George Mason University
College of Education and Human Development
Counseling and Development

EDCD 626.001 - Principles and Practices of School Counseling
3 Credits, Fall 2018
Wednesdays, 4:30 – 7:10 PM
Aquia Hall Room 213

Faculty

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Prerequisites/Corequisites
Admission to CNDV program, EDCD 602 (course may be taken concurrently)

University Catalog Course Description
Introduces school counseling program development at K-12 levels. Presents philosophy, principles, and practices of effective school counseling.

Course Overview
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.

Course Delivery Method
This course will be delivered using a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, and time for students to work on class assignments with immediate feedback from peers and professor.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.
2. Understand the role and functions of a Professional School Counselor, and begin the process of develop and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.
3. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP), and be able to apply the models to develop and manage a CSCP.
4. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.
5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Fairfax County and surrounding areas, the State of Virginia, and the USA.

Professional Standards (CACREP)
Upon completion of this course, students will have met the following professional standards:
Virginia Department of Education - school counseling licensure candidates understand the
knowledge, skills, and processes of individual counseling. Virginia Department of Education –
Licensed Professional Counselor candidates complete graduate study in theories and techniques of
counseling and psychotherapy.

Required Texts
American School Counselor Association (2012). *The ASCA National Model: A framework for
   school counseling programs* (3rd ed.). Alexandria, VA: Author.

Kolbert, J. B. et al. (2017). *Introduction to Professional School Counseling.* New York:
   Routledge.

Kaffenberger, C. & Young, A. (2013). *Making data work* (3rd ed.). Alexandria, VA: American
   School Counselor Association.

*Professional readings/articles will be assigned and distributed via Blackboard as indicated on the
course schedule, and further articles may be assigned at any time during the semester.*

Recommended Texts
Auger, R. (Ed.). (2010). *The school counselor's mental health sourcebook: Strategies to help
   students succeed*. Corwin Press.

Metcalf, L. (2008). *Counseling toward solutions: A practical solution-focused program for working
   with students, teachers, and parents*. John Wiley & Sons.

Electronic Resources

Sign up for *free* e-newsletters that provide briefings on top PK-12 education news stories and
bookmark the Center for School Counseling Outcome Research and Evaluation. Following are the
related links for these resources that will be the basis for building knowledge and engaging in
discussions throughout the semester: Go to
1. *News* from America's Promise Alliance available at http://www.americaspromise.org/ scroll to
bottom of home page & click on "email" to register for updates. "Grad Nation" is accessed from
this website (select from drop down menu "Programs" at top of home page).

2. *Education Week* available at http://www.edweek.org/ click on "sign up for FREE e-newsletters"
found in the upper right corner of the home page header.

3. *Edutopia* "what works in education" sponsored by the George Lucas Educational Foundation;
sign-up for the free weekly newsletter at http://www.edutopia.org/edutopia/enews

4. *eSchool News* available at http://www.eschoolnews.com/ click on "Subscribe" at the top left of
the page. Where you enter your information (*Subscribe to our Newsletters*) be sure to click the box
for "eSchool News Today."

5. *Smart Brief* from Association for Supervision and Curriculum Development (ASCD) available at
http://www.smartbrief.com/ascd/

6. Bookmark on your computer the Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) http://www.umass.edu/schoolcounseling/

7. IRIS Center http://iris.peabody.vanderbilt.edu is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence based practices and interventions. Sign up for the mailing list at:
http://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQuP4Wp

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
- **Assignments and/or Examinations**

ASSIGNMENT 1: ATTENDANCE & PARTICIPATION [10 POINTS]

Because this is an introductory course, a heavy emphasis is placed on processing of information through class discussion, small group discussion, and participation in experiential activities. Moreover, because the class will be so interactive and experiential, there is no way to "get the information" from a missed class - the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Students who miss two or more classes may be unable to complete the requirements of this course. Several factors will go into your participation grade, including:
a. **Attendance**
b. **Punctuality**
c. **Active participation-** Participation includes **reading chapters weekly** related to the role and responsibilities of the school counselor; facilitating discussion on PSC chapters; presenting two min description of the role of the school counselor on various positions.
d. **Substantive contributions**

ASSIGNMENT 2: PROFESSIONAL BELIEFS, VISION, & MISSION STATEMENT [10 POINTS]

Students will create three written pieces, following the models presented in ASCA National Model 3rd edition chapter two, which will provide an overview of their developing professional identities

ASSIGNMENT 3: C TK20 EVIDENCE-BASED SCHOOL COUNSELING INTERVENTION PLAN [45 POINTS Total]

1. **Data Analysis [5]** https://p1pe.doe.virginia.gov/reportcard/
2. **Goal Statements [5]** *Three* (SMART) Goals (academic, career, and social-emotional)
3. **Intervention Strategies and Outcome Measures**
a) School Counseling Core Curriculum Action Plan and Lesson Plan **[10]** (career or social-emotional)
b) Small Group Action Plan **[10]** (plan for 4 sessions; career or social-emotional)
c) Closing the Gap DATA Report **[15]** (academic)

ASSIGNMENT 4: LITERATURE REVIEW [25 POINTS]

Literature Review - Students will work with their school work group identify an issue that may affect their school based on data analysis. Strategies and interventions that contribute to closing achievement gaps, increase access and equity for all students and promote college and career readiness should be considered.

- Student groups are expected to review recent literature by reading journal articles from referred (JCD, PSC, Journal of Counselor Leadership and Advocacy, Urban Education, etc.) journals. Your review should focus on issues of advocacy, equity, and social justice (e.g., achievement gaps, disproportionality, increasing access and equity for all students, especially traditionally marginalized groups, disadvantaged students, etc.) Upload paper to Bb using Safe Assign; also provide instructor a hard copy (one per group) to be graded.

Student groups will write a five (5) - page paper including:
- Introduction
- Describe and discuss the problem/issue as discussed in the literature
- Discuss traditional school counseling response and interventions
- Discuss recent school counseling systemic change response and interventions recommended to address the problem/issue
- Personal Perception (what have I learned from the various research findings regarding the life experiences and challenges of students and parents experiencing the issue)
- Publications (at least 2; Peer Reviewed Journals) less than 10 years old
- APA Format

Groups should select topics from the following areas and discuss how these issues can be addressed to increase equity and access for all students (topics should be approved by the 3rd week of class)
1. College and Career Readiness
2. Students experiencing poverty and socioeconomic disadvantage
3. Students experiencing homelessness
4. Gender and sexual identity
5. Disproportionality in special education
6. Disproportionality in discipline
7. Access and equity in gifted education
8. English Language Learners
9. Students with mental health concerns (e.g., depression, anxiety, etc.)
10. Other topics approved by instructor

ASSIGNMENT 5: LIVE BINDER OF SCHOOL COUNSELING PROGRAM
Portfolio - Live Binder- Upload your Completed School Counseling Program [10 pts].
 Students will create and launch an online professional portfolio that they can continue to build throughout their program at George Mason. Instructions provided on Bb as well as past examples of Portfolios.

Other Requirements

Course Expectations

Electronic Devices
Turn off and put away all electronic communication devices during class. 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 other class activities, but **you must submit a request in writing to do so**. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation**.**

Attendance
In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. **One unexcused absence will automatically lower the students' semester grade**. **Two unexcused absences will result in failing the class**. Excused absences can only be arranged with instructor on a case by case basis. **Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade**. If you must miss a class or arrive late, please notify the professor before the class meeting (text okay).
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. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

Assignment Policy
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. When 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 assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

Plagiarism
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

- **Grading**

Assignment Weighting

- 10% A 1: Attendance & Participation
- 10% A 2: Beliefs, Mission, and Vision Statement
- 45% A 3: Profile & Data Analysis, Goals, Literature Review, Intervention Strategies and Outcome Measures (TK20)
- 25% A 4: Literature Review
- 10% A 5: School Counseling Program Live Binder submission

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. Performance based assessment will be used and rubrics will be provided.

Grading Policies
Grading Scale:
(A = 97 – 100) (A- = 94 – 96) (B+ = 91-93) (B = 87-90) (B- = 84-86) (C = 80-83) (F = Below 79)

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Roles and Responsibilities **PSC Chapters**	Developing A Comprehensive School Counseling Program *In-class work – bring laptops*	Readings Covered	Assignment Due
1: Aug 29	1. History and Trends in the School Counseling Profession 2. School Counselors and The ASCA National Model	Course overview Professional Identity of School l Counselors and The ASCA National Model	PSC Ch. 1, 2 ASCA Introduction, Exec. Summary, Ch. I: *Themes*	
2: Sept 5	3. Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change	Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change Promoting Equity and Access **Foundation:** *Beliefs, Vision, Mission*	PSC Ch. 3 ASCA Ch. I & II: Themes, *Foundation*	
3: Sept 12	4. Management and Accountability	**Accountability**- demonstrate the effectiveness of the school counseling program in measurable terms Track, Analyze, Announce Data, Results Reports *Guest Speaker – MDW*	PSC Ch. 4 ASCA Ch. 3, 5 MDW Intro & Ch1	*Belief, Vision, Mission* *(1 each per group submit to Bb)*
4: Sept 19	4. Management and Accountability	**Management-** incorporating organizational assessments and tools. *Profile & Data Analysis*	PSC Ch. 4 ASCA Ch. 3	
5: Sept 26		**Delivery**- Direct & Indirect Services **MDW Design: What is Your Goal?** SMART	ASCA Ch. 4 MDW Ch. 1	*Profile & Data Analysis* *(1 per group submit to Bb)*
6: Oct 3	6. Individual Counseling	**MDW Ask: How Will You Accomplish Your Goal?** GOALS- *Goal Statements*	PSC Ch. 6 MDW Ch. 2	
7: Oct 10	5. School Counseling Core Curriculum	Developmental Classroom Guidance, Classroom Management *Curriculum Action Plan* *Small Group Action Plan* *Lesson Plans (Review templates)*	PSC Ch. 5, ASCA Ch. 4 MDW Ch. 4, 5	*Goal Statements –* *(1 per group submit to Bb)*
8: Oct 17		**VSCA Conference** *Group Work Session*		
9: Oct 24	8. Consultation and Collaboration	***School Counselor Discussion Panel***		

	9. Academic Development	*Model in Action, Consultation, Mental Health, Promoting Equity & Access*		
10: Oct 31	8. Consultation and Collaboration 9. Academic Development	Consultation and Collaboration, Promoting Academic Development	PSC Ch. 8, 9 MDW Ch. 4, 5	
11: Nov 7	10. College and Career Readiness	College and Career Readiness	PSC Ch. 10	*Literature Review (paper copy)*
12: Nov 14	11. Prevention/ Auxiliary Programming	Prevention & Intervention, School violence, bully prevention, etc.	PSC Ch. 11	
13: Nov 21		Thanksgiving Break		
14: Nov 28	12. Helping Students with Exceptionalities	Students with Disabilities, IDEA, Helping Students with Mental and Emotional Disorders, 504 Accommodations, ELL Learners, Response to Intervention Extra Credit: Complete Dyslexia Module link in Wk 14 folder	PSC Ch. 12	*Small Group Action Plan/Curriculum Action Plan/ and Lesson Plans/Closing the Gap Action Plan* (submit to Bb)
15:Dec 5	13. Crisis Intervention, Response, and Recovery	Crisis Intervention, Response, and Recovery *Final Class Meeting* *Course Evaluation*	PSC Ch. 13	*Live Binder Codes Due*

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and 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/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/polices/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students.

TK20 Evidence-Based Intervention Plan
Assessment Rubric(s)

[60 points]

	Exceeds Standards 4 (94-100)	Meets Standards 3 (87-93)	Approaching Standards 2 (80-86)	Below Standards 1 (79 and below)	Score/Level
Data Analysis (5/100points) CACREP, J3 Research and Evaluation	Data analysis accurately and completely identifies school needs	Data analysis identifies some important school needs	Data analysis misses major parts of school needs	Data analysis inaccurately identifies school needs or identifies no needs	
Goal Statement (5/100points) CACREP J2 Research and Evaluation	Goal statement is closely tied to identified school needs and fits SMART goal format	Goal statement is tied to school needs and mostly fits SMART goal format	Goal statement is loosely connected to school needs, partly fits SMART goal format	Goal statement is not tied to school needs and does not fit SMART goal format	
Literature Review (15/100points) CACREP J1 Research and Evaluation	Literature Review is closely connected to identified school issue and helps inform targeted interventions	Literature Review is connected to identified school issue and could help inform targeted interventions	Literature Review is loosely connected to identified school issue; not particularly helpful in informing targeted interventions	Literature Review is not well connected to identified school issue and is not useful in informing targeted interventions	
Intervention Strategies (20/100points) CACREP K1 Academic Development	Small group, Curriculum plan, or Closing the Gap plan is well developed and connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are reasonably developed and connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are minimally developed and loosely connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are not well developed and not clearly connected to identified goal	
Outcome Measures (15/100points) CACREP J2 Research and Evaluation	Process, Perception, and Outcome data are clearly identified and useful in evaluating program effectiveness and generating potential changes to improve program	Process, Perception, and Outcome data are identified and are reasonably useful in evaluating program effectiveness and generating potential changes to improve program	Process, Perception, and Outcome data are not all present or clear; usefulness of data in evaluating program effectiveness and generating potential changes to improve program is not clear	Process, Perception, and Outcome data are missing, or not useful in evaluating program effectiveness and generating potential changes to improve program	