



**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.

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. ULM's official accommodations guidelines and policies are found [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 or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## **Class Policies and Procedures**

### **Required Textbooks**

Dahir, C. & Stone, C. (2024). *The transformed school counselor* (4<sup>th</sup> ed.). Cengage.

Shane, K. (2020). *The educator's guide to LGBT+ inclusion: A practical resource for K-12 teachers, administrators, and school support staff*. Jessica Kingsley Publishers. (you can purchase this book or use the free ebook in the ULM Library)

Giant, Nikki (2019). *Life skills and career coaching for teens: A practical manual for supporting school engagement, aspirations, and success for young people aged 11-18*. Jessica Kingsley Publishers. (you can purchase this book or use the free ebook in the ULM Library)

### **eBooks in the ULM Library 200**

You might want to check these out as future references:

Curry, J. (2013). *Integrating play techniques in comprehensive school counseling programs*. Information Age Publishing.

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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**

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#### **Content Areas**

**This course is designed to enable the student to:**

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

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#### **Objectives**

##### **Program Objective related to CACREP Core 3.A Professional Counseling Orientation and Ethical Practice, and 3.E. Counseling Practice and Relationships**

Students will develop a professional identity as a counselor related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Students will learn counseling theoretical approaches related to their concentration that will be measured at two points in time with a success rate at or above 70%.

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##### **Program Objective related to CACREP 5.H. School Counseling**

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Students will demonstrate content knowledge related to the School Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

## **CACREP Standards**

**From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for School Counseling 5.H.**

models of PK-12 comprehensive career development	5.H.2
qualities and styles of effective leadership in schools	5.H.7
techniques of social-emotional and trauma-informed counseling in school settings	5.H.14
approaches to increase promotion and graduation rates	5.H.16
strategies to promote equity in student achievement and access to postsecondary education opportunities	5.H.19
<b>Students will learn the following 2024 CACREP standards:</b>	
	<b>Core</b>
counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3
the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	3.A.4
the role and process of the professional counselor advocating on behalf of the profession	3.A.5
professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7
legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8
the purpose of and roles within counseling supervision in the profession	3.A.12
crisis intervention, trauma-informed, community-based, and disaster mental health strategies	3.E.20

## **Course Topics**

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

## **Instructional Methods**

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

## **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
		Educator’s Guide Chapter 1 & 2 (3.A.5)	
		Assignment – Flipgrid RFL Theme 8 Activity 10: Personal Mission Statement p. 286 (5.H.2, 5.H.19)	5.H.2 5.H.19 Assignment Due 1/28
Week 3: Jan. 29-Feb. 4	SC Advocates/ Inclusion	Reading: Chapter 5 – School Counselors as Advocates (3.A.5)	Reading
		Life Skills Book – Part II Chapter 7-12	Reading
		Video: Growing Up Trans Beginning to 45:31 (3.A.4)	Video
Week 4: Feb. 5-11	Inclusion	Reading: Educator’s Guide Chapter 3-5	Reading
		Video: Growing Up Trans Beginning to 45:32-1:23:18 (3.A.4)	Video

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Week 5: Feb. 12-18	Safe & Supportive Schools	Reading: Chapter 11 (3.A.4)	Reading
		Reading: Educator's 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
		<a href="#">ASCA Backlash of Anti-LGBTQ Legislation</a>	Reading
		Flipgrid Assignment: <a href="#">What is happening in your state?</a> & Scenario 5 – Being a Leader (5.H.7, 3.A.5, 3.A.8)	Assignment due 2/25
Week 7: Feb. 26-Mar. 3	Career Counseling	Video: Career Counseling with Children: The Creative Career Constellation (5.H.2, 5.H.16, 5.H.19)	Video
		Begin Assignment: Creative	Assignment – Due Week 9 – 3/17

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		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: Educator's 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 – 3/10
Week 10: Mar. 18-24	Counselor Credentialing and Supervision	Reading: Chapter 13  Lecture: Counselor Credentialin g and Supervision (3.A.7, 3.A.12)  Begin Assignment: Parent/Teac her Education Project –	Reading         Assignment due 4/21  3.A.3

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	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
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)

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## 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 about their experience in class and let the instructor know if they need extra support or alternative learning activities.

**Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentssuccess/](http://www.ulm.edu/studentssuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).

**Emergency Procedures:** (N/A for online courses.)

**Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

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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. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website : [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

**The Marriage & Family Therapy and Counseling Clinic: 318-342-5678**

Remember that all services are offered free to students, and all are strictly confidential.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

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Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

**KPI Assessment: Creative Career Constellation Recording with a Child**

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5pts = Advanced: Skills and understanding evident at an exceptional level

4 pts = Proficient: Strong level of mastery of skills and understanding

3 pts = Basic: Understanding of concepts/skills evident

2 pts = Developing: In process of developing understanding of concepts and skills; growth needed

1 pt = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student’s stage of development.

**Assignment Specific Requirements and Professional Identity CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP 2024 Standards</b>	<b>Performance Level 1-5</b>
<b>School Standards</b>		
<b>5.H</b>		
models of PK-12 comprehensive career development	5.H.2	
qualities and styles of effective leadership in schools	5.H.7	
techniques of social-emotional and trauma-informed counseling in school settings	5.H.14	
approaches to increase promotion and graduation rates	5.H.16	
strategies to promote equity in student achievement and access to postsecondary education opportunities	5.H.19	
<b>Core</b>		
<b>3.A,E</b>		
counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation,	3.A.3	

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(b) community outreach, and (c) emergency response management

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the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

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the role and process of the professional counselor advocating on behalf of the profession

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professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas

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legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas

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the purpose of and roles within counseling supervision in the profession

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