

George Mason University
College of Education and Human Development
Counseling Program

EDCD 613.DL3 – Introduction to School Counseling
3 Credits, Fall 2020
Tuesdays, 7:20 – 10:00 PM - Synchronous Online

Faculty

Name: Tracy L. Jackson, Ph.D., NCC, NCSC, ACS
Office Hours: By Appointment (email to schedule via Zoom)
Office Location: Krug Hall Suite, 202 (Counseling Office). Closed for Fall due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or dwest6@gmu.edu)

Office Phone:
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Prerequisites

Admission to CNDV program; 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 online (76% or more) using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 25, 2020.

Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need to use a headset microphone for use with the Blackboard Collaborate web conferencing tool if situated in an area with a lot of background noise.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.
- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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 5.2.1 SC)
- legislation and government policy relevant to school counseling (CACREP 5.2.m SC)

Required Texts

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

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., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

1. Equity & Access Project:

30 points possible

For your Equity & 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. Possible topics include police brutality, issues surrounding racial/ethnic minorities, LGBTQ youth, unaccompanied minors or refugees, religious minorities, or women in STEM. 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:

25 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**. These lesson plans will ultimately be added to your portfolio. You will have **15-20 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.

3. Interview a School Counselor

15 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**

4. School Counseling Program Toolkit

20 points possible

Live Binder- Upload your Completed School Counseling Program

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. Be sure to include the following:

1. **Introduction/Identity (School Counselor Philosophy)**
2. **Foundation**
 - A. Program Vision Statement
 - B. Professional Mission Statement
 - C. Beliefs
 - D. Overview of Personal Theoretical Orientation
 - E. The Role of the School Counselor
3. **Standards for School Counselors**
 - A. ASCA National Model of School Counseling
 - B. Mindset and Behaviors for School Counseling
5. Delivery System
 - A. **Guidance Curriculum – Lesson Plans (9 total)**
 - a. Academic Development (Elementary, Middle, High School)
 - b. Career Development (Elementary, Middle, High School)
 - c. Social/ Emotional Development (Elementary, Middle, High School)
6. Multicultural and Social Justice Competencies and ACA Advocacy Framework
7. Reference section

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 deduction 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.

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) regularly check GMU email, and (6) 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	10 points
Equity & Access Project	30 points
Classroom Guidance lessons	25 points
Interview Assignment	15 points
School Counseling Program Toolkit	20 points
Total Points - 100	

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

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 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 are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

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

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

	Readings	Topics	Assignment(s) Due	CACREP Standard
1: Aug 24	PSC Ch. 1 History and Trends in the School Counseling Profession	Course Overview History & Trends		1
2: Aug 31	PSC Ch. 2 School Counselor Identity and School Counseling Models	Professional Identity of School Counselors and School Counseling Models		2,6,7
3: Sept 7		Overview of School Systems		
4: Sept 14		Overview of CSCP		2
5: Sept 21	PSC Ch.5 School Counseling Core Curriculum	Developmental Classroom Guidance, Classroom Management		2,3,4
6: Sept 28	PSC Ch. 3 Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change	Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change Promoting Equity and Access	Classroom Guidance	6
7: Oct 5		ASCA National Model: Define & Manage	Classroom Guidance	2,3,4
8: Oct 12		Fall Break	Interview a School Counselor Due	
9: Oct 19	PSC Ch. 12 Helping Students with Exceptionalities	Students with Disabilities, IDEA, Helping Students with Mental and Emotional Disorders, 504 Accommodations, ELL Learners, Response to Intervention	Classroom Guidance	5

10: Oct 26	See Articles on Blackboard	Counseling at the Primary Level		2,3,4
11: Nov 2		ASCA National Model: Deliver & Assess	Equity & Access Project Due	5
12: Nov 9	See Articles on Blackboard	Counseling at the Secondary Level	Equity & Access Project	2,3,4
13: Nov 16	PSC Ch. 10 College and Career Readiness	College and Career Readiness	Equity & Access Project	3
14: Nov 23		Thanksgiving Break		
15: Dec 30		Last Day of Class	School Counseling Program Toolkit	

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/>).
- 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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices 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://coursesupport.gmu.edu/>.
- 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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