

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name **Special Studies: New or Experimental Courses**

Course Number	SCED 598
Term	Summer 2011
Department	School Counseling
Faculty Name	Laura Pedersen

Catalogue Description *(copy from current catalogue):*

In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None

GSEC Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each standard)

(1) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.

Class meeting(s) or assignment(s) addressing this standard: Final Assignment, Class meetings 1,2, 3,9,10

(2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains.

Class meeting(s) or assignment(s) addressing this standard: Class meetings 1, 6

(7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.

Class meeting(s) or assignment(s) addressing this standard: Class meetings 1,2,3,5,8,9,10

(8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

Class meeting(s) or assignment(s) addressing this standard: Class meetings 5, 6, 9, 10 and Final Assignment

(11) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations.

Class meeting(s) or assignment(s) addressing this standard: Class meeting 2, 3, 5, 8, 10

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

You are here

LC Moodle
/ ▶ SCE598-01/SU11
/ ▶ Assignments
/ ▶ **FINAL ASSIGNMENT**

[Update this Assignment](#)[View 17 submitted assignments](#)

Please submit your final papers to me by **5:00 pm on Monday, June 13th.**

Assignment: Please travel back in time and picture your high school as it was when you were a senior. Imagine that you have been hired as the new school counselor at your high school, and that nothing has changed since you were a student there. With your “new vision school counselor” urgency to ensure that all students who want to go to college will have the opportunity to, you decide that creating a systemic approach to college counseling is the essential first step in transforming the school.

Please write an action plan for the college counseling needs of the high school that you graduated from. This action plan should be 5 to 7 pages (double spaced), and should include the following elements:

1. A rationale for creating a comprehensive college counseling program K-12 in your school system. (20% of your grade)
2. Examination of the specific needs of the population: are there any particular characteristics in terms of socioeconomic status of the community; ethnic, racial or linguistic minority composition; rural or urban location; employment opportunities in the area or access to a specific institution of higher education; general family or community expectations regarding college attendance; or, are there any subpopulations which might need extra outreach in regard to college planning? (20%)
3. Description of the college counseling program in place when you were graduating from high school. (10%)

4. Of the College Board's College and Career Readiness Counseling 8 Components, choose the two that would be most urgent to implement immediately, in your opinion, and outline how you would create these elements. Include, also, who you would have to collaborate with in the school community to make these components a reality. (40%)
5. Please describe the outcomes that you want to occur from your new programming, and how you would know if you are making a difference in the lives of students. (In other words, what type of evaluation or assessment would you conduct on your college counseling interventions?) (10%)

I don't expect you to remember every detail of your high school experience (for some of us it is a *long* time ago!) so you can feel free to be creative or use your imagination if there are things that escape your recall. Providing a compelling argument for why you want to institute these changes and a clear outline of how you want to institute them are the major points I am looking for. Please feel free to utilize any materials from the moodle page, or additional materials handed out in class to support your arguments.

Available from: Wednesday, June 1, 2011, 11:25 AM

Due date: Monday, June 13, 2011, 11:25 AM

ThemeGurus

You are logged in as Laura Pedersen (Logout)

SCE598-01/SU11