Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
Students will learn the following CACREP standards:	**Core**

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-

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-

Syllabus content and schedule subject to change

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

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