

**COUN 5063 Principles and Administration of School Counseling
Spring Semester 2024
Three Credit Hours**

Contact Information

Instructor: Dr. Poppy Moon

Email Address: moon@ulm.edu

Office Hours: Virtual email instructor to set up a time

Preferred mode of communication with instructor: email & Zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

This course explores essential aspects of school counseling, including professional identity, the importance of career and college readiness, school counselors as advocates, collaborators, and leaders, the importance of recognizing diversity and inclusion, trauma informed school counseling, and credentialing, supervision, and licensure.

Prerequisites

NA

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Syllabus content and schedule subject to change

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed

Degges-White S. & Colon B. R. (2015). *Expressive arts interventions for school counselors*. Springer Publishing Company LLC. (you can use the free ebook in the ULM Library)

Fisher, E. & Kennedy, K. (2016). *Counseling special populations in schools*. Oxford University Press.

Giant, Nikki (2014). *Life coaching for kids: A practical manual to coach children and young people to success, well-being, and fulfillment*. Jessica Kingsley Publishers.

Giant, Nikki (2013). *Surviving girlhood: Building positive relationships, attitudes, and self-esteem to prevent teenage girl bullying*. Jessica Kingsley Publishers.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

Develop a professional identity as a counselor, and specifically a school counselor

Objectives

Program Objective related to CACREP Core 3.A Professional Counseling Orientation

Professional identity, licensure, advocacy, college and career readiness, trauma informed counseling, diversity & inclusion

Student Performance Evaluation: Criteria and Procedures

1. Reading & Reflection Quizzes (50 x 2 = 100 pts.)

Students will take quizzes covering the course readings and lectures.

2. School Counseling Flipgrids (4 x 50 pts = 200 pts.)

Using Flipgrid, students will present information on a variety of counseling topics. Students will watch and respond to their classmates grids.

3. Creative Career Constellation Recording with a Child (300 pts.) KPI #1

Students will use The Creative Career Constellation tool in an individual counseling session with a student (grades 4-10). This exercise encourages students to explore their interests, strengths, and potential career paths, fostering a deeper understanding of themselves. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards 5.H. School Counseling and Core 3.A, E. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

4. Parent/Teacher Education Project (300 pts.)

Students will be presented with the opportunity to address LGBTQ+ issues with parents and teachers. Students will record an educational video focusing on these issues, along with creating a resource guide and a flyer for a support group.

Assignment Points and Percentages

<u>Points</u>	<u>Percentages</u>
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Flipgrid: Counseling Issues	200	20%
Career Constellation	300	30%
Parent-Teacher Education Project	300	30%
Quizzes	200	20%
1,000-point Total		100%

Evaluation and Grade Assignment

Grades will be assigned as follows:

- A = 100-90%
- B = 89 80%
- C = 79 70%
- D = 69 60%
- F = 59-0%

Schedule

Week/Dates	Topic	Assignment	CACREP	Due Date: All assignments are due on the date by 11:55 p.m.
Week 1: Jan. 15-21	College & Career Readiness	Chapter 14 College & Career Ready	5.H.2, 5.H.7, 5.H.16, 5.H.19	Readings
		Life Skills & Career Coaching Book Chapters 1-3 (5.H.2, 5.H.16, 5.H.19)	5.H.2, 5.H.16, 5.H.19	
		Extra Credit Due Anytime ASCA/ACA Webinar or Conference Session		Extra Credit Opportunity Due Anytime 5 pts on any assignment
Week 2: Jan. 22-28	Life Skills & Career Coaching	Life Skills & Career Coaching		Reading

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Book
Chapters 4-6

Reading

Guide Chapter
1 & 2 (3.A.5)

Assignment

Flipgrid RFL
Theme 8

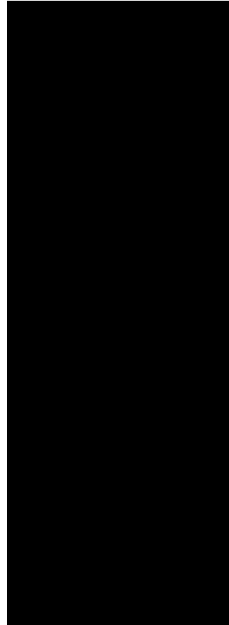
5.H.2
5.H.19

Assignment Due 1/28

Activity 10:
Personal
Mission
Statement p.
286 (5.H.2,
5.H.19)

Week 3:
Jan. 29-Feb. 4

SC
Advocates/
Inclusion



Week 5: Feb. 12-18	Safe & Supportive Schools	Reading: Chapter 11 (3.A.4)	Reading
		Reading: Guide Chapter 6-7	Reading
		Flipgrid Changing Your Thinking (3.A.4)	Assignment due 2/18
Week 6: Feb. 19-25	School Counselors as Leaders	Reading: Chapter 4 School Counselors as Leaders (5.H.7)	Reading
		ASCA Backlash of Anti-LGBTQ Legislation	Reading
		Flipgrid Assignment: What is happening in your state? & Scenario 5 Being a Leader (5.H.7, 3.A.5, 3.A.8)	Assignment

		Career Constellation with a Child Recording (5.H.2, 5.H.16, 5.H.19) - Due week 9	5.H.2, 5.H.16, 5.H.19
Week 8: Mar. 4 -10		Reflection Quiz 1: Chapters 4-5, 11, & 14 (5.H.2, 5.H.7, 5.H.16, 5.H.19, 3.A.5)	Quiz 1 due 3/10
Week 9: Mar. 11-17	Career Counseling	Reading: Guide Appendix I & II Assignment Due: Creative Career Constellation with a Child Recording (5.H.2, 5.H.16, 5.H.19)	Reading Assignment Due

	Planning & Presenting - Due Week 13 (3.A.3)	
Week 11: Mar. 25-31	Lecture: Expressive Arts in Trauma Informed School Counseling (5.H.14, 3.E.20)	Lecture
	Understanding Trauma e- Resource (5.H.14, 3.E.20)	Interactive Reading
Spring Break April 1-7		
Week 12: April 8-14	Lecture: Graduation Rates and Equity in Student Achievement (5.H.16, 5.H.19)	Lecture
	Assignment: Trauma Technique Flipgrid (5.H.14, 3.E.20)	Assignment due 4/14 5.H.14 3.E.20
Week 13: April 15-21	Assignment: Parent/Teacher Education Project Due	Assignment Due 4/21
Week 14: April 22-28	Quiz 2: Chapter 12 & 13,	Quiz 2 due 4/28

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Credentialing 3.A.7
Lecture,
Trauma
Lecture, &
Graduation
Rates Lecture
(5.H.14,
5.H.16,
5.H.19,
3.A.3,3.A.7,
3.A.12,
3.E.20)

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor. 792 r.00000912 0 612 792 rs11 Tf1 0 042

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum.

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(b) community outreach, and (c)