



**COUN 5066 – School Counseling  
Fall 1 2024  
Three Credit Hours**

**Contact Information**

**Instructor: Dr. Poppy Moon**

**Email Address: moon@ulm.edu**

**Office Hours: By appointment**

**Preferred mode of communication with instructor: email and 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).**

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**Content Areas**

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

- Design comprehensive lesson plans tailored to elementary, middle school, or high school students using the ASCA National Model Lesson Plan Template,
  - Understand the responsibilities and expectations of school counselors in grades P-12,
  - Engage in collaborating with various stakeholders to plan a career day,
  - Participate in a mock Professional School Counselor Praxis Exam,
  - Analyze an ethical dilemma common to school settings.
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## Objectives

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

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. In this course, our Key Performance Indicator Assignment (KPI #1) is the ASCA National Model Pretend Praxis Exam and it will measure the standards 5.H.1, 5.H.5, and 5.H.8.

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## CACREP Standards

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

### Standards

#### Core

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models of school counseling programs	5.H.1
models of school-based collaboration and consultation	5.H.3
design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5
school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	5.H.6
advocacy for comprehensive school counseling programs and associated school counselor roles	5.H.8
school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	5.H.10

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## **Instructional Methods**

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures and assigned readings. Asynchronously, students create recorded video case discussions in Flipgrid and provide feedback to classmates in using a combination of written/audio/video posts.

## **Class Policies and Procedures**

### **Required Textbooks**

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

American School Counselor Association. (2019). *ASCA National Model: A framework for school counseling programs* (4th ed.). American School Counseling Association.

Note: We will use the *Transformed School Counselor* and the *ASCA National Model* as the required texts in COUN 5063 (P & A of School Counseling), COUN 5049 (Assessment & Psychometrics) as well as in several other school counseling courses. You will want to keep your copies throughout your time at ULM. I would recommend a hard copy rather than digital.

### **Required Membership**

All students must have an active student membership in the [American School Counseling Association](#). Several assignments in this class require membership to access webinars and other activities. ASCA also provides free liability insurance to student members.

### **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, the ULM Library, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

Students are encouraged to utilize the [ULM Library's Counseling Subject Guide](#). This site provides information on researching articles and databases, locating ebooks, and finding relevant websites.

Students are responsible for checking Canvas regularly for course information, syllabi, supplemental materials, additional handouts, required readings, and all class lessons.

## **Student Performance Evaluation: Criteria and Procedures**

### **Course Assignments**

**About Me** (0 pts) – Tell me about yourself!

**Infographic Interviews with School Counselors** (100 pts.): Students will interview a P-6 (primary through sixth grade) counselor and a 7-12 (seventh through twelfth grade) counselor. Using Canva, students will create infographics based on four intriguing topics/responses from each interview. Each infographic should be 1-2 pages in length and visually engaging, highlighting key insights from the interviews. Students will submit two infographics—one for each counselor—saved as PDF files. This assignment aims to enhance students' understanding of school counseling roles and perspectives across different grade levels.

**Create Your Own ASCA Lesson Plan** (100 pts.): Using the ASCA National Model Lesson Plan Template, students will develop a comprehensive lesson plan targeted for either elementary, middle school, or high school students. Incorporating the principles outlined in the ASCA National Model, students will design engaging and educational activities aligned with specific grade-level needs. This assignment provides students with hands-on experience in applying

counseling strategies within a school setting, fostering a deeper understanding of the ASCA framework and its practical implementation.

**Career Day Collaboration Assignment** (100 pts.): Students will assume the role of a school counselor tasked with organizing a career day event. Using their creativity and understanding of career exploration, students will develop various materials essential for the event: (a) create an interest survey to gauge students' preferences and career interests, (b) design a captivating flyer to promote the career day event within the school community, (d) draft a formal letter inviting potential presenters to participate in the career day, (c) compose a thoughtful thank-you note to express appreciation to presenters post-event.

**Part 1: Ethical Dilemmas in School Counseling: Case Study** (200 pts.): For this assignment, students will be presented with an ethical issue relevant to school counseling and will apply the Solutions to Ethical Problems in Schools (STEPS) Model to analyze and address the dilemma. Students are required to create a video presentation where they define the ethical problem, apply the ASCA Code of Ethics to the situation, discuss potential courses of action along with their outcomes, and ultimately implement a selected course of action. This assignment challenges students to demonstrate their understanding of ethical decision-making processes in the context of school counseling through a comprehensive and reflective video presentation.

**Part 2: Ethical Dilemmas in School Counseling Video Discussion Board** (100 pts.): Students will engage with their peers' video presentations by providing constructive questions & feedback. They will critically assess two classmates' ethical dilemma case study videos, offering insights and reflections on the presented scenarios.

**ASCA National Model Pretend Praxis Exam** (300 pts. – KPI #1): In this assignment, students will simulate taking a "pretend praxis" exam that assesses their knowledge of the ASCA National Model, focusing on content relevant to the School Counselor Praxis (5422). The exam will include questions covering key concepts, principles, and practices outlined in the ASCA National Model. The exam is a 60 questions multiple choice test. You have 90 minutes to take the exam. Do not open the test until you are ready to start.

This comprehensive assessment aims to evaluate students' understanding of essential components of school counseling as defined by the ASCA National Model, preparing them for future professional certification exams and enhancing their proficiency in school counseling standards and practices.

This exam will serve as the Key Performance Indicator #1 for the CACREP School Counseling Standards 5.H.1, 5.H.5, 5.H.8. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

**Exam: Applying Textbook Knowledge to School Counseling Situations (100 pts.):** Students will showcase their ability to integrate textbook knowledge into practical situations commonly encountered in school counseling practice. By connecting theory to practice, students will deepen their comprehension of foundational principles and enhance their readiness for applying counseling strategies in educational settings.

**Test Yourself (0 pts.)** – Test Yourself allows you to take a test over the chapters you have read. Taking the test is entirely optional and gives you 0 points. However, these are questions you might encounter on the School Counselor Praxis or on other national counseling exams.

**Extra Credit Opportunity (10 pts. on your assignment of choice)** - Enhance your professional development with extra credit opportunities by engaging with either The American School Counseling Association or the American Counseling Association. See Canvas for more information.

#### **Assignment Points & Percentages**

	<b>Points</b>	<b>Percentages</b>
Infographic	100	5%
ASCA Lesson Plan	100	20%
Career Day Collaboration	100	10%
Assignment		

Ethical Dilemmas in School	300	30%
Counseling Parts 1-2		
ASCA National Model	300	30%
Pretend Praxis Exam		
Applying the Textbook	100	5%
Exam		
1,000-point Total		100%

### Evaluation and Grade Assignment

Grades for each assignment and the cumulative grade will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

### Course Schedule

Assignments are due at 11:59 pm on the due date. Note: Assignment due dates do not go in order. I have assigned them early so you have time to work on them. Check the course calendar to make sure you know what is due when.

Date	Topics for the Week	Readings/Lectures	Assignments/Due Date	CACREP Standards
Week 1 8/26-9/1	School Counseling Today	Transformed 1-3 Lecture: The ASCA National Model: An Overview	About Me Worksheet (9/1) Join the American School Counseling Association – 9/1 Infographic with School Counselors – 9/8 Ethical Dilemma Assigned	5.H.6
Week 2 9/2-9/8	Ethical Issues in School Counseling	Transformed 6 Ethical Dilemma Resources	Begin Part 1: Ethical Dilemmas in School Counseling: Case Study – 9/18	5.H.1

		Lecture: Ethical Standards for School Counselors		
Week 3 9/9-9/15	The ASCA National Model – Define & Manage	Transformed 7-8  ASCA Framework: Section I & II – Define & Manage  Lectures: ASCA National Model – Define & Manage	Create Your Own Lesson Plan – 9/15	5.H.5
Week 4 9/16-9/22	Roles of a School Counselor	Transformed – 13 & 15  Lecture: Legal & Ethical Complications of Working with Minors in Schools	Part 1: Ethical Dilemmas in School Counseling: Case Study Due – 9/18  Career Day Collaboration Assignment – 9/29	5.H.3, 5.H.10
Week 5 9/23-9/29	The ASCA National Model – Deliver & Assess and CSCPs	ASCA Framework: Section III & IV – Deliver & Assess  Lectures: ASCA National Model Deliver & Assess  Lecture: What is a Comprehensive School Counseling Plan?  Review the Examples of CSCP	Part 2: Ethical Dilemmas in School Counseling -10/6	5.H.1
Week 6 9/30-10/6	ASCA National Model - PRAXIS	Lecture: Praxis Test Taking Secrets	ASCA National Model PRAXIS Exam (opens 9/30-10/9)	5.H.1, 5.H.5, 5.H.8



Week 7 10/7- 10/13	Transitioning into School Counseling & RAMP Schools	Lecture: Transitioning into School Counseling  Lecture: Becoming a RAMP School	Exam: Applying Textbook Knowledge to School Counseling Situations – 10/16	5.H.1, 5.H.3. 5.H.5, 5.H.6, 5.H.8, 5.H.10
Week 8 (10/14- 10-16)			Textbook Knowledge Exam due on 10/16 by 12:00 pm.	

This syllabus is dynamic and may be modified during the term. Students should regularly check emails and Canvas for updates and announcements regarding course content and scheduling adjustments.

### **KPI Assessment: ASCA National Model Mock Praxis Exam Rubric**

The KPI assessment in this class is the ASCA National Model Mock Praxis Exam. It is rated in your Tevera account.

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.

models of school counseling programs	5.H.1
design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5
advocacy for comprehensive school counseling programs and associated school counselor roles	5.H.8

## **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 a faculty, staff, and student body that reflects these cultural values.

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. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you 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](#).

*If you have accommodations your professor needs to be aware of, contact them within the first two days of class.*

**Special circumstances.** If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let your professor know within 7 days so we can discuss possible accommodations or alternative

arrangements. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## **Other Policies and Procedures**

**Attendance Policy :** This is an online class. Students must note the due dates for assignments in Canvas. Students are required to check their ULM e-mails daily.

**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. ULM Counselor Education professors 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:** Instructors 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.

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

**Dr. Moon's Late Policy Notice** – If you have an issue that is keeping you from completing work, please notify me within one week. I am willing to work with students who need assistance, however I cannot make accommodations if a student does not notify me in a timely manner. If I am not notified within one week, the regular late policy will apply.

**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)

ULM'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:

Phone: 318-342-5220

Fax: 318-342-5228

If you read this far, email Dr. Moon for a surprise.

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.

### **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](http://www.ulm.edu/titleix)

