

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

**EDCD 626: Principles and Practices of School Counseling**  
**Fall 2012**

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**Class:** Wednesdays 7:20 – 10:00 p.m.  
**Location:** Thompson Hall L013  
**Office Hours:** M 10:00 – 12:00; W 2:30 – 4 *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 (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

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 EDCD 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. Exams (25 pts total; Exam I = 10 pts, Exam II = 15 pts)

There will be two short exams, both of which will include both objective questions (multiple choice, short answer) and brief scenarios/ essay questions. Exam I will assess students’ basic knowledge of the history of school counseling and its current status, as well as the role of professional school counselor plays in social justice and educational equity (including leadership, advocacy, and collaborating with communities). Exam II will assess students’ working knowledge of the ASCA Model and how it and other models of comprehensive school programs can be used to meet students’ academic, career, and personal needs. In both exams, 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. Exams will be completed through Blackboard. **Exam I is due Oct. 6; Exam II is due Dec. 12**

### 3. 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.

**Rough drafts will be due Oct. 10; Final copies due Oct. 24**

#### **4. Collaborative Data Analysis and Action Project (20 pts)**

Students will collaborate with students in the Education Leadership program at GMU to examine data from a local school in order to identify achievement gaps (gaps in academic or academic-related outcome data based on social group) and brainstorm potential contextual factors contributing to the achievement gaps noted. Students will conduct a literature review to help identify potential contributing, contextual factors, and will develop and present an assessment and advocacy plan informed by your data analysis as well as the literature review. The final products will be:

1) a brief (5 or so pages) action proposal that includes the following sections a) Data review and problem statement b) Literature review identifying factors that may be contributing to achievement and/or opportunity gaps, c) Outline of an action plan for further assessment and/or advocacy to address potential opportunity gaps.

2) a one-page, executive summary that includes only the basics of the above proposal (i.e., one sentence problem statement, clearly articulated goal, brief outline of action plan of evaluation plan).

Timeline:

\*Students will receive data packets Oct. 10

\*Students will analyze data and review literature by Oct 24

\*Students will present data analysis and advocacy plan to EDLE students by Oct 31.

\*Students will revise data analysis and advocacy plan based on EDLE student feedback and turn in final copy to instructor **Nov. 7**

#### **5. School Counseling Lesson Plan (10 pts)**

Students will develop a lesson plan to be included as part of their school counseling curriculum. These lessons will be designed for a specific grade level, and should be 30 minutes for ES or MS schools or 45 minutes for HS. Learning objectives should be clearly identified and aligned with the ASCA National Standards. Lesson plan templates will be provided, and lesson plans will be shared with the entire class upon completion so that students can begin building their library of lesson plans. Students will have the opportunity to discuss their lesson plans in class in order to receive feedback from the group. **Due Nov. 14**

#### **6. Field Investigation Presentation – Professional School Counseling in NOVA and the DC area: Challenges and Opportunities (20 pts)**

Students will work in small groups (3-4 students) to create a multi-media presentation that looks at the current state of Professional School Counseling in Northern Virginia and the DC area, and compares these trends to those seen nationally. Through this project, students will examine and demonstrate understanding of:

a) Current policies, expectations, and climate regarding professional school counseling and their roles in local schools;

b) Underlying factors contributing to the political and professional climate regarding school counseling practice in local communities;

- c) Emerging issues that school counselors are attending to;
- d) Areas in need of professional advocacy and strategies the school counseling community to collaboratively advocate for their profession and their students; and
- e) Challenges and opportunities facing professional school counselors as they work to meet the evolving needs of their students

In order to answer these questions, each student is expected to spend at least 10 hours investigating these questions. In order to conduct their investigation, students may shadow professional school counselors, interview counselors, teachers, principals, or central office administrators, or anything else that will help them understand the challenges that professional school counselors face in the larger DC and Northern Virginia area, as well as opportunities for professional school counselors to advocate for themselves and the students they serve.

At the end of the semester, student groups will present a summary of their findings and experiences to the rest of class via multi-media presentation. This means that student groups are encouraged to get creative as they like and to utilize available media technologies to tell their stories (or their counselors', administrators', and students' stories) and share their experiences with the class. Student work groups can decide among themselves how they may want to pursue these questions (i.e., each student spend time in a different school, each student spending time in several schools, focusing on a certain district or go across districts, focus on a certain level or go across levels, etc.). Presentations should not simply be answering the questions posed above, however; instead, presentations should focus on a few themes that emerge across questions and information sources. **Presentations will be conducted in class on Nov. 28 and Dec. 5**

#### **7. Portfolio I – (5 pts)**

*This is the performance-based assessment for this course.*

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> ) or may use free web sites such as google sites or webs.com. Rubrics will be provided via Blackboard.

**Website should be up no later than Dec. 12**

## **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 2012\*\***

<b>Date</b>	<b>Topics</b>	<i>Reading/Assignments Due</i>
Class 1 Aug 29	Course Goals and Expectations Building an ILC Orientation to Professional School Counseling and Professional Identity	Syllabus
Class 2 Sep 5	History of School Counseling Recent trends in School Counseling Where are we now?	<i>Gysbers, 2001</i> <i>House &amp; Hayes, 2002</i>
Class 3 Sept 12	School Counseling from a Social Justice and Educational Equity Perspective: Understanding the Achievement Gap	HMc 1-3 <i>Lee, 2001</i>
Class 4 Sep 19	Professional School Counselors as Leaders and Agents of Systemic Change Understanding the Context of today's Public School System	HMc 4-5 <i>Schulz &amp; Rubel, 2011</i> <i>Tucker et al., 2011</i> <b>Katie Swalwell - Speaker</b>
Class 5 Sep 26	School Counselors as Advocates: Student Advocacy and Professional Advocacy	HMc 6-7 <i>Singh et al, 2010</i>
Class 6 Oct 3	Intro to the ASCA National Model Professional Mission Statements	ASCA -Foundations <b>Exam I</b> <b>Carol Kaffenberger - Speaker</b>
Class 7 Oct 10	Grounding your program in the needs of your school and community: Management System	HMc 8 ASCA- Management <i>Carey &amp; Dimmitt, 2006</i> <i>Brown &amp; Trusty, 2005</i> <b>Mission Statement &amp; Philosophy Draft Due</b>
Class 8 Oct 17	Demonstrating your impact: Accountability System	ASCA - Accountability <i>Young &amp; Kaffenberger, 2011</i>
Class 9 Oct 24	Comprehensive Counseling Program Components: Direct Services School Counseling Curriculum	ASCA - Delivery - Core Curriculum <b>Mission Statement &amp; Philosophy Due</b>
Class 10 Oct 31	Meeting with EDLE students	

Class 11 Nov 7	Comprehensive Counseling Program Components: Direct Services Individual Student Planning; Post- Secondary and Career Planning	ASCA – Delivery – Individ. Student Planning <i>Gibbons &amp; Borders, 2010</i> <i>Sciarra &amp; Ambrosino, 2011</i> <i>Turner &amp; Ziebell, 2011</i> <b>Don Fraser – Speaker</b> <b>Collaborative Action</b> <b>Project Due</b>
Class 12 Nov 14	Comprehensive Counseling Program Components: Direct Services Individual Counseling, Group Counseling	ASCA – Delivery – Responsive Services <b>Leslie Geer – Speaker</b> <b>Unit Lesson Plans Due</b>
Nov 21	<b>Thanksgiving Break</b>	
Class 13 Nov 28	Comprehensive Counseling Program Components: Direct Services Crisis Counseling, Suicide Response, and Referral services	ASCA – Delivery - Referrals <b>Field Experience</b> <b>Presentation</b>
Class 14 Dec 5	Comprehensive Counseling Program Components: Indirect Services Consultation and Collaboration	ASCA – Delivery – Indirect Services <i>Steen &amp; Noguera, 2010</i> <b>Peggy Weiss - Speaker</b> <b>Field Experience</b> <b>Presentation</b>
Dec 12	Final Exam	<b>Exam II</b> <b>Online Portfolio active</b>

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