

George Mason University
College of Education and Human Development
Counseling Program

EDCD 626.DL1 and DL2 - Principles and Practices of School Counseling
3 Credits, Spring 2021

DL1: Wednesdays 4:30 - 7:10 Online Synchronous
DL2: Wednesdays 7:20 – 10:00 PM Online Synchronous

Faculty

Name: Sam Steen, PhD.
Office Hours: By Appointment
Office Location: Krug Hall 201E Fairfax - Krug Hall Suite, 202 (Counseling Office). Closed for spring due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or dwest6@gmu.edu.
Office Phone: 703-993-2087 (Counseling Office)
Email address:

Prerequisites/Corequisites

B or better in ED CD 613

University Catalog Course Description

Focuses on the comprehensive development, delivery, and evaluation of school counseling programs based on the Virginia state model and the American School Counselor Association national model.

Course Overview

Introduces school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age are represented.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous and asynchronous formats 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 the first evening of class.

Under no circumstances, may candidates/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 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:
 - 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

- 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 as needed each 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. Those unable to come to a Mason campus can meet with the

instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and 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 insure accessibility must be registered with George Mason University Disability Services.

Course Objectives

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

1. Develop school counseling mission statements and objectives (5.G.3.a)
2. Design and evaluate school counseling programs (5.G.3.b)
3. Learn curriculum design, lesson planning, classroom management strategies, and differentiated instructional strategies (5.G.3.c)
4. Create interventions to promote academic development (5.G.3.d)
5. Use developmentally appropriate career counseling interventions and assessments
6. strategies to facilitate school and postsecondary transitions (CACREP 5.G.3.g)
7. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 5.G.3.h)
8. approaches to increase promotion and graduation rates (CACREP 5.G.3.i)
9. interventions to promote college and career readiness (CACREP 5.G.3.j)
10. Develop strategies to promote equity in student achievement and college access (5.G.3.k)
11. techniques to foster collaboration and teamwork within schools (CACREP 5.G.3.l)
12. Learn strategies for implementing and coordinating peer intervention programs (5.G.3.m)
13. Use accountability data to inform decision making (5.G.3.n)
14. Use data to advocate for programs and students (5.G.3.o)

Professional Standards

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

CACREP Standard	Course Objective Coverage	Course Activities
development of school counseling program mission statements and objectives (CACREP 5.G.3.a)	This Standard is part of Course Objective #1, which is addressed in Classes 2 and 3 on “Models of school counseling programs”, “Development of school counseling program mission statements and objectives”	Assigned readings that discuss this Standard include: Sections 1, 2 & Appendix E in <i>The ASCA National Model</i> , & Chapter 1 in <i>Making data work</i> , Gregory et al. (2010)
design and evaluation of school counseling programs (CACREP 5.G.3.b)	This Standard is part of Course Objective #2, which is addressed in Class 4 on “Design and evaluation of school counseling programs; collaboration”	Assigned readings that discuss this Standard include: Chapters 3 & 4 in <i>Making data work</i> Additionally, this Standard is measured as part of the Evidence-Based School Counseling Program Plan, which assesses KPI A.9-SC.b.1

core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP 5.G.3.c)	This Standard is part of Course Objective #3, which is addressed in Class 5 on “Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies”	Assigned readings that discuss this Standard include: Chapter 5 in <i>Making data work</i> Course activities that address this Standard also include a guest lecture
interventions to promote academic development (CACREP 5.G.3.d)	This Standard is part of Course Objective #4, which is addressed in Class 7 on “Interventions to promote academic development; college/career readiness – Group counseling emphasis”,	Assigned readings that discuss this Standard include: Shillingford et al. (2018), Steen et al. (2018)
strategies to facilitate school and postsecondary transitions (CACREP 5.G.3.g)	This Standard is part of Course Objective #6 which is addressed in Class 9 on “Use of developmentally appropriate career counseling interventions and assessments/ strategies to promote equity in student achievement and college access; transitions; promotion/graduation”	Assigned readings that discuss this Standard include: Thorngren et al. (2006)
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 5.G.3.h)	This Standard is part of Course Objective #7, which is addressed in Class 10 on “Strategies for implementing and coordinating peer intervention programs; contextual factors in achievement”	Assigned readings that discuss this Standard include: Bryan & Henry (2012)
approaches to increase promotion and graduation rates (CACREP 5.G.3.i)	This Standard is part of Course Objective #8 which is addressed in Class 9 on “Use of developmentally appropriate career counseling interventions and assessments/ strategies to promote equity in student achievement and college access; transitions; promotion/graduation”	Course activities that address this Standard include lecture on promotion/graduation and reading by Thorngren et al. (2006)
interventions to promote college and career readiness (CACREP 5.G.3.j)	This Standard is part of Course Objective #9 which is addressed in Class 7 “Interventions to promote academic development; college/career readiness – Group counseling emphasis”	Assigned readings that discuss this Standard include: Falco & Steen (2018), & Malott et al. (2019)
strategies to promote equity in student achievement and college access (CACREP 5.G.3.k)	This Standard is part of Course Objective #10 which is addressed in Class 15 on “Strategies to promote equity in student achievement and college access”	Course activities that address this Standard include lecture on equity and college access, as well as reading by Bryan and Henry (2012) Additionally, this Standard is measured as part of the Evidence-Based School Counseling Program Plan, which assesses KPI A.9-SC.b.1
techniques to foster collaboration and	This Standard is part of Course Objective #11 which is addressed in	Assigned readings that discuss this Standard include: Dimmitt (2003)

teamwork within schools (CACREP 5.G.3.l)	Class 4 on “Design and evaluation of school counseling programs; collaboration”	
strategies for implementing and coordinating peer intervention programs (CACREP 5.G.3.m)	This Standard is part of Course Objective #12 which is addressed in Class 10 on “Strategies for implementing and coordinating peer intervention programs; contextual factors in achievement”	Course activities that address this Standard include class process/discussion on peer intervention programs
use of accountability data to inform decision making (CACREP 5.G.3.n)	This Standard is part of Course Objective #13 which is addressed in Class 12 on “Use of accountability data to inform decision making”	Assigned readings that discuss this Standard include: Shields et al. (2017)
use of data to advocate for programs and students (CACREP 5.G.3.o)	This Standard is part of Course Objective #14 which is addressed in Class 13 on “Use of data to advocate for programs and students”	Assigned readings that discuss this Standard include: McMahon & Patel (2018)

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.1, 2, 3, 6.a, 6.b, 6.c, 7.a, 7.b, 7.c, 7.d, 8.b, 11
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.2.a, 2.b, 2.c, 2.d, 2.e., 2.f., 2.g, 2.h, 2.i, 3.a, 3.b, 3.c, 3.d, 3.e, 4.a, 4.b, 4.c, 4.d, 5.a, 5.b, 5.c, 5.d

Required Texts

Young, A., & Kaffenburger, C. (2019). *Making data work* (4th ed.). Alexandria, VA: American School Counselor Association.

American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Required Readings*

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

Brott, P.E., & Myers, J.E. (1999). Development of professional school counselor identity: A grounded theory. *Professional School Counseling*, 2, 339–348.

Dimmitt, C. (2003). Transforming school counseling practice through collaboration and the use of data: A study of academic failure in high school. *Professional School Counseling*, 6, 340–349.

Steen, S., & Rudd, T. (2009). Preparing the 21st century school counselor: Alternatives and implications for counselor educators. *Counseling and Human Development*, 42, 1-16.

- Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39(1), 59-68. doi:10.3102/0013189X09357621
- Shields, C. M., Dollarhide, C. T., & Young, A. A. (2017). Transformative leadership in school counseling: An emerging paradigm for equity and excellence. *Professional School Counseling*, 21(1b). <https://doi-org.mutex.gmu.edu/10.1177/2156759X18773581>
- McMahon, H. G., & Patel, S. (2018). Who benefits? Adding inclusive innovation into the evidence-based school counseling research agenda. *Professional School Counseling*, 22(1b). <https://doi-org.mutex.gmu.edu/10.1177/2156759X19834439>
- Falco, L., & Steen, S. (2018). Using school-based development to support college and career readiness: An integrative review. *Journal of School-Based Counseling Policy and Evaluation*, 1, 51-67.
- Shillingford, M. A., Oh, S., & DiLorenzo, A. (2018). Using the multiphase model of psychotherapy, school counseling, human rights, and social justice to support Haitian immigrant students. *The Professional Counselor*, 8(3), 240–248. <https://doi-org.mutex.gmu.edu/10.15241/mas.8.3.240>
- Steen, S., Liu, X., Rose, J., & Merino, G. (2018). Promoting school adjustment for English-as-Second-Language students in group work: Implications for school counseling practice-based research. *Professional School Counseling*, 21, 1-10.
- Malott, K. M., Havlik, S., Gosai, S., Diaz Davila, J., & Steen, S. (2019). College readiness and first-generation college goers: Group impacts with students from an Urban, predominantly African American population. *Journal of Child and Adolescent Counseling*, 5, 256-274.
- Grimes, T. O. (2020). Exploring the phenomenon of rural school counselors' professional identity construction. *Professional School Counseling*, 24(1). <https://doi-org.mutex.gmu.edu/10.1177/2156759X20965180>
- Curry, J. R., & DeVoss, J. A. (2009). Introduction to special issue: The school counselor as leader. *Professional School Counseling*, 13(2), 64–67. <https://doi-org.mutex.gmu.edu/10.5330/PSC.n.2010-13.64>
- Sink, C. A., Cooney, M., & Adkins, C. (2017). Conducting large-scale evaluation studies to identify characteristics of effective comprehensive school counseling programs. In J. C. Carey, B. Harris, S. M. Lee, & O. Aluede (Eds.), *International handbook for policy research on school-based counseling*. (pp. 133–152). Springer International Publishing. https://doi-org.mutex.gmu.edu/10.1007/978-3-319-58179-8_10
- Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents' perceived equity, school belonging, and adjustment problems. *Journal of Educational Psychology*, 109(4), 532–545. <https://doi-org.mutex.gmu.edu/10.1037/edu0000155.supp> (Supplemental)
- Nguyen, B. M. D., Noguera, P., Adkins, N., & Teranishi, R. T. (2019). Ethnic discipline gap: Unseen dimensions of racial disproportionality in school discipline. *American Educational*

Research Journal, 56(5), 1973–2003. <https://doi-org.mutex.gmu.edu/10.3102/0002831219833919>

- Grey, L. (2019). The impact of school-based mentoring on the academic achievement gap. *Professional School Counseling*, 23(1). <https://doi-org.mutex.gmu.edu/10.1177/2156759X19890258>
- Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin?. *Educational Researcher*, 39(1), 59-68. doi:10.3102/0013189X09357621; Young Ch.2
- Miller Kneale, M.,G., Young, A. A., & Dollardhide, C. T. (2017). Cultivating school counseling leaders through district leadership cohorts. *Professional School Counseling*, 21(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X18773275
- Militello, M., & Janson, C. (2014). The urban school reform opera: The obstructions to transforming school counseling practices. *Education and Urban Society*, 46(7), 743. doi:http://dx.doi.org.mutex.gmu.edu/10.1177/0013124512468007
- Griffin, D., & Steen, S. (2010). School-family-community partnerships: Applying epstein's theory of the six types of involvement to school counselor practice. *Professional School Counseling*, 13(4), 218-226. doi:http://dx.doi.org.mutex.gmu.edu/10.5330/PSC.n.2010-13.218
- Dimmitt, C. (2003). Transforming school counseling practice through collaboration and the use of data: A study of academic failure in high school. *Professional School Counseling*, 6, 340–349. Young Ch. 3&4
- Letourneau, J. L. H. (2015). Infusing qualitative research experiences into core counseling curriculum courses. *International Journal for the Advancement of Counselling*, 37(4), 375–389. <https://doi-org.mutex.gmu.edu/10.1007/s10447-015-9251-6>
- Lopez, C. J., & Mason, E. C. M. (2017). School counselors as curricular leaders. *Professional School Counseling*, 21(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X18773277
- Buchanan, D. K., Blair, S. M., & Woodside, M. (2017). Novice school counselors' experience in classroom management. *Journal of Counselor Preparation and Supervision*, 9(1) doi:http://dx.doi.org.mutex.gmu.edu/10.7729/91.1146
- Schellenberg, R., PhD., & Grothaus, T., PhD. (2011). Using culturally competent responsive services to improve student achievement and behavior. *Professional School Counseling*, 14(3), 222-230. Retrieved from <https://search-proquest-com.mutex.gmu.edu/scholarly-journals/using-culturally-competent-responsive-services/docview/851623910/se-2?accountid=14541>
- Goodman-Scott, E. (2019). Enhancing student learning by “Building a caring climate”: School counselors’ experiences with classroom management. *Professional School Counseling*, 22(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X19852618
- Runyan, H., Grothaus, T., & Michel, R. E. (2019). Classroom management competencies for school counselors: A delphi study. *Professional School Counseling*, 22(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X19834293

- Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. *Journal of School Psychology, 51*(5), 599–610. <https://doi-org.mutex.gmu.edu/10.1016/j.jsp.2013.05.005>
- Martinez, R. R., Baker, S. B., & Young, T. (2017). Promoting career and college readiness, aspirations, and self-efficacy: Curriculum field test. *The Career Development Quarterly, 65*(2), 173-188. doi:<http://dx.doi.org.mutex.gmu.edu/10.1002/cdq.12090>
- Schwartz, B. M., Gregg, V. R., & McKee, M. (2018). Conversations about careers: Engaging students in and out of the classroom. *Teaching of Psychology, 45*(1), 50-59. doi:<http://dx.doi.org.mutex.gmu.edu/10.1177/0098628317745247>
- Lindo, N. A., & Ceballos, P. (2020). Child and adolescent career construction: An expressive arts group intervention. *Journal of Creativity in Mental Health, 15*(3), 364–377. <https://doi-org.mutex.gmu.edu/10.1080/15401383.2019.1685923>
- Santos, P. J., Ferreira, J. A., & Gonçalves, C. M. (2014). Indecisiveness and career indecision: A test of a theoretical model. *Journal of Vocational Behavior, 85*(1), 106–114. <https://doi-org.mutex.gmu.edu/10.1016/j.jvb.2014.05.004>
- Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly, 48*(4), 583–625. <https://doi-org.mutex.gmu.edu/10.1177/0013161X11436270>
- Lapan, R. T., & Poynton, T. A. (2020). Surviving toward college graduation. *Journal of Counseling & Development, 98*(4), 412–422.
- Thorngren, J. T., Downey, J., & Nelson, M. D. (2006). Promoting a pro-college culture with at-risk students: School counselors’ perspectives. *Journal of School Counseling, 4*(11).
- Acri, M., Zhang, S., Adler, J. G., & Gopalan, G. (2017). Peer-delivered models for caregivers of children and adults with health conditions: A review. *Journal of Child and Family Studies, 26*(2), 337-344. doi:<http://dx.doi.org.mutex.gmu.edu/10.1007/s10826-016-0616-1>
- Blair, K. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education, 27*(3), 134-147. Retrieved from <https://search-proquest-com.mutex.gmu.edu/scholarly-journals/promoting-inclusion-peer-participation-through/docview/233622172/se-2?accountid=14541>
- Pivovarova, M., & Powers, J. M. (2019). Generational status, immigrant concentration and academic achievement: Comparing first and second-generation immigrants with third-plus generation students. *Large-Scale Assessments in Education, 7*(1), 1-18. doi:<http://dx.doi.org.mutex.gmu.edu/10.1186/s40536-019-0075-4>
- Burney, V. H. (2010). High achievement on advanced placement exams: The relationship of school-level contextual factors to performance. *The Gifted Child Quarterly, 54*(2), 116-126. Retrieved from <https://search-proquest-com.mutex.gmu.edu/scholarly-journals/high-achievement-on-advanced-placement-exams/docview/609350575/se-2?accountid=14541>

- Diaconu-Gherasim, L. R., Brumariu, L. E., & Hurley, J. G. (2020). Adolescents' perceptions of contextual factors: Links with intrinsic motivation and academic achievement. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. <https://doi-org.mutex.gmu.edu/10.1007/s12144-020-01076-6>
- Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling and Development*, 90, 408-420.
- Schildkamp, K., Poortman, C. L., Ebbeler, J., & Pieters, J. M. (2019). How school leaders can build effective data teams: Five building blocks for a new wave of data-informed decision making. *Journal of Educational Change*, 20(3), 283-325. doi:<http://dx.doi.org.mutex.gmu.edu/10.1007/s10833-019-09345-3>
- Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *Review of Higher Education*, 40(3), 391-426. Retrieved from <https://search-proquest-com.mutex.gmu.edu/scholarly-journals/data-driven-decision-making-era-accountability/docview/1877753348/se-2?accountid=14541>
- Haugen, J. S., Neverve, C., & Waalkes, P. L. (2019). Advocacy in action: The use of photovoice in school counseling. *Professional School Counseling*, 23(1). <https://doi-org.mutex.gmu.edu/10.1177/2156759X19885888>
- Young, A., & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling*, 15(2), 67-76. Retrieved from <https://search-proquest-com.mutex.gmu.edu/scholarly-journals/beliefs-practices-school-counselors-who-use-data/docview/912754318/se-2?accountid=14541>
- Goodman, L. A., Wilson, J. M., Helms, J. E., Greenstein, N., & Medzhitova, J. (2018). Becoming an advocate: Processes and outcomes of a relationship-centered advocacy training model ψ . *The Counseling Psychologist*, 46(2), 122-153. <https://doi-org.mutex.gmu.edu/10.1177/0011000018757168>
- Simons, J., & Cuadrado, M. (2019). Narratives of school counselors regarding advocacy for LGBTQ students. *Professional School Counseling*, 22(1). <https://doi-org.mutex.gmu.edu/10.1177/2156759X19861529>
- Evans, M. P., Zambrano, E., Cook, K., Moyer, M., & Duffey, T. (2011). Enhancing school counselor leadership in multicultural advocacy. *Journal of Professional Counseling, Practice, Theory, & Research*, 38(2), 52-67. Retrieved from <https://search-proquest-com.mutex.gmu.edu/scholarly-journals/enhancing-school-counselor-leadership/docview/888062164/se-2?accountid=14541>
- Grothaus, T., McAuliffe, G., & Craigen, L. (2012). Infusing cultural competence and advocacy into strength-based counseling. *Journal of Humanistic Counseling*, 51(1), 51-65. doi:<http://dx.doi.org.mutex.gmu.edu/10.1002/j.2161-1939.2012.00005.x>
- Rumsey, A. D., & Milsom, A. (2019). Supporting school engagement and high school completion through trauma-informed school counseling. *Professional School Counseling*, 22(1) doi:<http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X19867254>

Zyromski, B., Dimmitt, C., Mariani, M., & Griffith, C. (2019). Evidence-based school counseling. *Professional School Counseling*, 22(1)
doi:<http://dx.doi.org/mutex.gmu.edu/10.1177/2156759X18801847>

Course Expectations APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

Electronic Resources

Sign up for *free* e-newsletters that provide briefings on top PK-12 education news stories and bookmark the Center for School Counseling Outcome Research and Evaluation. Following are the related links for these resources that will be the basis for building knowledge and engaging in discussions throughout the semester: Go to

1. *News from America's Promise Alliance* available at <http://www.americaspromise.org/> scroll to bottom of home page & click on "email" to register for updates. "Grad Nation" is accessed from this website (select from drop down menu "Programs" at top of home page).
2. *Education Week* available at <http://www.edweek.org/> click on "sign up for FREE e-newsletters" found in the upper right corner of the home page header.
3. *Edutopia* "what works in education" sponsored by the George Lucas Educational Foundation; sign-up for the free weekly newsletter at <http://www.edutopia.org/edutopia/enews>
4. *eSchool News* available at <http://www.eschoolnews.com/> click on "Subscribe" at the top left of the page. Where you enter your information (*Subscribe to our Newsletters*) be sure to click the box for "eSchool News Today."
5. *Smart Brief* from Association for Supervision and Curriculum Development (ASCD) available at <http://www.smartbrief.com/ascd/>
6. Bookmark on your computer the Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) <http://www.umass.edu/schoolcounseling/>
7. IRIS Center <http://iris.peabody.vanderbilt.edu> is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence based practices and interventions. Sign up for the mailing list at:
<http://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQuP4Wp>

Course Performance Evaluation

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

- **Assignments and/or Examinations**

ASSIGNMENT 1: ATTENDANCE & PARTICIPATION [10 POINTS]

Because this is an introductory course, a heavy emphasis is placed on processing of information through class discussion, small group discussion, and participation in experiential activities. Moreover, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class - the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Students who miss two or more classes may be unable to complete the requirements of this course. Several factors will go into your participation grade, including:

a. **Attendance**

b. **Punctuality**

c. **Active participation-** Participation includes **reading chapters/articles weekly** related to the role and responsibilities of the school counselor; facilitating discussion on readings; presenting a two minute description of the role of the school counselor on various positions.

d. **Substantive contributions**

ASSIGNMENT 2: Midterm [10 POINTS]

This exam will include essay questions, and a reflection component. This exam will reflect the readings, class discussion and/or class activities from the first part of the semester.

ASSIGNMENT 3: LITERATURE REVIEW [30 POINTS]

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

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

Students will write a five (5) - page paper including:

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

Students should select topics from the following areas and discuss how these issues can be addressed to increase equity and access for all students (topics should be approved by the 3rd week of class)

1. College and Career Readiness
2. Students experiencing poverty and socioeconomic disadvantage
3. Students experiencing homelessness
4. Gender and sexual identity
5. Disproportionality in special education

6. Disproportionality in discipline
7. Access and equity in gifted education
8. English Language Learners
9. Students with mental health concerns (e.g., depression, anxiety, etc.)
10. Other topics approved by instructor

ASSIGNMENT 4: EVIDENCE-BASED SCHOOL COUNSELING PROGRAM PLAN [50 POINTS Total]

(Key Assignment: KPI A.9-SC.b.1; CACREP 5.G.3.b, 5.G.3.k) See Rubric below.

1. **Data Analysis and Goal Statements [10]** – Please see <http://schoolquality.virginia.gov/> and create *Three* (SMART) Goals (academic, career, and social-emotional)
2. **School Counseling Core Curriculum Action Plan and Lesson Plan [10]** (career or social-emotional)
- 3) **Small Group Action Plan [10]** (plan for 4 sessions; career or social-emotional)
- 4) **Closing the Gap DATA Report [10]** (academic)
5. **Evaluation Methods [5]**

Other Requirements

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes or other class activities, but **you must submit a request in writing to do so.**

Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. **One unexcused absence will automatically lower the students' semester grade. Two unexcused absences will result in failing the class.** Excused absences can only be arranged with instructor on a case by case basis. **Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade.** If you must miss a class or arrive late, please notify the professor before the class meeting.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

Assignment Policy

As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day

it is overdue. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

Grading

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. Performance based assessment will be used and rubrics will be provided for Literature Review and Evidence-Based School Counseling Intervention Plan.

GRADED ASSIGNMENTS: Grades will be posted to Blackboard	
Attendance and Participation	10 points
MIDTERM	10 points
Literature Review	30 points
Evidence Based School Program Plan	50 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/polices-procedures/>

Students must adhere to program professional dispositions:

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

Professional Dispositions Assessment

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, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 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.

Class Session	TOPICS/READINGS/ASSIGNMENTS	Course Obj. #
1	<p>Introductions, pre-assessment, Syllabus Review</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> • Steen, S., & Rudd, T. (2009). Preparing the 21st century school counselor: Alternatives and implications for counselor educators. <i>Counseling and Human Development</i>, 42, 1-16. • Grimes, T. O. (2020). Exploring the phenomenon of rural school counselors' professional identity construction. <i>Professional School Counseling</i>, 24(1). https://doi-org.mutex.gmu.edu/10.1177/2156759X20965180 • Curry, J. R., & DeVoss, J. A. (2009). Introduction to special issue: The school counselor as leader. <i>Professional School Counseling</i>, 13(2), 64–67. https://doi-org.mutex.gmu.edu/10.5330/PSC.n.2010-13.64 • Brott, P.E., & Myers, J.E. (1999). Development of professional school counselor identity: A grounded theory. <i>Professional School Counseling</i>, 2, 339–348. 	
2	<p>Models of school counseling programs</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> • Sink, C. A., Cooney, M., & Adkins, C. (2017). Conducting large-scale evaluation studies to identify characteristics of effective comprehensive school counseling programs. In J. C. Carey, B. Harris, S. M. Lee, & O. Aluede (Eds.), <i>International handbook for policy research on school-based counseling</i>. (pp. 133–152). Springer International Publishing. https://doi-org.mutex.gmu.edu/10.1007/978-3-319-58179-8_10 • Young and Kaffenberger (Young) (Making DATA Work) Intro & Ch.1 	1
3	<p>Development of school counseling program mission statements and objectives</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> • Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents' perceived equity, school belonging, and adjustment problems. <i>Journal of Educational Psychology</i>, 109(4), 532–545. https://doi-org.mutex.gmu.edu/10.1037/edu0000155.supp (Supplemental) • Crouzevialle, M., & Darnon, C. (2019). On the academic disadvantage of low social class individuals: Pursuing performance goals fosters the emergence of the achievement gap. <i>Journal of Educational Psychology</i>, 111(7), 1261–1272. https://doi-org.mutex.gmu.edu/10.1037/edu0000349 • Nguyen, B. M. D., Noguera, P., Adkins, N., & Teranishi, R. T. (2019). Ethnic discipline gap: Unseen dimensions of racial disproportionality in school discipline. <i>American Educational Research Journal</i>, 56(5), 1973–2003. https://doi-org.mutex.gmu.edu/10.3102/0002831219833919 • Grey, L. (2019). The impact of school-based mentoring on the academic achievement gap. <i>Professional School Counseling</i>, 23(1). https://doi-org.mutex.gmu.edu/10.1177/2156759X19890258 • Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin?. <i>Educational Researcher</i>, 39(1), 59-68. doi:10.3102/0013189X09357621 • Young Ch.2 	2
4	<p>Design and evaluation of school counseling programs; collaboration</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> • Miller Kneale, M.,G., Young, A. A., & Dollarhide, C. T. (2017). Cultivating school counseling leaders through district leadership cohorts. <i>Professional School Counseling</i>, 21(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X18773275 • Militello, M., & Janson, C. (2014). The urban school reform opera: The obstructions to transforming school counseling practices. <i>Education and Urban Society</i>, 46(7), 743. doi:http://dx.doi.org.mutex.gmu.edu/10.1177/0013124512468007 • Griffin, D., & Steen, S. (2010). School-family-community partnerships: Applying epstein's theory of the six types of involvement to school counselor practice. <i>Professional School Counseling</i>, 13(4), 218-226. doi:http://dx.doi.org.mutex.gmu.edu/10.5330/PSC.n.2010-13.218 	3, 11

	<ul style="list-style-type: none"> • Dimmitt, C. (2003). Transforming school counseling practice through collaboration and the use of data: A study of academic failure in high school. <i>Professional School Counseling</i>, 6, 340–349. • Young Ch. 3&4 	
5	<p>Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>READING:</p> <ul style="list-style-type: none"> • Letourneau, J. L. H. (2015). Infusing qualitative research experiences into core counseling curriculum courses. <i>International Journal for the Advancement of Counselling</i>, 37(4), 375–389. https://doi-org.mutex.gmu.edu/10.1007/s10447-015-9251-6 • Lopez, C. J., & Mason, E. C. M. (2017). School counselors as curricular leaders. <i>Professional School Counseling</i>, 21(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X18773277 • Buchanan, D. K., Blair, S. M., & Woodside, M. (2017). Novice school counselors' experience in classroom management. <i>Journal of Counselor Preparation and Supervision</i>, 9(1) doi:http://dx.doi.org.mutex.gmu.edu/10.7729/91.1146 • Schellenberg, R., PhD., & Grothaus, T., PhD. (2011). Using culturally competent responsive services to improve student achievement and behavior. <i>Professional School Counseling</i>, 14(3), 222-230. Retrieved from https://search-proquest-com.mutex.gmu.edu/scholarly-journals/using-culturally-competent-responsive-services/docview/851623910/se-2?accountid=14541 • Goodman-Scott, E. (2019). Enhancing student learning by “Building a caring climate”: School counselors’ experiences with classroom management. <i>Professional School Counseling</i>, 22(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X19852618 • Runyan, H., Grothaus, T., & Michel, R. E. (2019). Classroom management competencies for school counselors: A delphi study. <i>Professional School Counseling</i>, 22(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X19834293 • Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. <i>Journal of School Psychology</i>, 51(5), 599–610. https://doi-org.mutex.gmu.edu/10.1016/j.jsp.2013.05.005 • Young, Ch. 5 	9
6	<p>READING: TBA</p> <p>ASSIGNMENT DUE: MidTerm</p>	
7	<p>Interventions to promote academic development; college/career readiness – Group Counseling emphasis</p> <p>READING:</p> <ul style="list-style-type: none"> • Martinez, R. R., Baker, S. B., & Young, T. (2017). Promoting career and college readiness, aspirations, and self-efficacy: Curriculum field test. <i>The Career Development Quarterly</i>, 65(2), 173-188. doi:http://dx.doi.org.mutex.gmu.edu/10.1002/cdq.12090 • Schwartz, B. M., Gregg, V. R., & McKee, M. (2018). Conversations about careers: Engaging students in and out of the classroom. <i>Teaching of Psychology</i>, 45(1), 50-59. doi:http://dx.doi.org.mutex.gmu.edu/10.1177/0098628317745247 	5,
8	<p>READING: Steen et al., 2019; 2018;2017;2014; 2011</p>	4
9	<p>Use of developmentally appropriate career counseling interventions and assessments/ strategies to promote equity in student achievement and college access; transitions; promotion/graduation</p> <p>READING</p> <ul style="list-style-type: none"> • Lindo, N. A., & Ceballos, P. (2020). Child and adolescent career construction: An expressive arts group intervention. <i>Journal of Creativity in Mental Health</i>, 15(3), 364–377. https://doi-org.mutex.gmu.edu/10.1080/15401383.2019.1685923 • Santos, P. J., Ferreira, J. A., & Gonçalves, C. M. (2014). Indecisiveness and career indecision: A test of a theoretical model. <i>Journal of Vocational Behavior</i>, 85(1), 106–114. https://doi-org.mutex.gmu.edu/10.1016/j.jvb.2014.05.004 • Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. <i>Educational Administration Quarterly</i>, 48(4), 583–625. https://doi-org.mutex.gmu.edu/10.1177/0013161X11436270 • Lapan, R. T., & Poynton, T. A. (2020). Surviving toward college graduation. <i>Journal of Counseling & Development</i>, 98(4), 412–422. • Thorngren, J. T., Downey, J., & Nelson, M. D. (2006). Promoting a pro-college culture with at-risk students: School counselors’ perspectives. <i>Journal of School Counseling</i>, 4(11). <p>ASSIGNMENT DUE: Literature Review</p>	6, 12, 14
10	<p>Strategies for implementing and coordinating peer intervention programs; contextual factors in achievement</p>	8, 13

	<p><u>READING:</u></p> <ul style="list-style-type: none"> • Acri, M., Zhang, S., Adler, J. G., & Gopalan, G. (2017). Peer-delivered models for caregivers of children and adults with health conditions: A review. <i>Journal of Child and Family Studies</i>, 26(2), 337-344. • Blair, K. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. <i>Topics in Early Childhood Special Education</i>, 27(3), 134-147. Retrieved from https://search-proquest-com.mutex.gmu.edu/scholarly-journals/promoting-inclusion-peer-participation-through/docview/233622172/se-2?accountid=14541 • Pivovarova, M., & Powers, J. M. (2019). Generational status, immigrant concentration and academic achievement: Comparing first and second-generation immigrants with third-plus generation students. <i>Large-Scale Assessments in Education</i>, 7(1), 1-18. doi:http://dx.doi.org.mutex.gmu.edu/10.1186/s40536-019-0075-4 • Burney, V. H. (2010). High achievement on advanced placement exams: The relationship of school-level contextual factors to performance. <i>The Gifted Child Quarterly</i>, 54(2), 116-126. Retrieved from https://search-proquest-com.mutex.gmu.edu/scholarly-journals/high-achievement-on-advanced-placement-exams/docview/609350575/se-2?accountid=14541 • Diaconu-Gherasim, L. R., Brumariu, L. E., & Hurley, J. G. (2020). Adolescents' perceptions of contextual factors: Links with intrinsic motivation and academic achievement. <i>Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues</i>. https://doi-org.mutex.gmu.edu/10.1007/s12144-020-01076-6 • Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. <i>Journal of Counseling and Development</i>, 90, 408-420. 	
11	<p><u>READING:</u></p> <ul style="list-style-type: none"> • Falco, L., & Steen, S. (2018). Using school-based development to support college and career readiness: An integrative review. <i>Journal of School-Based Counseling Policy and Evaluation</i>, 1, 51-67. 	5
12	<p>Use of accountability data to inform decision making</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> • Schildkamp, K., Poortman, C. L., Ebbeler, J., & Pieters, J. M. (2019). How school leaders can build effective data teams: Five building blocks for a new wave of data-informed decision making. <i>Journal of Educational Change</i>, 20(3), 283-325. doi:http://dx.doi.org.mutex.gmu.edu/10.1007/s10833-019-09345-3 • Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. <i>Review of Higher Education</i>, 40(3), 391-426. Retrieved from https://search-proquest-com.mutex.gmu.edu/scholarly-journals/data-driven-decision-making-era-accountability/docview/1877753348/se-2?accountid=14541 	9
13	<p>Use of data to advocate for programs and students</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> • Haugen, J. S., Nerverve, C., & Waalkes, P. L. (2019). Advocacy in action: The use of photovoice in school counseling. <i>Professional School Counseling</i>, 23(1). https://doi-org.mutex.gmu.edu/10.1177/2156759X19885888 • Young, A., & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. <i>Professional School Counseling</i>, 15(2), 67-76. Retrieved from https://search-proquest-com.mutex.gmu.edu/scholarly-journals/beliefs-practices-school-counselors-who-use-data/docview/912754318/se-2?accountid=14541 • Goodman, L. A., Wilson, J. M., Helms, J. E., Greenstein, N., & Medzhitova, J. (2018). Becoming an advocate: Processes and outcomes of a relationship-centered advocacy training model ψ. <i>The Counseling Psychologist</i>, 46(2), 122-153. https://doi-org.mutex.gmu.edu/10.1177/0011000018757168 • Simons, J., & Cuadrado, M. (2019). Narratives of school counselors regarding advocacy for LGBTQ students. <i>Professional School Counseling</i>, 22(1). https://doi-org.mutex.gmu.edu/10.1177/2156759X19861529 • Evans, M. P., Zambrano, E., Cook, K., Moyer, M., & Duffey, T. (2011). Enhancing school counselor leadership in multicultural advocacy. <i>Journal of Professional Counseling, Practice, Theory, & Research</i>, 38(2), 52-67. Retrieved from https://search-proquest-com.mutex.gmu.edu/scholarly-journals/enhancing-school-counselor-leadership/docview/888062164/se-2?accountid=14541 • Grothaus, T., McAuliffe, G., & Craigen, L. (2012). Infusing cultural competence and advocacy into strength-based counseling. <i>Journal of Humanistic Counseling</i>, 51(1), 51-65. doi:http://dx.doi.org.mutex.gmu.edu/10.1002/j.2161-1939.2012.00005.x • Rumsey, A. D., & Milsom, A. (2019). Supporting school engagement and high school completion through trauma-informed school counseling. <i>Professional School Counseling</i>, 22(1) doi:http://dx.doi.org.mutex.gmu.edu/10.1177/2156759X19867254 	10
14	<p><u>ASSIGNMENT DUE:</u> Evidence-Based School Counseling Intervention Plans and Discussions</p>	7

Counseling and Development 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 <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 Rubrics

Literature Review Rubric (30pts)			
	Points	Earned	Comments
• Introduction	3		
• Describe the issue as discussed in literature	4		
• Discuss traditional SC response and interventions	4		
• Discuss recent SC systemic change response interventions	4		
• Personal Perceptions of students	4		
• Publications (at least 2; peer reviewed; less than 10 yrs old)	3		
• Five Page total	3		
• APA Format	5		
TOTAL	30		

Evidence-Based School Counseling Intervention Plan (Key Assignment: KPI A.9-SC.b.1; CACREP 5.G.3.b, 5.G.3.k)

Component	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Data Analysis and Goal Statements <i>Three</i> (SMART) Goals (academic, career, and social-emotional) KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k	10	Goal statements are clearly based on school data and promote equity in student achievement, attendance, and/or behavior. A Goal is provided for each domain (academic, career, and social-emotional). Goals are written in SMART format	Goal statements are based on school data and clearly promote equity in student achievement, attendance and/or behavior. A goal is missing from one domain (academic, career, or social-emotional). Goals are written in SMART format	Goal statements are not based on school data, or do not relate to student achievement, attendance and/or behavior. Goals or goal is missing from two or more domains. Goals are written in SMART format	Failure to meet all of the previous criteria
2.a) School Counseling Core Curriculum Action Plan (career or social-emotional) KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k	10	Curriculum Action Plan for a unit of lessons is prepared professionally and exceptionally well (thoughtful, in depth, meaningful, well written) and addresses equity issue.	Curriculum Action Plan for a unit of lessons is prepared professionally and is meaningful and well written and addresses equity issue, with only a few errors.	Curriculum Action Plan for a unit of lessons is prepared but contains some errors and/or lacks depth/accuracy.	Curriculum Action Plan for a unit of lessons is not prepared or contains many errors and/or inaccuracies.
2.b) Lesson Plan KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k	15	Lesson Plan (career/social-emotional) includes exceptional, clear, and meaningful lesson objectives and student standards that are completely aligned with the SMART goals and addresses equity issue	Lesson Plan (career/social-emotional) includes meaningful lesson objectives and student standards that are mostly aligned with the SMART goals addresses equity issue	Lesson Plan (career/social-emotional) includes some lesson objectives and student standards that are somewhat aligned with the SMART goals, but contain some errors or depth/accuracy	Lesson Plan (career/social-emotional) is not prepared or contains many errors and/or inaccuracies.

3. Small Group Action Plan KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k	15	Small Group Action Plan for 4 sessions is aligned with SMART Goals and addresses equity issue and is meaningful, professionally, and accurately prepared without errors.	Small Group Action Plan for 4 sessions is aligned with SMART Goals and addresses equity issue and is professionally prepared with a few errors.	Small Group Action Plan for 4 sessions is aligned with SMART Goals and is prepared with some errors.	Small Group Action Plan for 4 sessions is aligned with SMART Goals and is not prepared or contains many errors and/or inaccuracies.
4. DATA Report KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k	25	DATA report is professionally prepared without errors that shows the student has developed an exceptional closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options.	DATA report is professionally prepared with a few errors that shows the student has developed a meaningful closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options.	DATA report is prepared with some errors that shows the student has developed a closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options.	DATA report is not adequately prepared or has many errors.
5.) Evaluation tools KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k	25	Evaluation tools are exceptional and professionally prepared without errors and accurately reflect the student’s closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options.	Evaluation tools are professionally prepared with a few errors and accurately reflect the student’s closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options.	Evaluation tools are prepared with some errors and somewhat reflect the student’s closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options.	Evaluation tools are not adequately prepared or have many errors.