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

Contact Information

Instructor: Carlo P. Walker, Ed.D., CSC, LPC Associate, NCC
Phone Number: (281) 946-9436
Email Address: cwalker@ulm.edu
Office Hours (Virtual): Thursday & Friday: 3:00pm-6:00pm
Weekly Meetings via ZOOM
Date/Time: TBA (Optional)
Preferred mode of communication with instructor: E-mail

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 if designed to develop, organize, administer, and evaluate school counseling programs and to build school counselor's competencies in providing consultation and collaboration services. Topics include the following: guidance curriculum, career development and programming, consultation, student services/advocacy, crisis planning, ethics and program evaluation.

Prerequisites

NA

Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
Students will learn the following CACREP standards:	
	Core 2.F.
theories, models, and strategies for understanding and practicing consultation	2.F.5.c
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m
	School 5.G.
models of P-12 comprehensive career development	5.G.1.c
models of school-based collaboration and consultation	5.G.1.d
assessments specific to P-12 education	5.G.1.e
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
competencies to advocate for school counseling roles	5.G.2.f
qualities and styles of effective leadership in schools	5.G.2.j
community resources and referral sources	5.G.2.k
legislation and government policy relevant to school counseling	5.G.2.m
legal and ethical considerations specific to school counseling	5.G.2.n
development of school counseling program mission statements and objectives	5.G.3.a
design and evaluation of school counseling programs	5.G.3.b
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c
interventions to promote academic development	5.G.3.d
strategies to facilitate school and postsecondary transitions	5.G.3.g
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h
approaches to increase promotion and graduation rates	5.G.3.i
strategies to promote equity in student achievement and college access	5.G.3.k
techniques to foster collaboration and teamwork within schools	5.G.3.l
strategies for implementing and coordinating peer intervention programs	5.G.3.m
use of accountability data to inform decision making	5.G.3.n
use of data to advocate for programs and students	5.G.3.o

Course Topics

- School Interventions
- Identity as a Professional School Counselor
- Evaluating School Counseling Programs
- Support Social Emotional Learning & Development
- Professional Development of School Counselors

Class Assignments:

Weekly Discussion/Online Participation: Weekly posts: Due each Saturday by 11:59pm. Students will need to participate in online discussions. A new discussion topic will be provided by the instructor weekly. Discussion topics will be posted on Wednesday of their assigned week and all students should post to each discussion by Monday of the following week. Additionally, students are expected to reply to any responses made on their post. There will be a discussion topic each week, in the discussion link, that will be related to the readings and/or lectures. Each student is expected to post at least once each week in the discussion link. Furthermore, students are expected to monitor the discussion board each week to respond to any posts that are made from their posts. 2016 CACREP Standards SCH: 1.a, 1.b, 1.c, 1.d, 1.e

Developmental Classroom Guidance Lesson: Facilitating developmental classroom guidance lessons (psychoeducational groups) are a common and effective role of the professional school counselor in a Comprehensive Developmental School Guidance and Counseling Program. Students will create an original developmental classroom guidance lesson plan for a specific group of K-12 students. Additionally, students will use PowerPoint technology to create the lesson plan with handouts for their developmental classroom guidance session online to be available for their classmates. This assignment assesses 2016 CACREP standards SCH:2. a, 3.b, 3.c, 3.f, 3.i,

Journal Article Critique (3): Select three (3) peer reviewed journal articles on an issue within school counseling. One article must address professional identity as a school counselor and one article must address legal and ethical issues related to the professional school counselor. The articles selected must have been published no more than seven years ago. Summarize articles in no more than one page and one page of reflection on how the article is relevant to school counseling and discuss what was learned from the article (3 pages total). Must include APA style citation of the article (e.g., reference page) and be written in APA format. Please include a cover page that includes the student's name. Include a viable link to the article or upload a copy of the article itself. This assignment asses 2016 CACREP Standards SCH: 2.a-m

Resource List: Create a list of resources from your community. Because school counselors are often called upon to act as a referral source, this list should contain a wide variety of information. Contacts should include local mental health therapists (including specialists in family dynamics), crisis and suicide hotlines, food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g., CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g., contact person, phone number, street address, email, website). A minimum of 20 resources should be listed. This assignment assesses 2016 CACREP standards SCH: 2: j, 2.

Join the American School Counselor Association at http://www.schoolcounselor.org. Post proof of membership (forward the membership e-mail) on Moodle and write a two page body length APA style paper discussing what your school counselor identity means to you. 2016 CACREP SCH Standards 2: l

Evaluation and Grade Assignment

Discussion Board/Class Participation   40%
Developmental Guidance Lesson   10%
Journal Article Critique (3)   20%
Resource List   20%
Join ASCA   10%

Grades will be assigned as follows:
A = 100-90%
B = 89 – 80%
C = 79 –70%
D = 69 – 60%
F = 59---0%

Required Textbooks

Baker, S. B. & Gerler, E. R. (2008). School counseling for the Twenty-First Century (5th ed.). Upper Saddle River, NJ: Pearson. (ISBN 10:0-13-1890337-90)

American School Counselor Association. (2019). The ASCA National Model: A framework for school counseling programs (4th ed.). Alexandria, VA: Author. (ISBN 10: 1929289596)

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Recommended

Rosenthal, H (2008) Encyclopedia of counseling (3rd ed.). New York: Routledge. (ISBN 13: 978-0-41595862-2)

Other Policies and Procedures

Attenance 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.

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

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
Counseling Center www.ulm.edu/counselingcenter/
Special Needs at www.ulm.edu/studentaffairs/
Library www.ulm.edu/library/reference.html
Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk
Curent college's policies on serving students with disabilities can be obtained on the ULM website : 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.

Syllabus content and schedule subject to change

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. 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

How to use Moodle:
Moodle Training Guide (PDF)
Moodle Training Tutorial (video)
Moodle Training Manual (PDF)
Moodle Training Guide (PDF

KPI Assessment (Name Project) COUN xxxx Grading Rubric

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

5 = Advanced: Skills and understanding evident at an exceptional level
4 = Proficient: Strong level of mastery of skills and understanding
3 = Basic: Understanding of concepts/skills evident
2 = Developing: In process of developing understanding of concepts and skills; growth needed
1 = 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

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core 2.F.	
theories, models, and strategies for understanding and practicing consultation	2.F.5.c	
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m	
	School 5.G.	
models of P-12 comprehensive career development	5.G.1.c	

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use of data to advocate for programs and students	5.G.3.o

	Performance Level 1-5

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Average	(i.e., total scores divided by number of requirements/standards)
Percentage	(i.e., an average performance level of 3.5 will be 3.5/5 = 70%)
Total Points	(i.e., syllabus assigns 30 points to assignment – 70% = 21 points)

COVID-19

Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus.

Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities.

As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#)."