GEORGE MASON UNIVERSITY  
College of Education & Human Development 

EDCD 626: Principles and Practices of School Counseling  
Spring 2005  

Instructor: Julie H. Chamberlain, M.Ed., M.S.  
Class Meets: Thursdays 4:30 – 7:10 p.m.  
Class Location: Krug Hall 210  
Email: jchambe3@gmu.edu; chambejh@pwcs.edu; tomandtude@erols.com  
Office Hours: Thursday 3:30-4:00 p.m. by appointment

Course Description  
Introduces school counseling programs at the elementary, middle and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age are represented.

Student Outcomes  
At the end of this course, students should be able to:  
1. Identify the elements, themes, and operational structure and components of the ASCA National Model for School Counseling Programs  
2. Describe various counselor responsibilities to students in a multicultural, diverse society  
3. Evidence an awareness of issues pertaining to addressing the unique needs of all students  
4. Evidence an understanding of the role of elementary, middle and high school level counselors  
5. Demonstrate knowledge of current and developing issues in counseling  
6. Evidence understanding of the foundation of the ASCA National Model  
7. Evidence understanding of how services are delivered to students  
8. Evidence understanding of how to manage a school-counseling program  
9. Evidence an understanding of the development of an accountability system for school counseling programs and the use of data in school counseling programs  
10. Demonstrate a fundamental mastery of APA writing and research  
11. Demonstrate mastery of basic technology skills  
12. Identify ASCA National Standards (Competencies and Indicators)  
13. Identify steps to implement a school counselor program

Counseling & Development Program Professional Dispositions:  
Professional Performance Criteria (Effective February 25, 2003).  
The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:  
http://gse.gmu.edu/programs/counseling/professional_performance.htm
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Required Reading:


Recommended Reading:

Relationship to Program Goals and Professional Organization:
EDCD 626 provides for the development of a framework that governs the practices of school counselors. It addresses the development of a school counseling program according to the ASCA National Model. This course focuses heavily on development of the structure of comprehensive school counseling programs. Assignments are designed to help students formulate ideas and plan to create a comprehensive school counseling programs. Additionally EDCD 626 provides for counselors to formulate their own in ideology as practicing school counselors. Emphasis will be placed on demonstration of the understanding of counselors’ role in advocacy, leadership, collaboration, multicultural competencies and systemic change. Additionally, students will demonstrate the integrated and ethical use of technology.

EDCD 626 fulfills the requirements of the following professional organizations:
- Virginia Department of Education requirement for school counseling licensure is that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in
  - Section SCP.A Foundations of School Counseling
  - Section SCP.B Contextual Dimensions of School Counseling
o American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Course Requirements / Assignments

1. Attendance and Participation. Attend each class and complete all assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period. Participation and contributions to class discussions/activities will be evaluated in your final grade. Students who miss two or more classes may be unable to complete the requirements of this course. [5 points]

2. Technology Competence. [5 points]
   a) Register with GMU to obtain GMU email account. NOTE: All students must have a GMU email account. This is the official email address used by Registrar and Dean’s office. All students must activate their GMU e-mail account at http://mail.gmu.edu. Students will be responsible for all university e-mail communications and are required to activate the e-mail account and to check it regularly.
   b) WEB SITE: Use Blackboard as primary web link to access course instruction, and documents, and to communicate with instructor and classmates. Blackboard address is: http://blackboard.gmu.edu
   c) Access web for professional national and state counseling organizations to include ACA, ASCA, AMHCA, VCA, and VSCA. You will be expected to access information from school and department of education websites and to share information with instructor and classmates.
   d) Infuse technology in assignments.

3. Begin a Professional School Counselor’s Portfolio. The Professional School Counselor’s Portfolio is an accumulation of documents that represent the products of the school counseling training and is aligned with the GMU Counseling & Development program Mission Statement and the American School Counselor Association’s (ASCA) National Model for School Counseling Programs. The Professional School Counselor’s Portfolio is an evolving record that authenticates a person’s growth, skill, and knowledge in the field of school counseling. The contents of the portfolio should reflect one’s professional philosophy and collegiate experience. You will begin your portfolio during EDCD 626 and complete it during your internship. Portfolios are due on December 2. Guidelines for this assignment and a grading rubric are attached to this syllabus and can be found on Blackboard. The assignments completed for this course will be graded separately but are required components of the portfolio assignment. Points assigned to the portfolio will be given for adherence to the assignment, face validity, organization and relevance. Due April 28th [15 points].

4. Write a Counseling Program Mission Statement. You will write a counseling program mission statement. After reviewing the counseling program mission statements from other schools and districts write a mission statement that reflects your beliefs about the purpose and goals of a school counseling program. Mission statement should be less than 350 words. Due February 10th [5 points].
5. **Advocacy & Social Change** - Identify a current school issue. Find one article in a professional journal and write a 2-page paper summarizing the issue and outlining a systemic change response. Include a copy of the article with the paper. Due March 3rd [15 points].

6. **Professional Library** – Begin a bibliographic list of books. Include an annotation that *briefly* summarizes the focus of the book, application and criticism of the book. This list should contain a minimum of 5 books. Due April 28th with the Portfolio [5 points].

7. **Classroom Guidance Lesson [CGL] or Small Group Counseling Sessions [SGCS]**. Grading rubric will be posted on Blackboard.
   - Minimum number of sessions is **4 for guidance lesson or small group counseling session**.
   - Even though you may use ideas from previously created guidance lessons or small group sessions, please indicate which parts are borrowed from others. You may include activities from other authors in your materials section, but indicate the author of any materials that you did not create. *Cite and reference all materials used if they are not your original creations.*
   - The format for the lessons is as follows:
     - Lesson Title
     - Goal for the unit
     - Rationale for the Unit
     - Relationship of lesson to National Standards/Virginia Standards for School Counseling Programs (state the standards addressed by this lesson/session)
     - Grade of students (indicate grade level of students for which these lessons are intended)
     - Materials (indicate materials used for each session)
     - Procedures for conducting the lesson with times listed for each activity. Use bullets and list procedures. Describe succinctly but clearly.
     - Evaluation procedures
     - Reference list
     - Appendices
       - Correspondences (include correspondences necessary for this activity (permission forms, communications with teachers, principal etc.)
       - Suggested readings/resources
   - Due March 24th [20 points]

**Counseling Interview Paper**. A grading rubric will be posted on Blackboard. This assignment will be placed in the Portfolio in Foundations

a) Write a paper to demonstrate the impact/learning that occurred when you interviewed school counselors. Use APA format. Paper should include: cover page, abstract, body of paper, reference page, and appendix section.
b) The title of your paper is: *Counseling Interviews*
c) Length of paper: 4 pages [includes the abstract and the body of your paper]. This does not count cover sheet, reference sheet, or appendix section. Please meet, but do not exceed, this page limit.
d) Be sure your abstract follows APA format. It should contain at least 60 words but should not exceed 75 words. Be sure your abstract is well written, accurate, and concise.
e) Use the following headings in the main body of the paper.

i) **Summary Statement.** Objectively summarize the interview sessions that you attended. Highlight key issues relevant to your particular counseling area of interest, elementary, middle or high school.

ii) **Personal Reflections.** Describe your reactions to the content of the interviews and the specific counselors. What did you learn? What impact did it make on your professional goal to be a school counselor? What information were you able to learn about the counselors’ utilization of the ASCA model as a framework for their program? Contrast your reaction to the differences among the levels. What were the strengths and weaknesses of their programs as presented?

Due April 21st [10 points]

7. **Evaluation project.** You will be expected to design an evaluation project related to the social justice issue identified and report the findings in a 1-page GRIP document. The project will include rationale, data analysis, and program recommendations/implications. You will be expected to use a chart to graph the findings. Due May 5th [15 points].

**ATTENDANCE**

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of more than two classes may not be able to complete the course.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

- A 95-100 points
- A- 90-94 points
- B+ 86-89 points
- B 82-85 points
- B- 79-81 points
- C 78 points and below

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<thead>
<tr>
<th>Summary of Course Assignments:</th>
<th>Points:</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>5</td>
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<tr>
<td>Technology Component</td>
<td>5</td>
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<td>Mission Statement</td>
<td>5</td>
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<td>Professional Library</td>
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<td>Counseling Issue Paper</td>
<td>15</td>
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<td>Classroom Guidance or Small Group Counseling</td>
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<td>Interview Reflection Paper</td>
<td>15</td>
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<td>Evaluation Project</td>
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<td>Portfolio (Formatting)</td>
<td>15</td>
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Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.
## AGENDA

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY / TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>January 27th</td>
<td>Overview and Introduction of course/</td>
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<td>Email account/Blackboard website</td>
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<td>Procedures/Professional Dispositions</td>
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<td>Qualities of School Counselor</td>
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<td>Transformed Role of the School Counselor</td>
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<tr>
<td>February 3rd</td>
<td><strong>Foundation</strong></td>
<td>Due: Examples of Mission Statements</td>
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<td></td>
<td>ASCA National Model</td>
<td>ASCA: 1-3, 8</td>
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<td></td>
<td>Beliefs</td>
<td>Erford: 1-4, 17</td>
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<td>C &amp; D Mission Statement</td>
<td>(Pedersen: 1-3)</td>
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<td>Examining Mission Statements</td>
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<td>Professional Portfolio Guidelines</td>
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<td>School Counselor Multicultural Competencies</td>
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<tr>
<td>February 10th</td>
<td><strong>Delivery System</strong></td>
<td>Due: Counseling Program Mission Statement</td>
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<td>Classroom Guidance</td>
<td>ASCA: 4</td>
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<td></td>
<td>Writing Lesson Plans</td>
<td>Erford: 5-6, 9-11, 13</td>
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<td>Small Group Counseling</td>
<td>(Pedersen: 12)</td>
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<td>February 17th</td>
<td><strong>Delivery System</strong></td>
<td>ASCA: 4</td>
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<td></td>
<td>System Support</td>
<td>Erford: 5, 7, 9-12, 16</td>
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<td>Individual Student Needs</td>
<td>(Pedersen: 8, 11, 13, 15)</td>
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<td>Responsive Services</td>
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<td>School Counselor’s Role in Special Education</td>
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<td>IDEA/504</td>
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<td>School Violence, Bullying, Suicide, Sexual Harassment</td>
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<td>February 24th</td>
<td><strong>Multicultural Counseling in Schools</strong></td>
<td>Erford: 14</td>
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<td></td>
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<td>(Pedersen: 4-7, 9-10)</td>
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<td>March 3rd</td>
<td><strong>ASCA Resources – Julia Taylor</strong></td>
<td>Due: Counseling Issue Paper</td>
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<td>ASCA: 8</td>
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<td></td>
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<td>Erford: 8,</td>
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<td>March 10th</td>
<td><strong>High School Visit –</strong></td>
<td>Erford: 17</td>
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<td>Meeting place to be announced</td>
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<td>Duties of the HS counselor</td>
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<td>Career Center; Collaboration/Teaming</td>
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<td>Role of the Counselor- Leadership</td>
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March 24th  Management Systems  DUE: Classroom Guidance Unit  
Using accountability strategies
Program Evaluation
Mid-semester evaluation of course
Implementation of the School Counseling Program

March 31st  Elementary School Visit - Meeting place to be announced

April 7th  Middle School Visit – Meeting place to be announced

April 14th  No Class – Professional Development  
VSCA Conference in Portsmouth VA

April 21st  Accountability  DUE: Counseling Interview
Reflective Paper
Erford: 15, 18
ASCA: 6

April 28th  Accountability  DUE: Professional Portfolio
Erford: 15, 18
ASCA: 6-7

May 5th  Poster Sessions: Evaluation Project, Portfolio Guidance Unit  DUE: Evaluation Project

Final Assessment
THE PROFESSIONAL SCHOOL COUNSELOR’S PORTFOLIO

Guidelines and Evaluation Rubric

The assignment as described in the syllabus:
Begin a Professional School Counselor’s Portfolio. The Professional School Counselor’s Portfolio is an accumulation of documents that represent the products of their school counseling training and is organized to be in line with the GMU Counseling & Development program mission statement and the American School Counselor Association’s (ASCA) National Model for School Counseling Programs. It is an evolving record that authenticates a person’s growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one’s professional philosophy and collegiate experience. You will begin your portfolio during EDCD 626 and complete it during your internship. Portfolios are due on April 28th, 2005. [15 points]

Organize a 2 inch notebook with the following sections:
- Cover page
- Table of Contents
- Professional Documentation
- Application of C & D’s Mission Statement
- ASCA National Model for School Counseling Programs
  - Foundation
  - Delivery System
  - Management System
  - Accountability

During EDCD 626 it is expected that you will complete the following components of the portfolio:

I. Professional Documentation
- Collect and maintain components (A&B)(C & D are optional):
  - A. Resume
  - B. Academic Transcripts
  - C. Professional Memberships, Honors, Awards
  - D. Letters of Recommendation / Accommodation
  - E. Clinical Field Experience
    - a. Practicum/Internship Contracts
    - b. Practicum/Internship Log of Hours

II. Application of C&D’s Mission Statement
- Issue paper on social justice or advocacy topic [Graded Separately]
  - A. Leadership
  - B. Multiculturalism
  - C. Social Justice
  - D. Advocacy
III. ASCA’s National Model for School Counseling Programs

Foundations

☐ Write a counseling program mission statement (A) [Graded separately]
  a. Write a counseling program mission statement
  b. Role Statement - A written three-page statement to reflect your role as a professional school counselor, to include:
     i. Role Statement - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA’s National Model and TSCI beliefs. Identify your leadership role, and beliefs about how to use advocacy, collaboration, teaming, and use of data to promote systemic change.

☐ Complete components (C&D):
  a. Counseling Brochure - incorporate pertinent information regarding your school counseling program. Be sure it illustrates your role in leadership, advocacy, collaboration and teaming, and systemic change.
  b. Counselor’s Office - design a floor plan of office
  c. Professional Library - Select at least two resources for your professional collection. [Graded separately]
  d. School Counseling Issue - One-page handout of a current issue in school counseling. [Graded separately]
  e. Referral Lists
  f. This list might include: Child Protective Services, community mental health facilities, licensed practicing social workers, psychologists, psychiatrists, and specialists who work with children and families.

Delivery System

☐ Include in this section one component (B, D or E) completed during EDCD 626 [Graded separately]:
  a. Individual planning with students
  b. Counseling group
  c. Guidance curriculum
  d. Classroom guidance
  e. Parent education
  f. Consultation
  g. Coordination

Management System

  a. Student monitoring
  b. Use of time
  c. Use of calendars
  d. Contract

Accountability

☐ Complete a program evaluation and include in this section. [Graded separately]
  a. Outcome-based program audits – develop a plan to identify, provide, and evaluate school counseling services that support student achievement.
# Professional School Counselor’s Portfolio Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Competent</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Documentation (1)</td>
<td>Portfolio contains: Resume Academic transcripts Memberships (1)</td>
<td>Portfolio fails to provide two of the previously described components (0)</td>
<td>Portfolio fails to provide any of the previously described components (0)</td>
</tr>
<tr>
<td>Application of the C&amp;D Mission Statement (3)</td>
<td>Portfolio includes: a. social justice issue described; b. supporting article; c. counseling program response; d. evidence of counselor leadership. (3)</td>
<td>Portfolio fails to provide one of the previously described components (2)</td>
<td>Portfolio fails to provide two of the previously described components (1)</td>
</tr>
<tr>
<td>ASCA Model: Foundation (3)</td>
<td>Portfolio contains: A counseling program mission statement that identifies the purpose and goal of the program in less than 350 words. (3)</td>
<td>Mission statement fails to meet one of the previously described criteria. (2)</td>
<td>Mission statement does not meet two of the previously described criteria. (1)</td>
</tr>
<tr>
<td>ASCA Model: Delivery and Management Components (3)</td>
<td>Portfolio provides two examples from delivery and management components (3)</td>
<td>Portfolio fails to provide one of the previously described components (2)</td>
<td>Portfolio fails to provide two or more of the previously described components (1)</td>
</tr>
<tr>
<td>ASCA Model: Accountability Component (3)</td>
<td>Portfolio includes an evaluation project related to the advocacy issue and is reported in a GRIP (3)</td>
<td>Evaluation project fails to include one of the previously described components (2)</td>
<td>Portfolio fails to provide two or more of the previously described components (1)</td>
</tr>
<tr>
<td>Face Validity (2)</td>
<td>Portfolio is organized in a binder, with a title page, tabs, a table of contents, and follows the format described in these guidelines (2)</td>
<td>Portfolio lacks organization or one of the qualities previously described (1)</td>
<td>Portfolio fails to meet the standards of face validity described previously. (0)</td>
</tr>
</tbody>
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**Total Possible Points: 15**