

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education

Please attach completed cover sheet to course syllabus.

Course Name	Internship: Academic Development and Consultation
Course Number	SCED 502
Term	Fall 2008
Department	School Counseling
Faculty Name	Bill Layton & Dian Poujade

Catalogue Description (*copy from current catalogue*):

Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the National Standard for Academic Competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues.

Fundamental Competencies Addressed in Course:

(please check box to indicate which fundamental competencies from the Conceptual Framework are addressed in this course)

Fundamental Competencies	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

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 Age 3-4 th Grade	P
Elementary 3 rd -8 th Grades in an Elementary School	P
Middle Level 5 th -10 th Grades in a Middle or Junior High School	P
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	P

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

Student Performance:

Student performance criteria appear on page(s) 1 of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 502: Academic Development and Consultation Internship
Fall, 2008

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This internship will be integrated into the Academic Development and Consultation course (501). The internship is designed to provide school counseling candidates direct experience in a school setting working with students and faculty. Candidates will conduct classroom activities to support academic success based upon the National Standards for Academic Competencies. Under the direction of the school counselor, the candidate will consult with students and faculty on academic issues, and provide support for students at the internship site. Students will complete the required 5 elements of the activity checklist provided.

Objectives & Goals:

Upon completion of the internship, the candidate will be able to:

1. Utilize the National Standard Academic competencies to guide the development of a variety of relevant activities and resources to enhance academic success of students.
2. Demonstrate effective consultation skills and cross-cultural understanding when conferencing with students, parents, and faculty.

Course Assignments:

#1. Select 10 specific activities and prepare written summaries of your field experiences per the following instructions.

Bi-weekly debriefs will occur as part of class.

These experiences are intended to familiarize students with schools and with the role of counselors in the schools. In a few cases, students may have significant experience working as a school counselor or in the school setting. In such cases, students have the option of proposing an alternative to the list below. Such proposals will be negotiated individually with the classroom instructor.

**MICRO INTERN ACTIVITY RESPONSIBILITIES:
ACADEMIC DEVELOPMENT & CONSULTATION INTERNSHIP (SCED 502)**

To School Site Supervisor:

As we place school counselor interns at your school, the goal is for students to observe the school counselor's role and become familiar with the regular on-going activities and meetings that support student success. This list is intended to provide a framework from which to mutually plan intern activities during the 15-week semester.

To Intern:

Students will select 10 of the following experiences, write a three brief paragraph description for each of the 10 experiences (one page maximum for each experience). See format instructions and due dates below.

1. OBSERVATION OF COUNSELOR ACADEMIC CONSULTATION/ACTIVITIES – do at least **three** of the following categories.

- Classroom guidance
- Academic counseling group
- Individual counseling
- Staff consultation (group or individual teacher)
- Parent consultation
- School district counselor meeting

2. UNDERSTAND THE ROLE OF STUDENT SUPPORT SERVICES IN THE FOLLOWING MEETINGS - choose **two** categories.

- IEP
- 504
- Alternative school programs
- Tutorial services
- TAG program
- Special Education program

3. OBSERVE ACADEMIC PLANNING ACTIVITIES - elementary choose **one** category, middle school choose **one** categories, and high school choose **two** categories.

- School department/grade level meeting
- Student Forecasting
- Scheduling (master and student)
- College Testing
- Financial aid planning
- College Fair
- College visitations

4. UNDERSTAND THE ROLE OF OTHER SUPPORT SERVICES - INTERVIEW THESE PEOPLE - elementary choose **three** categories, middle school choose **three** categories, high school choose **two** categories.

- Community resources/Service Integration Team
- School nurse
- School psychologist
- Social worker
- Behavioral specialist
- Interpreters
- SRO
- Career Center/Career Pathways Specialist
- Other building/district support staff

5. OBSERVE SCHOOL SUPPORT MEETINGS – Choose **one** category.

- School Board meeting
- Site Council meeting
- School staff meeting
- Back to school night/open house

Summary Due Dates and Format Instructions

- Students will submit a minimum of one written summary per week for one of the above activities. It is recommended that only one summary be done each week. It is important to stay current with reflections on your site experiences so that your field supervisor and course instructor are aware of your experiences in the field.
- Summaries for each week are due by 5:00 pm Friday of that week.
- Summaries are to be emailed to your L&C field supervisor;
Name _____
Email Address _____
Email a copy to your 501 instructor.
- The first summary is due no later than 9/26, and no summaries will be accepted after Friday, 12/5
- Heading for the summary is as follows:
Your name, Summary #, Category #, and specific activity. For example
Ann Smith Summary #3, Category #3 Activity: College Fair
- Format for the summary is 3 paragraphs. The first paragraph describes the experience/activity; second paragraph identifies how the activity supports student academic success; third paragraph describes what your role as a school counselor would be in this activity. Total length--one page maximum
- Each Summary is worth 5 points: 3 for content, 1 for technical appropriateness (grammar, spelling, etc) and 1 for meeting weekly deadlines (timeliness)
- Please email your L&C Field Supervisor with exceptions or special circumstances.

Assignment #2

A log of five student contacts with the following included:

- a. Length of time with the student
- b. Brief description of the nature of the contact or reason for it
- c. Brief description of the intervention and closure or follow-up to contact
- d. Evaluation or Self-evaluation by candidate regarding the effectiveness of the intervention.

These logs are due no later than December 3 to 501 classroom instructor.

We wish you a very productive and joyful learning experience. We plan to give this our very best and expect the same from you!

