

Reflective Principled Educational Leaders

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

The following course objectives will be met through the course:

1. Students will be familiar with historical and current perspectives of guidance and counseling in elementary and secondary schools (CF: 1, 7) (CACREP SC Standard: A1, A4).
2. Students will understand roles and functions of a professional school counselor (CF: 1, 3, 4, 8, 9, 10, 11, 13, 14, 15; CACREP SC Standard: A3, A4).
3. Students will understand and implement activities to meet the competencies of a comprehensive developmental guidance program, including academic, personal/social, and career competencies (CF: 1, 2, 3, 4, 5, 8, 9, 10, 11, 15; (CACREP SC Standard: A2, A5, A8, B2, C1, C2, C3).
4. Students will learn about current school counseling practices, including leadership and advocacy roles of the school counselor (CF: 1, 8, 9, 10, 11, 15); (CACREP SC Standard: E1, E2, O.1-5, P1, P2).
5. Students will learn how to conduct needs assessments and evaluations of school counselors' effectiveness. In addition, the need for school-based outcome research will be discussed (CF: 10, 11, 12, 13; CACREP SC Standard: I.1-5, J.1-3).
6. Students will learn how to develop classroom guidance lessons and present them to a large audience (CF: 1, 2, 3, 4, 5, 8, 9, 10, and 11).

June 20 Group Presentations (three)
 June 22 ASCA Model Paper Reflection No Class

On group Days we will not be in class; however this is time for you to work on the group project with your classmates.

ASSESSMENT PROCESS

Grades for EDUC 521 are based on the following assignments (described above). The relative weights used for calculating the course grade are as follows:

Grades are determined based upon the following scale.

A = 93 100%
B+ = 90 92%
B = 85 89%
C+ = 80 84%
C = 75 79%

A grade below 75% will result in the student repeating the course.

Class Expectations

Attendance

This is a professional preparation program and consistent attendance and promptness are expected. Since this course is a core foundation course in the program no absence is acceptable

commitment to attending all classes and one's work and personal schedule should evolve around class and not vice-versa.

Disability Disclosure

The Citadel recognizes its responsibility for creating an institutional climate in which all students can thrive. If you are a student with a disability, please contact Dr. Jane Warner in 103 Thompson Hall at 843-953-6877 to schedule an appointment. If your request for accommodations has already been approved and you have your accommodations letters, please meet with me during my offices hours as soon as possible.

Honor Statement

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at:

<http://citadel.edu/r3/honor/manual.shtml>

