George Mason University  
Graduate Course Approval/Inventory Form  
Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units. 
Please indicate:  ___XX___ NEW    ___ MODIFY    ___ DELETE  

Local Unit: College of Education and Human Development  
Graduate Council Approval Date:  
Course Abbreviation: EDCD   
Course Number: 792 
Full Course Title: Internship in International School Counseling and Development  
Abbreviated Course Title (24 characters max.): Intshp Int Schl Coun Dev 
Credit hours: 3 
Program of Record: FAST TRAIN  
Repeatable for Credit?  ___ D=Yes, not within same term   Up to hours  
 ___ T=Yes, within the same term   Up to  hours  
 ___XX_ N=Cannot be repeated for credit  
Grade Type:  ___X_GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)  
Activity Code (please indicate):  ___ Lecture (LEC)   ___ Lab (LAB)   ___  
 ___ Studio (STU)   ___XX__ Internship (INT)   ___  
Independent Study (IND)  
Catalog Credit Format  3 : 3 : 0  
Course Level: GF(500-600)   
Maximum Enrollment: 6  
For NEW courses, first term to be offered: Fall 2005 
Prerequisites or corequisites: Admission to the ISC Graduate Certificate Program and completion of 15 credits towards the certificate program.  
Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses: EDCD 792 Internship in International School Counseling and Development (3:3:0). Supervises on-site practice in an international school setting. The skills and practice in the internship class build upon previous experience and class work in the ISC program. Regular meetings with site-supervisors will emphasize the development and practice of counseling skills, consultation with parents and teachers and the development of prevention programs.
For MODIFIED or DELETED courses as appropriate:
Last term offered: Previous Course Abbreviation: Previous number:
Description of modification:

APPROVAL SIGNATURES:
Submitted by: _Fred Bemak________ email: _fbemak@gmu.edu_______________
Department/Program: Fred Bemak________ Date: ___August 30, 2004___________
College Committee: Joan Isenberg_______ Date: __August 30, 2004_______________
Graduate Council Representative: ____________________ Date: __________________
GEORGE MASON UNIVERSITY  
Course Coordination Form

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ____________________________ Date: __________

Graduate Council representative: ____________________________ Date: __________

Provost Office representative: ____________________________ Date: __________
George Mason University  
College of Education and Human Development  
FAST TRAIN International School Counseling (ISC) Graduate Certificate Program

Potential Instructors: Qualified certified supervisors will be recruited internationally on-site at international schools

EDCD 792  
Internship in International School Counseling and Development  
Semester: Spring 2006

Course Description:
This course is an on-site supervised practice by approved on-site supervisors in an international school setting emphasizing the development and practice of counseling skills, consultation with parents and teachers, and the development of prevention programs.
Prerequisites: Admission to the ISC Graduate Certificate Program and completion of 15 credits towards the certificate program.

Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs-CACREP]:
The internship class is the culminating course for ISC graduate certificate students. The internship experience is designed to enhance those skills acquired in the 5 courses in the graduate certificate program. The course will provide opportunities to refine basic skills, acquire advanced skills, and reflect on ways to improve understanding and conceptual ability. Additional emphasis will be on C&D’s basic mission statement, stressing the need for counselors to demonstrate Advocacy, Leadership, and Multicultural Competencies.

The class fulfills the requirements for the following professional organizations:
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.
  - CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
  - CACREP-Section SCP.D: Clinical instruction.
- American Counseling Association (ACA) Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Regular on-site meetings with supervisors will focus on presenting, discussing, and conceptualizing cases. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students must maintain confidentiality and cannot discuss case situations of students and families with anyone but the involved parties in the schools. A university supervisor will be designated as the point of contact for the site supervisors to coordinate the entire internship experience.
Nature of Course Delivery:
This course is an on-site field experience using individual supervision, field site experiences, and assigned projects.

Student Outcomes:
- Select and apply appropriate counseling theories and interventions with diverse student populations.
- Provide individual, group and family counseling within the international school setting.
- Work collaboratively with colleagues and supervisors
- Develop necessary treatment and school counseling prevention plans
- Develop consultation skills with parents, teachers, and school administrators
- Respond appropriately to ethical and legal situations.

Course Materials

Other Required Readings
Selected articles from professional journals that are applicable to international school settings. Examples include:
- Journal of Counseling and Development. (ACA).
- Professional School Counseling. (ASCA).
- Association for Specialists in Group Work (ASGW).

PROFESSIONAL DISPOSITIONS
GMU students are expected to exhibit professional behavior and dispositions. See: www.gse.gmu.edu for a listing of these dispositions. As counselor trainees, there are additional professional performance standards.

C&D’s Professional Performance Criteria (Effective February 25, 2003)
The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the College of Education and Human Development at George Mason University requires its students to exhibit the following:

<table>
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<th>Communication Skills</th>
<th>Professionalism</th>
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<td>□ Clear presentation and demonstration of multicultural competencies in counseling skills</td>
<td>□ Commitment to multiculturalism and diversity</td>
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<tr>
<td>□ Clear oral communication</td>
<td>□ Commitment to social justice as it relates to counseling</td>
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<tr>
<td>□ Clear written communication</td>
<td>□ Respect of multiculturalism and diverse cultures</td>
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<tr>
<td>□ Clear ability to demonstrate effective and supportive helping skills</td>
<td>□ Demonstration of openness, willingness to learn, and positive attitude about</td>
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<td>□ Clear ability to demonstrate effective listening skills</td>
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Collaboration

☐ Respect for the opinion and dignity of others
☐ Ability to collaborate with others
☐ Ability to demonstrate effective interpersonal skills
☐ Ability to participate as a colleague and team member in all aspects of professional training

Honor Code:
The College of Education and Human Development (CEHD) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Special Needs:
Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Grading
The School Counseling Internship class is graded on a Pass/Fail basis. The following must be met to receive a PASSING grade:

- Regular attendance with your site-supervisor.
- Active participation in all assignments.
- Completion of all assignments of acceptable quality, turned in by date due.
- Satisfactory evaluation from On-Site Supervisor.
- Successful adherence to professional dispositions.

Course Requirements/Assignments – General
See P/I Manual for detailed instructions/expectations.

- A minimum of 200 hours in the field placement. Hours spent on off-site training experiences may be counted if prior approval from GMU university internship coordinator has been granted. Hours spent in supervisory meetings or at home preparing assignments may not be counted toward the 200 hours.
- Log of hours and activities. Log of Activities should be reviewed during weekly supervision sessions with the site supervisor. Remember to keep a copy for your files. The actual daily schedule of the Student Counselor will be determined in collaboration with the On-Site Supervisor.
- International School Counseling Internship Contract. Contracts will be signed within the first two weeks of the internship by the On-Site Supervisor, University Coordinator, and Student Counselor. Remember to keep a copy for your files.
- Written evaluation of internship from On-Site Supervisor.
- Written evaluation of site from student
NOTE: All written work submitted in the C&D program courses must conform to APA standards. Reference the APA manual (5th edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: http://library.gmu.edu/resources/edu

Specific Assignments:

- **Ongoing counseling sessions with individuals, groups, and families.** (40%) that includes
  - Two tape presentations of counseling sessions. Must have written
    custodial/parental permission prior to taping with a minor. Original copy is kept with On-Site Supervisor. Student counselor keeps a copy. Be prepared to identify and critique counseling interventions by identifying strengths and areas for growth on the tapes. Each tape requires a typed transcription of a 20 minute segment of the session, along with highlighting and labeling of sections perceived as “effective” and “not very effective.”

- **Consultation with parents and teachers.** (10%) Students will provide consultation for teachers and parents regarding student’s academic performance and behavior.

- **Evaluation project.** (15%) Projects should be consistent with the mission of the international school and evaluate a currently ongoing program at the internship site. This assignment is developed in collaboration with your On-Site Supervisor. The Evaluation requires the use of data to evaluate a current and existing program. The student will be responsible for designing an evaluation instrument to measure the efficacy of the existing project. Approval must be granted by the on-site supervisor for this evaluation project by the third week of the semester. The findings must be presented to the site supervisor inclusive of a written final 4 page report. The final report will include a needs assessment (1/2 page), evaluation methodology (1/2 page), a summary of the findings (2 and 1/2 pages), and recommendations based on the findings (1/2 page).

- **Development of a Short-term On-Site Prevention Program.**
  The purpose of this is to help students gain experience in the role of the professional school counselor as leaders and advocates within school communities. This assignment will be tailored to the particular site and therefore the written requirements will be determined in coordination with the site supervisor. In collaboration with the site and university supervisors, students should develop a Short-term Prevention Program addressing one problem facing the school community. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your school site. This program should be developed in conjunction with your on-site supervisor and address a need in the school. Programs should focus on consultation with teachers or families, issues within the school, or group and community level interventions that target a specific area of concern. A three page final prevention program outline, analysis, and evaluation will be required (1/2 page on needs assessment, 2 pages describing the project, ½ page describing the outcome).
Students should begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, implement the prevention program by the fourth week of the semester, and submit a written 3 page summary of the project and the project by the end of the semester.

- Portfolio. (15%)
  Students will present their completed portfolio near the end of the semester. The outline for this assignment is found in your PreK-12 Practicum/Internship Manual. Included should be a copy of the following: Role statement; Counseling brochure; Log of hours; and a Self-Evaluation of the Internship experience which is a one-page paper description of your growth and your strengths, meeting your personal goals, and areas for additional work.

COURSE OUTLINE:

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<tr>
<th>DATE</th>
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<tr>
<td>Meeting 1</td>
<td>Class overview, tape and transcript assignment dates determined, schedule for counseling sessions outlined.</td>
</tr>
<tr>
<td>Meetings 2-5</td>
<td>On-site supervision, Prevention Program Development proposal due, Site contracts due, generate counseling load and schedule for individuals and groups, consultation schedule established, Evaluation program defined.</td>
</tr>
<tr>
<td>Meetings 6-10</td>
<td>Ongoing supervision, First tape due, Further development of prevention program and evaluation assignment.</td>
</tr>
<tr>
<td>Meetings 11-15</td>
<td>Ongoing supervision, second tape due, prevention project and evaluation projects due, summary and wrap-up.</td>
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EDCD 792: Internship in International School Counseling and Development

THE PROFESSIONAL INTERNATIONAL SCHOOL COUNSELOR’S PORTFOLIO

Guidelines and Evaluation Rubric

The assignment as described in the syllabus: Students will present their completed portfolio near the end of the semester. The outline for this assignment is found in your PreK-12 Practicum/Internship Manual. Included should be a copy of the following: Role statement; Counseling brochure; Log of hours; and a Self-Evaluation of the Internship experience which is a one-page paper description of your growth and your strengths, meeting your personal goals, and areas for additional work.

During your internship it is expected that you will complete the following components of the portfolio:

I. Professional Documentation
   Collect and maintain all of the components in this section.
   A. Resume
   B. Academic Transcripts
   C. Professional Memberships, Honors, Awards
   D. Letters of Recommendation / Accommodation
   E. Clinical Field Experience
      a. Practicum/Internship Contracts
      b. Practicum/Internship Log of Hours

II. Application of C&D’s Mission Statement
   Collect an example of how two of these components are in evidence at your site:
   A. Leadership
   B. Multiculturalism
   C. Social Justice
   D. Advocacy

III. ASCA’s National Model for School Counseling Programs and the Transformation of School Counseling Initiative (TSCI)
   A. Foundations
   Write a role statement and theoretical framework.
      a. Role Statement - A written three-page statement to reflect your role as a professional school counselor, to include:
         i. Role Statement - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA’s National Model. Identify your leadership role, and beliefs about how to use advocacy, collaboration and teaming, and use of data for systemic change.
         ii. Theoretical Framework - identify one or two counseling theories that you espouse in your practice. Talk about why, in general, this theory
[theories] is appropriate for use with your student population and with your counseling style.

iii. Focus - what is your focus at this point in your career? This might be answered by defining the age of children you want to work with – elementary, middle, or high school population. Another way to address this is to identify specific issues that are of interest to you [e.g., conflict resolution, peer refusal skills, issues of loss, AOD issues, etc]. Make sure your discussion ties in with your role statement.

☐ All components must be completed by internship:
   b. Counseling Brochure - incorporate pertinent information regarding your school counseling program. Be sure it illustrates your role in leadership, advocacy, collaboration and teaming, and systemic change.
   c. Counselor’s Office - design a floor plan of office
   d. Professional Library
      i. Select at least two resources for your professional collection.
   e. School Counseling Issue
      i. One-page handout of a current issue in school counseling.
   f. Referral Lists
      i. This list might include: Child Protective Services, community mental health facilities, licensed practicing social workers, psychologists, psychiatrists, and specialists who work with children and families.

☐ All components must be completed by internship:
B. Delivery System
   a. Individual planning with students
   b. Counseling group
   c. Guidance curriculum
   d. Classroom guidance
   e. Parent education
   f. Consultation
   g. Coordination.

C. Management System
   a. Student monitoring
   b. Use of time
   c. Use of calendars

☐ Internship evaluation assignment and self-evaluation of internship experience.
D. Accountability – results, reports, program audit, advisory council, performance evaluation.
   a. Outcome-based program audits – develop a plan to identify, provide, and evaluate school counseling services that support student achievement.
   b. Evaluations from On-Site Supervisors [if available]
   c. Self-Evaluation of the Practicum experience. Write a one-page paper describing your growth and your strengths. What were your goals for growth for your Internship experience? How have you met the personal goals you set for yourself at the beginning of the term?
# Professional School Counselor’s Portfolio Rubric

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<th>Criteria</th>
<th>Excellent</th>
<th>Competent</th>
<th>Not Acceptable</th>
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<tr>
<td>Professional Documentation (2)</td>
<td>Portfolio contains: Resume, Academic transcripts, Memberships, Recommendations, Clinical field experience documents (2)</td>
<td>Portfolio fails to provide two of the previously described components (1)</td>
<td>Portfolio fails to provide three or more of the previously described components (0)</td>
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<td>Application of the C&amp;D Mission Statement (4)</td>
<td>Portfolio provides two examples of evidence of the mission statement: leadership, multiculturalism, social justice and/or advocacy (4)</td>
<td>Portfolio fails to provide one of the previously described components (3)</td>
<td>Portfolio fails to provide two of the previously described components (1)</td>
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<tr>
<td>ASCA Model: Foundation (4)</td>
<td>Portfolio contains: 1. Role statement that is based on the ASCA model and describes your beliefs about the transformed role of the school counselor; and 2. Theoretical framework that clearly identifies your beliefs about counseling theory and strategies that are effective with student populations (4)</td>
<td>Portfolio fails to provide one of the components, or does not meet the criteria previously described. (3)</td>
<td>Portfolio fails to provide either of the components, or does not meet the criteria previously described. (1)</td>
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<tr>
<td>ASCA Model: Delivery and Management Components (4)</td>
<td>Portfolio provides two examples from delivery and management components (4)</td>
<td>Portfolio fails to provide one of the previously described components (3)</td>
<td>Portfolio fails to provide two or more of the previously described components (1)</td>
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<tr>
<td>ASCA Model: Accountability Component (4)</td>
<td>Portfolio includes a copy of the evaluation project, and a 1-page Self-Evaluation of the Practicum experience (4)</td>
<td>Portfolio fails to provide one of the previously described components (3)</td>
<td>Portfolio fails to provide two or more of the previously described components (1)</td>
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<td>Face Validity (2)</td>
<td>Portfolio is organized in a binder, with a title page, tabs, a table of contents, and follows the format described in these guidelines (2)</td>
<td>Portfolio lacks organization or one of the qualities previously described (1)</td>
<td>Portfolio fails to meet the standards of face validity described previously. (0)</td>
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**Total Possible Points: 15**

EDCD 792 is a Pass/Fail course. You must attain a minimum point score of 12 to pass your portfolio assignment.