

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

**EDCD 626: Principles and Practices of School Counseling (3.0 credits)**

**Spring 2012**

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**Class:** Wednesdays 4:30 – 7:10 p.m.  
**Location:** Thompson Hall L013  
**Office Hours:** M 10:00 – 12:00; T 7:30 – 9 *or by appointment (preferred)*

**Course Prerequisite:** *EDCD 602: Foundations of Counseling*

**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.

**Required Reading:**

American School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs* (2<sup>nd</sup> ed.). Alexandria, VA: Author.

Dollarhide, C. T. & Saginak, K. A. (2011). *Comprehensive School Counseling Programs: K-12 Delivery Systems in Action* (2<sup>nd</sup> ed.). Boston: Pearson.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

*Professional 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.*

**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 ED CD 626 provides for counselors to formulate their own ideology as practicing school counselors. Emphasis will be placed on demonstration of the understanding of the counselor's role in advocacy, leadership, collaboration, multicultural competencies and systemic change. Additionally, students will demonstrate the integrated and ethical use of technology.

**Student Outcomes and Learning Objectives:**

**The following 5 goals and corresponding objectives will guide the course. At the end of this course, students will:**

- 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.**
  - 1.1. Know history, philosophy, and trends in school counseling and educational systems. (CACREP A.1)
  - 1.2. Be aware of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CACREP A.4)
  - 1.3. Understand how the history of school counseling has shaped the present and is informing the future of the professional specialty of school counseling.
  
- 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.**
  - 2.1. Understands the relationship of the school counseling program to the academic mission of the school. (CACREP K.1)
  - 2.2. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP A.3)
  - 2.3. Is aware of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (CACREP O.5)
  - 2.4. Understands the importance of effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP M.3)
  - 2.5. Knows the qualities, principles, skills, and styles of effective leadership. (CACREP O.1)
  - 2.6. Articulate a clear and concise Mission Statement and corresponding Statement of Professional Philosophy.
  - 2.7. Articulate a statement of Professional Identity

- 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.**
  - 3.1. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP A.5)
  - 3.2. Know models to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (CACREP C.2; I.2; O.3)
  - 3.3. Know current methods of conducting needs assessments, including using survey and outcome data to inform decision making, program planning and implementation, and accountability related to academic, career, and personal social development. (CACREP I.4; G.3))
  - 3.4. Understand the basics of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (CACREP K.3)
  - 3.5. Understand the role that individual and group counseling play in the overall CSCP.
  - 3.6. Be aware of transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (CACREP C.4)
  - 3.7. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (CACREP C.6)
  - 3.8. Be aware of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. (CACREP A.7)
  - 3.9. Be aware of outcome research data related to best practices identified in the school counseling research literature. (CACREP I.5)
  
- 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.**
  - 4.1. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (CACREP E.1)
  - 4.2. Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (CACREP E.2)
  - 4.3. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP E.3)
  - 4.4. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (CACREP E.4)
  - 4.5. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (CACREP G.1)

- 4.6. Understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. (CACREP K.2)
  - 4.7. Understands the important role of the school counselor as a system change agent. (CACREP O.4)
  - 4.8. Understand how student development, well-being, and learning are enhanced by family-school-community collaboration. (CACREP M.1)
  - 4.9. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (CACREP M.5)
- 5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Fairfax County and surrounding areas, the State of Virginia, and the USA.**
- 5.1. Understand the student population in Northern Virginia and surrounding areas
  - 5.2. Know current policies, expectations, and climate regarding Professional School Counseling in Northern Virginia and surrounding areas, and nationally.
  - 5.3. Identify emerging issues regarding Professional School Counseling practice in Metro D.C. and surrounding areas, in the State of Virginia, and nationally.
  - 5.4. Identify underlying factors contributing to the climate of professional school counseling locally, regionally, and nationally.
  - 5.5. Understand the importance of advocating for the profession and identity specific strategies for professional advocacy locally, regionally, and nationally.

### **Course Delivery**

Lecture, Class discussion, cooperative learning groups, experiential exercises, panel discussions, field study

### **Course Requirements:**

1. **Students must have taken or be concurrently enrolled in ECDC 602**
2. **Students must have an active GMU email account. *This is the official email address used by the Registrar, the Dean's office, and will be used for this class via Blackboard.* Students are responsible for all university of class email communications via their GMU email address. Thus, GMU email should be checked regularly.**
3. **Students will use Blackboard as the primary web link to obtain course information and documents, turn in assignments, as well as to communicate with each other and with the instructor.**
4. **Students are expected to be on time for class and to actively participate and contribute to the class. It is the expectation of all C&D faculty that students will be on time and stay for the entire class periods. If you know that you will miss one class, you may want to think about taking the course another semester.**

## Course Assignments:

### 1. Participation (15 pts)

As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, this class will be utilizing an “inverted classroom” format where many lectures are online, allowing class time to be freed for experiential activities and for working on assignments. 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. Several factors will go into your participation grade, including:

- a) **attendance** (every student is expected to be at every class),
- b) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
- d) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

### 2. Professional Mission Statement and Philosophy of Education (5 pts)

Students will create two brief narratives that will provide an overview of their developing professional identities. This first is a professional mission statement, which will briefly describe their mission as a professional school as they see it, and in congruence with their training. The second will describe their philosophy of education in terms of what k-12 students need in order to successfully complete high school and be positive contributors to their community after high school.

### 3. Mixed Media Group Project – Professional School Counseling in NOVA: Challenges and Opportunities (20 pts)

Students will work in small groups (3-5) to create a mixed media presentation that looks at the current state of Professional School Counseling nationally as well as in the Northern Virginia region (other surrounding areas are acceptable as well, depending on the interests of the students). The project seeks to identify challenges and opportunities facing professional school counselors, and students are expected to use multiple sources to help explore their questions, including literature, experts in the field, other educators, and particularly local school counselors and district leaders. Presentations will be presented in class, and may take on a specific focus (grade level, particular topic, etc) but should demonstrate an understanding of a) student populations in local schools and their needs, b) current policies, expectations, and climate regarding professional school counseling, c) emerging issues affecting practicing school counselors in the local communities, d) underlying factors contributing to the political and professional

climate regarding school counseling practice in local communities, and e) areas in need of professional advocacy and strategies the school counseling community to collaboratively advocate for their profession and their students.

**4. School Counseling Curriculum Unit and Lesson Plans (10 pts)**

Students will develop a classroom guidance unit (3 class sessions) and lesson plans for each class lesson. These lessons will be designed for a specific grade level, and should be 30 minutes for ES or MS schools, and 45 minutes for HS. Unit goals and session objectives should be clearly identified and aligned with the ASCA National Standards. Templates for Unit overview and Lesson Plans will be provided, and Units will be shared with the entire class upon completion so that students can begin building their library of lesson plans. Students will present their lesson plans in class, including leading a short (10 min) segment, and receive feedback from the group. Rubrics will be provided via Blackboard.

**5. Exams (30 pts total, 10 pts each)**

There will be three short written exams, to be taken during class time, which will include both objective questions (multiple choice, short answer) and brief scenarios. The purpose of the exams is to assess basic knowledge of the history of school counseling and its current status (Exam I), the ASCA Model and its delivery systems (Exam II), and the role of professional school counselor is social justice and educational equity, including leadership, advocacy, and collaborating with communities (Exam III). Scenarios will be used to determine students' understanding of the multiple roles that professional school counselors play in school, as well as assess their ability to apply knowledge and act in a professional, ethical manner with an eye towards multiculturalism and social justice.

**6. Collaborative Intervention Plan (15 pts)**

Students will collaborate with an educational leadership student to examine data from a local school and its community in order to identify achievement gaps as well as potential opportunity gaps, and then conduct a literature review to better understand contextual factors that may be contributing to opportunity gaps underlying the achievement gaps. Students will then develop a targeted intervention plan designed to address underlying systemic issues that are hypothesized to be contributing to the achievement gap. The final product will be a brief paper in APA style that includes the following sections a) problem statement and rationale (including data review), b) literature review identifying factors contributing to opportunity gaps, c) an outline of the intervention plan with clear goal statement, and d) an evaluation plan.

**7. Portfolio I – (5 pts)**

Students will create and launch an online professional portfolio that they can continue to build throughout their program at George Mason. By the end of the semester, students will launch the website that will feature describing their Professional Mission Statement and their Philosophy of Education. In addition, items including a Resume or C.V., courses taken with syllabi, and selected

samples of assignments will be uploaded. Students may use web space through the GMU server (directions for setting up the space can be found at: [http://webdev.gmu.edu/Server: mason.gmu.edu](http://webdev.gmu.edu/Server:mason.gmu.edu) ) or may use free web sites such as google sites or webs.com. Rubrics will be provided via Blackboard.

## **Evaluation-**

### **Grading Scale**

A = 97-100  
A- = 94- 96  
B+ = 91- 93  
B = 87- 90  
B- = 84- 86  
C = 83- 80  
F = Below 79

## **George Mason University Policies and Resources for Students**

1. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
2. 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/1301ge.html>].
3. 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/>].
4. 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/>].
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
6. 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/>].
7. 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/>].

**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.

**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](http://gse.gmu.edu/programs/counseling/professional_performance.htm)



**Tentative Schedule for EDCD 626 Fall 2011\*\***

<b>Date</b>	<b>Topics</b>	<b>Reading/Assignments Due</b>
Jan 25 Class 1	Course Goals and Expectations Building an ILC Orientation to Professional School Counseling and Professional Identity	Syllabus D&S 1 – 3, Appendix B
Feb 1 Class 2	History of School Counseling Recent trends in School Counseling Where are we now?	D&S, 4 HMc 1 <i>Gysbers, 2001</i> <i>House &amp; Hayes, 2002</i>
Feb 8 Class 3	PSC, Cultural competence, and Social Justice	HMc, 2 <i>Lee, 2001</i>
Feb 15 Class 4	The ASCA National Model: Creating a Counseling Program Foundation System & Management System	D&S 5 ASCA I-II, Appx (81-86) <i>Brown &amp; Trusty 119-142</i>
Feb 22 Class 5	ASCA Model, Delivery System: Individual Counseling & Crisis Management	HMc 3 D&S 8 <b>Exam I (in class)</b>
Feb 29 Class 6	ASCA Model, Delivery System: Guidance Curriculum, Lesson Planning & Classroom management (move up or down, depending on speaker)	D&S 6, 9 ASCA IV <b>Mission Statement &amp; Philosophy Draft Due</b>
March 7 Class 7	ASCA Model, Delivery System: Teacher Consultation & Parent Consultation; Referral Services	HMc 4-5 D&S 10 ASCA VII
March 14	<b>Spring Break</b>	
March 21 Class 8	ASCA Model, Delivery System: Educational Advising, Student Planning, Career and Post-Secondary Prep	HMc 8 ASCA IV <i>Bryan et al., 2009</i> <i>Gibbons &amp; Borders, 2010</i> <b>Unit Lesson Plans Due</b>
March 28 Class 9	ASCA Model, Accountability System: Evidence Based School Counseling: Needs Assessment & Mining the Data; Achievement and Opportunity Gaps; Results Reports	ASCA VI D&S 7 HMc 6 Carey & Dimmitt, 2006 <i>Brown &amp; Trusty</i> <b>Mission Statement &amp; Philosophy Due</b>

April 4 Class 10	Community Collaboration	HMc 9 <i>Steen &amp; Noguera, 2010</i> <b>Exam II (in class)</b>
April 11 Class 11	PSC and Social Justice; Targeted Intervention Programs	D&S, 11 <i>Sing et al, 2010</i> <b>Mixed-Media Presentation</b>
April 18 Class 12	Advocacy and Systemic Change	HMc 7 <i>Singh et al, 2010</i> <b>Mixed-Media Presentation</b>
April 25 Class 13	School Counselor as Educational Leaders	<i>Mason &amp; McMahon, 2009</i> <b>Mixed-Media Presentation</b>
May 2 Class 14	Ecological School Counseling Class Review	<i>McMahon et al, Unpublished</i> <b>Exam III</b>
May 9	Final Exam	<b>Collaborative Intervention Program due; Online Portfolio active</b>

\*\* Deviations may occur to support student learning and unique circumstances.