of a minimum of 75 hours of coursework beyond the master's degree. Students with master's level deficits should use forms included in Appendix A to determine which master's level courses need to be taken. This is done in consultation with the student's primary advisor. All courses are three semester hours unless otherwise indicated. Changes or additions to degree plans are done in consultation with the primary faculty advisor and others as warranted. Students are also expected to consult with their primary advisor prior to registering for classes. Students are unable to make changes to the program sequence or program of study without approval from the doctoral program coordinators. Students completing the program of study on a part-time status will need to meet with their advisor and doctoral program coordinator(s) to develop a plan of study and sequence based on program and university offerings.

A. Research Tool (12CR)

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

analysis of variance), EDUC 6116, Introduction to Educational Statistics, should be completed prior to enrolling in EDUC 8120.

EDUC 8120 Group Comparison Designs and Analyses

EDUC 8122 Qualitative Research Methods

EDUC 8171 Predictive Designs and Analyses

One additional course is required. This course is planned in consultation with your advisor and designed to fit your dissertation proposal. The course is selected from the following courses. Other courses may also be approved from other departments provided that they are directly related to the student's dissertation research and not available within GSEHD. Not all classes are offered every semester or year. Students may also have a research course from a different GW program, school, or comparable institution approved by the doctoral program coordinator(s). Students should consult their doctoral advisor and/or program coordinator(s) prior to selecting their final required research course.

EDUC 8122 Survey Research Methods

EDUC 8131 Case Study Research Methods

EDUC 8140 Ethnographic Research Methods

EDUC 8142 Phenomenological Research Methods

EDUC 8144 Discourse Analysis

EDUC 8170 Educational Measurement

EDUC 8172 Multivariate Analysis

EDUC 8173 Structural Equation Modeling

EDUC 8174 Hierarchical Linear Modeling

EDUC 8175 Item Response Theory

B. Counseling Core (33CR)

There are 10 counseling core courses, as follows:

CNSL 8251 Advanced Psychopathology and Psychopharmacology

CNSL 8252 Leadership and Advocacy in Counseling

CNSL 8254 Advanced Multicultural Counseling

CNSL 8255 Supervision in Counseling

CNSL 8256 Doctoral Practicum in Counseling (6 credits over two semesters)

CNSL 8257	Doctoral Internship in Teaching
CNSL 8258	Advanced Theories of Counseling
CNSL 8259	Doctoral Internship in Supervision I
CNSL 8260	Doctoral Internship in Supervision II
CNSL 8961	Doctoral Internship in Research

C. Human Development Emphasis (6CR)

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

Among the courses the candidate may select are the following:

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

*Not all classes are offered every semester or year. Students may also have a human development course from a different GW program, school or comparable institution approved by the doctoral program coordinator(s).

D. Area of Specialization (9 CR)

This part of the program is designed by the student and the program advisor and is tailored to the student's career goals, objectives and individual background. It is an integrative approach in which the advisor helps the student plan a cognate or supporting field of study, typically 9 semester hours in length, depending on the interests, needs, and goals of the student. 8000 level courses are encouraged; however, 6000 level course can be approved based on the proposed rationale and function of the cognate or field of study. For example, qualitative methodology, quantitative methodology, counseling specialty (school counseling, rehabilitation), or anti-oppressive and anti-racist theory and praxis.

E. Pre-Dissertation Seminar (3CR)

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

F. Dissertation Research (12CR)

Students must register for a minimum of 12 hours of dissertation research (CNSL 8999).

G. Course Sequencing

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

Year	Fall	Spring	Summer
I	1. Doctoral Practicum in Counseling (CNSL 8256) 2. Advanced Psychopathology and Psychopharmacology (CNSL 8251) 3. Advanced Multicultural Counseling (8254)	1. Doctoral Practicum in Counseling (CNSL 8256) 2. Advanced Theories of Counseling (8258) 3. Group Comparisons (EDUC 8120)	1. Supervision in Counseling (8255) 2. Leadership and Advocacy in Counseling (8252) 3. Internship in Teaching (8257)*
II	1. Doctoral Internship in Supervision I (8259) 2. Internship in Research (8961) 3. Predictive Designs and Analysis (EDUC 8171)	1. Doctoral Internship in Supervision II (8260) 2. Area of Specialization 1 (TBD) 3. Qualitative Methods (EDUC 8122)	1. Human Development 1 **Prepare for Comprehensive Exam**
III	1. Human Development 2 (TBD) 2. Area of Specialization 2 (TBD) 3. Level B Research Course (TBD) **Comprehensive Exam**	1. Area of Specialization 3 (TBD) 2. Pre-Dissertation Seminar (8998)	1. Dissertation (8999)
IV	1. Dissertation (8999)		

3. PRACTICUM IN COUNSELING

In line with our 2017-2018 program revision, students are now required to take an academic year 6-credit doctoral practicum in counseling (CNSL 8256) in the first year of study for full-time students). The purpose of the practicum is to have students gain advanced counseling skills under the supervision of faculty and

CCSC staff. This practicum will take place in the CHD [Community Counseling Services Center](#) (CCSC) on the Foggy Bottom Campus. Students will see community clients who present with a variety of adjustment and mental health issues. Across these two semesters, students will be required to attend a two-hour class session led by a CHD faculty member and see clients in a specified 6-hour each Fall and spring semester. Across the academic year, students will fulfill CACREP standards for doctoral practicum experiences of at least 100 total hours, of which 40 will be direct client hours. All practicum students must attend an orientation to the CCSC, which will be communicated in advance. Students will be notified ahead of time the specifics of time and where orientation will take place. Students must receive a letter grade of “B-” or better in doctoral practicum in counseling (CNSL 8256) to complete the program. If students do not receive a final grade of “B-” or better, they will be placed on a professional development plan overseen by the professional development plan committee, which may result in failing the course and/or removal of the program of study.

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

- scholarly examination of theories relevant to counseling
- integration of theories relevant to counseling
- conceptualization of clients from multiple theoretical perspectives
- evidence-based counseling practices
- methods for evaluating counseling effectiveness
- ethical and culturally relevant counseling in multiple settings

4. INTERNSHIP IN COUNSELING

Our students complete their internship requirements in counseling through three experiences and associated course work in research (CNSL 8961), teaching (CNSL 8257), and supervision (CNSL 8259/60). In all doctoral level internship courses (i.e., CNSL 8961, CNSL 8257, CNSL 8259/60), students must receive a letter grade of “B-” or better to complete the program. If students do not receive a final grade of “B-” or better, they will be placed on a professional development plan overseen by the professional development plan committee, which may result in failing the course and/or removal of the program of study.

A. Internship in Research (CNSL 8961)

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

B. Internship in Teaching (CNSL 8257)

Taken in the summer semester of your first year, the purpose the internship in teaching is to begin developing advanced skills in teaching in counselor education through coursework, reading, and direct supervision with faculty mentors. Students will read and directly experience several issues in counselor education including, but not limited to: assessment of student work instructional pedagogy, assessment of student learning, instructional technology, teaching philosophy, classroom management, and developing lectures and other classroom activities. Students complete a total of 300 hours for this internship requirement and are required to keep a log of activities and hours. At least one section of the teaching experience must be Counseling Interview Skills (CNSL 6153), which is offered in Fall and Spring semesters. Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within one to two years of registering for the course. Until then, students receive a grade of IPG (in progress) on their transcript. Students will receive weekly individual or triadic supervision as part of their internship in teaching, which will be provided by the instructor of record overseeing their research project or teaching experiences.

C. Internship in Supervision (CNSL 8259/60)

Taken in the second year of the program, the final component of the internship experience is a two-semester internship designed to develop clinical supervision skills. Students will supervise master's level trainees in the CCSC; attend an orientation to the CCSC, a weekly 2-hour class meeting, and a weekly CCSC staff meeting that includes training on a variety of topics specific to supervision in mental health settings. Students will be assigned to a specific 6-hour block of time during which they will serve as supervisors for master's students in the CCSC. A senior level clinician will always be on call during any given supervision block. Students are required to complete a minimum of 300 hours of supervision-related activities and to keep logs of all activities and how much time is spent in those activities. Students will receive weekly individual or triadic supervision as part of their internship in supervision, which will be provided by either their internship in supervision instructor, CCSC director(s), and/or the master's practicum instructor.