



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 797.003: Special Education Issues in School Counseling

Spring 2015

1 credit hour

March 21, 2015 and March 28, 2015

9:00 am - 4:30 pm

Krug Hall 107

Instructor: Mary Jordan, Ed. D.

Office Hours:

Available upon request.

Office Location: Off campus.

Email: mjorda13@gmu.edu

Course Description

Prerequisites: Admission to the Counseling & Development Program, EDCD 603.

Special Education Issues in School Counseling

This course is designed for counseling students in the school counseling track. It is designed to be taken to be taken throughout the curriculum so students may become familiar with basic counseling skills and applications that can be used effectively across a diverse range of ethnic, socioeconomic, geographic, and cultural school communities. Students should also have an understanding of school counseling programs and the developmental needs of children at both the elementary and secondary level.

This course introduces principles, practices, and applications of special education issues in school counseling, within a multicultural and social justice context. The primary goal of the course is to help students become more competent counselors with respect to working with students who are in the special education population.

Student Outcomes

Upon successful completion of the course the student will have the ability to demonstrate knowledge of:

1. legal and ethical issues of special education.
2. historical basis for special education services in schools.
3. special education roles of a school counselor.
4. an awareness of the potential ethical dilemmas school counselors face with respect to the special education population.
5. a working knowledge of special education terminology and disability categories.
6. the role of the school counselor with respect to special education, elementary through postsecondary.
7. laws pertaining to school counseling and special education in the Commonwealth of VA
8. a psycho-educational evaluation and assessments.

9. the referral process.
10. effective intervention strategies.

Required Texts

Trolley, B. C., Hass, H.S., and Patti, D.C. (2012). The school counselor's guide to special education. New York, N.Y.: Skyhorse Publishing ISBN-10: 1-62087-222-6

Additional readings will be available on the course's Blackboard page.

Recommended Reading (Optional)

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The University of Purdue, online APA formatting and style guide. Retrieved from:
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

Course Materials and Assignments

This course is taught through a combination of lectures, class discussions, small group discussions, group presentation, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, examinations and online learning formats to advance and evaluate students' knowledge and skills.

Assignments

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6th edition 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. Assignments are considered late after 15 minutes of the class session in which they are due. If you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignments should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

1. Class Attendance and Active Participation (25 points)

Due to the limited time class attendance is indispensable. Students are expected to attend all schedule classes and will be assessed by their ***preparedness for class*** and ***involvement in class discussions and activities***. It is expected that you will have ***completed the readings prior to the class*** and are prepared to participate in the class discussions. Online discussions of readings and case studies will be held and students are expected to participate in all online discussions and to post responses in a timely manner. Much of your learning will take place as a result of your interactions and participation in class.

Subsequently, any unexcused absence will result in failing the course (<http://gse.gmu.edu/programs/counseling/resources/>) or lowering of the final grade. Excused absences can only be arranged with instructor on a case by case basis. Students who miss more than (1) class with an excused absence will result in a 1 letter grade deduction per absence. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus.

2. Journal Review (10 pts. each/30 points total)

- ✓ Identify three (3) peer-reviewed research articles from three (3) different professional journals
- ✓ Topic: Special Education
- ✓ Write a thoughtful and critically responsive review of each article then,
- ✓ Answer:
 - What *role* could the school counselor have played, with respect to the article? ***AND***
- ✓ Address:
 - The *impact* of a school counselor, with respect to the article.
- ✓ APA-6 is required!

3. Discussion Board Comments and Questions (5 points each/ 10 points total)

Prior to the March 21st class meeting and Prior to the March 28th class meeting,

- ✓ **Students will post a reflection to the discussion prompt in the Discussion Board section of Blackboard.**
- ✓ Students will then post a comment to at least one peer post.
- ✓ Both postings are to be submitted in Bb by ***11:59 PM the night before class.***
- ✓ Submission availability will be locked at midnight.
- ✓ Students will not be able to submit thereby forfeiting points.
- ✓ Students should be prepared to discuss each other's questions/comments. This assignment encourages critical thinking and encourages you to be prepared before class.
- ✓ Each submission will be graded as
 - very good (5.0 points)
 - adequate (2.5 point)
 - inadequate/not turned in (0 points)
- ✓ Students are required to site specific examples from the text in proper APA format.
- ✓ ***Post an original response and then reply to at least one of your classmates.***
- ✓ ***Create a new thread for your original post. Subject line for original post should read "Your last name, Week ..." ex. Jordan, Week 2***

4. Interview a School Counselor who is a Member of a Child Study/Child Find/IEP/etc. Team (35 points)

Interview an elementary, middle, *or* high school professional School Counselor to ***identify and describe:***

- ✓ What role the school counselor plays in regards to the IEP team? Process?
Gain first-hand knowledge of what is happening in our schools every day!

Create PowerPoint/Prezi presentation:

- ✓ discussing the interview and the outcome of the interview
 - defined in the PowerPoint/Prezi, the student will exhaustively describe the interview and the counselor's perspective of the IEP and their involvement.

✓ scanned copy of the *signed* consent

Provide **supplemental information** such as *but not limited to...*

- demographic information of the interviewee,
 - school demographics,
 - number of years the interviewee has been a professional school counselor,
- ✓ **Interview**, 20 pts
✓ **PowerPoint**, 15 pts

Course Requirements and Evaluation

| Assignments | Points | Due Dates |
|--|---------------|---|
| Class Attendance and <i>Active Participation</i> | 25 | Weekly |
| Journal Review | 10 | March 27 |
| Discussion Board Comments and Questions | 20 | March 20 March 27 |
| Interview a School Counselor who is a Member of a Child Study/Child Find/IEP/etc | 35 | PowerPoint Presentation and Consent Uploaded to the Discussion Board by March 27 |
| Total Points Possible | 100 | |

Grades

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

| | | | | | |
|----|--------|----|-------|---|-------|
| A | 97—100 | B+ | 91—93 | C | 80—83 |
| A- | 94—96 | B | 87—90 | F | 0—79 |
| | | B- | 84—86 | | |

Tentative Course Outline

| Date | Schedule | Content | Assignments/Required Readings |
|--------------------------------------|-------------------------|--|---|
| March 20 | Discussion board prompt | | Discussion board post/reflection |
| March 21 9:00 am - 4:30 pm | 9:00 - 12:00 | <ul style="list-style-type: none"> ✓ Introductions and Icebreaker ✓ Becoming a contributing member of society! ✓ History ✓ Law ✓ IDEA 13 Disability Categories | Introduction Chapter 2 Chapter 7 *Additional readings posted in Bb |
| | 12:00 - 1:15 | LUNCH | |
| | 1:15 - 4:30 | <ul style="list-style-type: none"> ✓ Role of the School Counselor ✓ Assessment ✓ IEP's ✓ RTI | Chapter 1 Chapter 3 *Additional readings posted in Bb |
| March 27 | DB prompt | | DB post/reflection <i>Journal Review</i> <i>Interview Presentation</i> |
| March 28 | 9:00 - 12:00 | <ul style="list-style-type: none"> ✓ Continuum of Services <ul style="list-style-type: none"> ○ Elementary ○ Middle ○ High School ○ Post-secondary ○ Transition | Chapters 4, 5 and 6 *Additional readings posted in Bb |
| | 12:00 - 1:15 | LUNCH | |
| | 1:15 - 4:30 | <ul style="list-style-type: none"> ✓ Assistive Technology ✓ Building a holistic school counseling program ✓ Interview review ✓ Wrap up | *Additional readings posted in Bb |

CACREP Specialty Area Requirements

At the end of this course, students will demonstrate the following CACREP specialty area requirements for school counseling programs.

Section II. G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning.
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

2. **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

3. **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
 - a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

4. **CAREER DEVELOPMENT**—studies that provide an understanding of career development and related life factors, including all of the following: career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and
 - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Section SCP.A. An understanding of professional functioning in School Counseling.

ASCA School Counselor Competencies

At the end of this course, students will demonstrate the following ASCA School Counselor Competencies.

I-A: Knowledge

ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

I-A-3.

Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap

I-A-5.

Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student

I-A-6.

Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

I-A-7.

Legal, ethical and professional issues in pre-K–12 schools

I-A-9.

The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

I-B-1c.

Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program

I-B-1d.

Describes, defines and identifies the qualities of an effective school counseling program

I-B-1e.

Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders

I-B-1f.

Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs

I-B-1g.

Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program

I-B-1h.

Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program

I-B-2.

Serves as a leader in the school and community to promote and support student success

I-B-3.

Advocates for student success

I-B-3a.

Understands and defines advocacy and its role in comprehensive school counseling programs

I-B-3b.

Identifies and demonstrates benefits of advocacy with school and community stakeholders

I-B-3c.

Describes school counselor advocacy competencies, which include dispositions, knowledge and skills

I-B-3d.

Reviews advocacy models and develops a personal advocacy plan

I-B-3e.

Understands the process for development of policy and procedures at the building, district, state and national levels

I-B-4.

Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success

I-C: Attitudes

School counselors believe:

I-C-1.

Every student can learn, and every student can succeed

I-C-2.

Every student should have access to and opportunity for a high-quality education

I-C-3.

Every student should graduate from high school and be prepared for employment or college and other post-secondary education

I-C-4.

Every student should have access to a school counseling program

I-C-5.

Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders

I-C-6.

School counselors can and should be leaders in the school and district

I-C-7.

The effectiveness of school counseling programs should be measurable using process, perception and outcome data

Codes of Ethics

American School Counselor Association

<http://asca2.timberlakepublishing.com//files/EthicalStandards2010.pdf>

American Counseling Association

www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

Counselors for Social Justice

www.counselorsforsocialjustice.com

National Board for Certified Counselors

www.nbcc.org/AssetManagerFiles/ethics/nbcc-codeofethics.pdf

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

C&D Program Professional Performance Criteria (Effective February 25, 2003)

The Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to specific Professional Performance Criteria. These *Performance Criteria* are on the Counseling & Development program's homepage: <http://gse.gmu.edu/programs/counseling/resources>

Plagiarism

The following two paragraphs are taken directly from GMU's website addressing plagiarism. Read them carefully to ensure thorough understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the Counseling & Development program. The full GMU Plagiarism Policy can be found at <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics

accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. (Virginia Montecino)

Attendance

Students are expected to attend class, arrive on time, and stay for the entire class period. Students with one or more unexcused absence will fail a class. Excused absences can only be arranged with instructor on a case-by-case basis. Finally, lateness to class can count towards someone's absence and/or participation grade.

Use of Technology

Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes or viewing class documents only. Engaging in activities not related to the course (e.g. gaming, email, social media, ordering, etc.) will result in a significant reduction in your participation grade.

