I. **Course Description**

Study and exploration of issues of leadership and teaching in counselor education within a diverse society. Focus on problem identification, analysis, supervision, and problem-solving approaches within a multicultural framework. Emphasis is placed on leadership roles, instructional theory/methods, multicultural issues, and personal philosophy of teaching and learning.

II. **Rationale**

Course content is founded on the premises that

A. Effective leadership and teaching pedagogy positively impacts the achievement, well-being, and success of students, clients, counselors, educators, and organizations.

B. Professionals can learn the skills and competencies consistent with leadership and teaching effectiveness.

C. Counselors have an ethical responsibility to understand the aforementioned premises in a manner that is reflective of our diverse society.

III. **State Adopted Proficiencies**

N/A

IV. **TExES Competencies**

N/A

V. **Course Objectives**

A. Students will demonstrate knowledge and understanding of instructional theory and methods relevant to counselor education.

B. Students will demonstrate knowledge and understanding of pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.

C. Students will demonstrate knowledge and understanding of the major roles, responsibilities, and activities of counselor educators.

D. Students will demonstrate knowledge and understanding of ethical, legal, and multicultural issues associated with counselor preparation training.

E. Students will develop and demonstrate a personal philosophy of teaching and learning.

F. Students will demonstrate course design, delivery, and evaluation methods appropriate to course objectives.
G. Students will demonstrate knowledge and understanding of theories and skills of leadership.
H. Students will demonstrate knowledge and understanding of current multicultural issues as they relate to social change theories.

VI. Course Topics
Multiculturalism in counselor teaching and research, theories of leadership and pedagogy. Cultural issues and social justice in counseling leadership and supervision of counseling programs, outcome effectiveness, design and evaluation of program effectiveness, case studies, trends and futuristic approaches in leadership and counselor education, and the development of a personal theory/model of culturally responsive leadership.

VII. Instructional Methods and Techniques
Class will be conducted as a seminar and will include readings, group discussion, individual and class projects/assignments.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>MEANS OF ASSESSMENT:</th>
<th>Activity</th>
<th>Outcomes Assessed</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Integrative Reflection Papers</td>
<td>C, D, G, H</td>
<td>6=30%</td>
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</tr>
<tr>
<td>Syllabi Development</td>
<td>A, B, F</td>
<td>2=10%</td>
<td></td>
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<tr>
<td>Pedagogy Statement</td>
<td>A, B, E, H</td>
<td>15%</td>
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<tr>
<td>Teaching Demonstration &amp; Evaluation</td>
<td>A, F</td>
<td>15%</td>
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<tr>
<td>Counseling Department Vision</td>
<td>C, H</td>
<td>15%</td>
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<tr>
<td>Leadership Project</td>
<td>C, D, G, H</td>
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Integrative Reflection Papers: These papers will give students the opportunity to reflect on the assigned readings. The purpose is not to summarize each of these readings, but to reflect important issues and what was learned as well as connecting ideas presented in the readings. The papers will be 3-4 pages in length.

Leadership Project will be determined by class at first class meeting. The project will focus on one (or potentially more) aspects of culturally responsive leadership (e.g. mentoring, training, social advocacy). An outline of the project as well as an evaluation will be required in addition to other evidence of the completed project.

Teaching Demonstration & Evaluation: Students will find a master’s level course of interest and ask the instructor if he/she can facilitate one class period. The student will teach the course according to his/her teaching philosophy/pedagogy. Student will also develop an evaluation form (or method) for the class to provide feedback on her/his teaching based on his/her teaching philosophy/pedagogy.

Syllabi Development: Students will develop two syllabi for courses related to their interests and present their reasoning for course topics, assignment, etc. to the class.

Counseling Department Vision: Includes a vision/mission statement, dept emphasis, desired faculty interests, academic programs, student development aspects including mentoring and retention components, any course foci or offerings that emphasize your dept mission.

Pedagogy Statement: Students will write a description of their developing teaching pedagogy. Some questions to answer would be: How do you want students to learn? What are your assumptions about students? What do you consider “learning”? What is your teaching style?
Classroom facilitation/interaction? Please include references. Approximate page length is between 2-5 pages.

A: 90-100;   B: 80-89;   C: 70-79;   D: 60-69;   F: below 60

**IX. Course Schedule and Policies**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1/16/12</td>
<td>Dr. Martin Luther King, Jr. Day</td>
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<td>1/19/12</td>
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<tr>
<td>Date</td>
<td>Course/Research Area</td>
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<tr>
<td>2/02/12</td>
<td>Ethics in MC counseling, Critical Pedagogy</td>
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<tr>
<td>2/09/12</td>
<td>Identity Development</td>
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<td>2/16/12</td>
<td>Identity Development &amp; Acculturation</td>
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<td>2/23/12</td>
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<td>4/05/12</td>
<td>Transformational Leadership, Emotional Intelligence,</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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</tbody>
</table>
Hispanic leadership development and its policy impact  
(Ramirez)

Gonzalez (2007). Building sustainable power: Latino scholars  
and academic leadership positions at U.S. institutions of higher  
learning  

counselor educators.  

Portman, T.A.A. & Garrett, M.T. (2005). Beloved women:  
Nurturing the sacred fire of leadership from an American Indian  
perspective.  

in the counseling profession.  

**DUE: Integrative Reflection Paper #6**  
**DUE: All Teaching Demonstration Evaluations**

| 5/03/12 | Final Class  
|---------|-------------  
|         | **DUE: Counseling Department Vision**  
|         | **DUE: Syllabi**  
|         | **Leadership Project should be complete by the end of the semester**  

**Policies**  
The course is offered in a seminar format requiring students to complete assigned and  
self selected readings and actively contribute to class discussions and activities.  
All assignments should be typed. No handwritten work will be accepted. No late work will be  
accepted.  
Attendance and punctuality are mandatory and the responsibility of the student. Any excused  
absence is left to the discretion of the instructor.  

**Syllabus Disclaimer:**  
While the provisions of this syllabus are as accurate and complete as possible, the instructor  
reserves the right to change any provisions herein, with notice if circumstances so warrant. Every  
effort will be made to keep students advised of such changes and information about such changes  
will be available at all times from the instructor. It is the responsibility of each student to know  
what changes, if any, have been made to the provisions of this syllabus and to successfully  
complete the requirements of this course. Questions regarding information on the syllabus and  
course requirements need to be addressed by students when the syllabus is received.
X.  **Textbook(s)**  


Other assigned readings will be provided by the professor.

XI.  **Bibliography**  


Lipman-Blumen, J. (2006). The allure of toxic leaders: Why we follow destructive bosses and corrupt politicians--and how we can survive them. USA: Oxford University Press.


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.