

George Mason University
College of Education and Human Development
Counseling Program

EDCD 613.001 – Introduction to School Counseling
3 Credits, Fall 2022
Mondays, 4:30 – 7:10 PM
Fairfax campus – Krug Hall Room 15

Faculty

Name: Carmen C. Pangelinan, PhD
Office Hours: By appointment, email to schedule
Office Location: Krug Hall Suite, 202 (Counseling Office)
Office Phone: Counseling Office 703-993-2087
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Prerequisites

Admission to Counseling program; B or better in EDCD 602 or concurrent

University Catalog Course Description

Addresses the role of the school counselor and provides an understanding of the coordination of counseling program components as they relate to the school and the wider community.

Course Overview

Introduces the school counseling profession at K-12 levels. The course presents philosophy, principles, and practices of effective school counseling.

Course Delivery Method

This course will be delivered using a hybrid format.

Course Objectives

This course is designed to enable students to do the following:

1. Gain knowledge of the history and development of school counseling
2. Understand models of school counseling programs
3. Understand models of P-12 comprehensive career development
4. Understand models of school-based collaboration and consultation
5. Acquire knowledge of assessments specific to P-12 education
6. Recognize school counselors as leaders, advocates, and systems change agents in P-12 schools
7. Gain knowledge of professional organizations, preparation standards, and credentials relevant to the practice of school counseling

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

Upon completion of this course, students will have met the following professional standards:

- professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g)
- history and development of school counseling (CACREP 5.1.a SC)
- models of school counseling programs (CACREP 5.1.b SC)
- models of P-12 comprehensive career development (CACREP 5.1.c SC)

- school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 5.2.a SC)
- school counselor roles in relation to college and career readiness (CACREP 5.2.c SC)
- school counselor roles in school leadership and multidisciplinary teams (CACREP 5.2.d SC)
- competencies to advocate for school counseling roles (CACREP 5.2.f SC)
- qualities and styles of effective leadership in schools (CACREP 5.2.j SC)
- professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP 5.2.l SC)
- legislation and government policy relevant to school counseling (CACREP 5.2.m SC)

Required Texts

All readings are uploaded on Blackboard

Recommended Readings

Articles will be posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

Assignments

1. Equity & Access Project:

30 points possible

For your Equity & Access Project you will choose a social issue that impacts the students you will serve. You will submit an 8–10-page paper reflecting your research, a sample presentation for professional development, and a classroom guidance lesson for the elementary and secondary level. Ensure to sight the resources you gather your information from (APA format). Possible topics include equitable access to advance academics, issues surrounding racial/ethnic minorities, LGBTQ youth, unaccompanied minors or refugees, religious minorities, military-connected students, ELL students, women in STEM, or equity and cultural responsiveness in schools. No more than two students can select the same issue.

A. Research: 15 points

1. How has this issue widen the achievement and opportunity gap, if at all?
2. What has been done in schools to advocate for students?
3. What are areas of advocacy that still need to be addressed?
4. The paper must be APA formatted with 5-7 sources no older than 10 years.

B. Professional Development & Classroom Guidance: 10 points

1. Develop an outline of what you intend to do, provide a budget if necessary.
2. Develop a sample presentation for professional development.
3. Develop a classroom guidance lesson plan for each level.

C. Presentation: 5 points

You will present your professional development sample in class. You will have 15-20 minutes to present. Please bring a handout reflecting your professional development presentation and at least one lesson plan to class.

2. Classroom Guidance Lessons:

30 points possible

School counselors present various topics in small groups, individual counseling, and classrooms. Finding materials can sometimes be difficult, especially for beginning counselors. Students will design three lesson plans for each level (elementary, middle and high school); a total of 9. Be mindful of the population which you are planning for and anticipate the time needed to effectively push into a classroom to deliver the information/lesson and implement a counseling session. These lessons should reflect the ASCA domains and include content directly associated with academic, social-emotional, and college/career readiness. You will have **10-15 minutes** to present **one** of the nine lessons. A sample lesson plan can be found in the folder marked "Course Materials." A sign-up sheet will be provided for you to select a date to present.

1. Prepare classroom guidance lesson, small group session and individual counseling session using the lesson template located in "Course Materials".
2. Incorporate the ASCA domains: academic, social-emotional, and college/career readiness.
3. Integrate technology within at least four of your lessons (i.e. video clip, SlideDeck (PPT), Pear Deck, Blooket, PearDeck, etc.)

3. Interview a School Counselor

25 points possible

You will spend one hour interviewing a school counselor and one-hour shadowing said counselor. During the interview portion some questions to inquire about include: Why they chose school counseling? What is the most rewarding part of counseling? Most challenging? What does a typical day look like? How do they collaborate with the community and their colleagues? What advice would they give to an emergent school counselor? Other requirements are outlined below:

1. **Demographics, background of the counselor.** How long have they been practicing? What changes have they noticed in the profession and in their school/community in that time?
2. **Integration of ASCA National Model.** How well integrated is the model into their program? What expectations regarding the model are placed upon them by the central administration? How has integration of components of the model added benefits or presented challenges to their department?
3. **Use of Data.** How is data used by the counselor/counseling department?
4. **Counseling, Consultation/Collaboration, Leadership, Guidance.** How is the counseling department seen by the broader school community? Do the counselors do a lot of collaborative work or do they tend to work more independently? Do school counselors have a seat around the table in terms of school leadership? What kinds of counseling/mental health concerns are they seeing? What school/community resources does the counselor use to address these concerns?
5. **Access, equity, social justice, school climate.** What issues of equity/access face their population? What resources exist to close gaps? How is school climate? Has it changed since the counselor started at that school? How? Interventions/programs/wish list?

Write a 2-3 page paper on your experience, including quotes from the counselor. Write about any observations made, reflect on your experiences and begin to reflect on the type of Professional School Counselor you hope to become. **APA formatting required.**

Stay connected

If you have general questions about discussions, assignments, timelines, etc., please ask them during our lecture or post them in the "Parking Lot" tab within Blackboard (BB). Your classmates may benefit from the information too! If you have a question or concern of a private nature, then please send me a private message via email or ask to speak with me either before or after our lecture. I will be in the BB course room Monday-Friday to monitor weekly activity. Your

consistent presence and time management are crucial for this course. We cover a great deal of information in here and it is critical that you stay present and engaged.

Other Requirements

Course Expectations APA Format: Students in Counseling courses are expected to use APA style (6th ed.) for written papers.

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 only, 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 Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. 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.

Weeks identified for asynchronous work students must follow the course protocol. Students are expected to gain access of course materials via Blackboard and will be required to submit assignments as directed.

Course Requirements

Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) submit weekly scholarly responses/reflections via Blackboard (BB) by **11:59pm Thursday**, (6) regularly check GMU email, and (7) submit or access documents via Blackboard as assigned.

Assignments

The main assignments for the course (Annotated Bibliography, Introduction and Literature Review, and Methods Section) are to be **submitted in two ways**: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssign on the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling 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 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

GRADED ASSIGNMENTS: Grades will be posted to Blackboard	
Attendance and Participation	15 points
Equity & Access Project	30 points
Classroom Guidance lessons	30 points
Interview Assignment	25 points
Total Points - 100	

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

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<i>Core:</i> 608, 660, 628, 619, 610, 797

Professional Dispositions assessments are scored as follows:

- 4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- 3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- 2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- 1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Week	Readings	Topics	Notes	CACREP Standard
1: Aug 22	<i>Watch video on COVID-19 and schools (optional)</i> *Complete readings	History and Trends <i>History of professional school counseling (audio)</i>	<i>Parking lot – post questions, thoughts, concerns (optional)</i> <i>*Introduction on BB</i>	1
2: Aug 29	<i>Listen to Miss Buchanan’s Podcast</i> *Complete readings	Overview of School Systems	<i>*Reflection on BB [Miss Buchanan: Period of Adjustment]</i>	2,6,7

3: Sept 5 Labor Day	<i>ASCA Webinar on the new National Model</i> *Complete readings	ASCA National Model	<i>University closed for Labor Day</i> <i>*Reflection on BB</i> <i>[ASCA: 5 Best Practices]</i>	
↳ 4: Sept 12	<i>Watch "A Day in the Life" and "Social Emotional Learning"</i> *Complete readings	Comprehensive School Counseling Programs, Identity & Models	<i>Select Equity Access Project Partner</i> <i>*Personal assessment and reflection (SEL)</i> <i>*Reflection on BB</i> <i>[Social Emotional Learning]</i>	2
5: Sept 19	<i>Theories and school counseling</i> *Complete readings	School Counseling Core Curriculum: Developmental Classroom Guidance, Classroom Management	<i>Guest speaker: 2018 VSCA School Counselor of the Year – Erin Hurley</i> <i>*Reflection on BB</i> <i>[Theories and social counseling]</i>	2,3,4
↳ 6: Sept 26	<i>Review Parenthood Clip</i> *Complete readings	Students with Disabilities, IDEA, Helping Students with Mental and Emotional Disorders, 504 Accommodations, ELL Learners, Response to Intervention	<i>*Reflection on BB</i> <i>[Sample 504 accommodations]</i>	6
7: Oct 3	*Complete readings	Counseling at the Primary Level, Counseling at the Secondary Level, College and Career Readiness	<i>Guest speaker: Kasey Cain, LPC (The Wise Family)</i> <i>*Reflection on BB [Self-care]</i> <i>*Mid-semester course evaluation.</i>	2,3,4
8: Oct 10	Fall Break			
↳ 9: Oct 17	<i>Normandy School District Review. Listen to Podcast</i> *Complete readings	Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change Promoting Equity and Access	Interview a School Counselor Due <i>*Reflection on BB</i> <i>[State licensure requirements]</i>	
10: Oct 24		Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change Promoting Equity and Access	<i>Guest speaker: Jose Flores, Professional School Counselor.</i> <i>*Reflection on BB</i> <i>[Open forum]</i>	
↳ 11: Oct 31		Presentation Group Prep		
12: Nov 7		Presentations	Equity & Access Project Due	5
13: Nov 14		Presentations	Equity & Access Project	2,3,4

14: Nov 21		Presentations and Wrap Up	Equity & Access Project	3
15: Nov 28		Office Hours	Classroom Guidance Lessons due	

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

↳ Denotes asynchronous learning.

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric(s)

A.9-SC.a.1: Interview Assignment in 613

		4	3	2	1
Standard	%	Exceeds Standards (94-100)	Meets Standards (87-93)	Approaching Standards (80-86)	Below Standards (79 and below)
1. Interview Structure & Professionalism (5 points)	10	Student presented an audio or video recording of their interview of an influential person in the field of school counseling. The interview was conducted in a highly professional manner (e.g., professional demeanor, dress, etc.).	Student presented an audio or video recording of their interview of an influential person in the field of school counseling. The interview lacked some elements of professionalism (e.g., demeanor, dress, etc.)	Student presented a professionally written transcript of their interview of an influential person in the field of school counseling. Transcript is free from grammatical and spelling errors.	Student presented a poorly written transcript of their interview of an influential person in the field of school counseling that contained numerous grammatical and spelling errors.
2. Interview Questions (5 points)	15	Five or more of the interview questions determined by the class were used.	Four of the interview questions determined by the class were used.	Three of the interview questions determined by the class were used.	Class interview questions were not used.
3. Subject's Experience (5 points) KPI A.9-SC.a.1; CACREP; 5.G.2.a	25	Interview provided detailed information on the personal background, education, and professional experience of the subject (including in school leadership and in multidisciplinary teams).	Interview provided some information on the personal background, education, and professional experience of the subject (including in school leadership and in multidisciplinary teams).	Interview provided little information on the personal background, education, and professional experience of the subject (including in school leadership and in multidisciplinary teams).	Interview did not provide information the personal background, education, and professional experience of the subject (including in school leadership and in multidisciplinary teams).
4.Exploration of Topics (5 points) KPI A.9-SC.a.1; CACREP 5.G.2.a;	25	The subject's point of view on multiple topics germane to school counseling were exceptionally well explored, including leadership, advocacy, systems change, multidisciplinary teams, ethics, and self-care.	The subject's point of view on some topics germane to school counseling were explored, including leadership, advocacy, systems change, multidisciplinary teams, ethics, and self-care.	The subject's point of view on a topic germane to school counseling were explored in a somewhat limited way.	The subject's point of view on topics germane to school counseling were not explored.

<p>5. Interview Overall (5 points) KPI A.9-SC.a.1; CACREP 5.G.2.a</p>	<p>25</p>	<p>Interview provided substantial information that could further develop the audience's knowledge and understanding of professional school counseling (e.g., history, trends, challenges).</p>	<p>Interview provided some information that could further develop the audience's knowledge and understanding of professional school counseling (e.g., history, trends, challenges, etc.).</p>	<p>Interview provided little information that could further develop the audience's knowledge and understanding of professional school counseling (e.g., history, trends, challenges, etc.).</p>	<p>Interview did not provide information that could further develop the audience's knowledge and understanding of professional school counseling (e.g., history, trends, challenges, etc.).</p>
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