I. Course Description
This course is an exploration of issues of leadership and teaching in counselor education within a diverse society. Students who choose to will engage in a study abroad immersion and with specific focus on Costa Rican culture and 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
2. CACREP Standard II-C-4. Knows pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.
3. CACREP Standard IV-C-1 Understands the major roles, responsibilities, and activities of counselor educators.
4. CACREP Standard IV-C-2 Knows instructional theory and methods relevant to counselor education.
5. CACREP Standard IV-C-3 Understands ethical, legal, and multicultural issues associated with counselor preparation training.
6. CACREP Standard IV-D-1 Develops and demonstrates a personal philosophy of teaching and learning.
7. CACREP Standard IV-D-2 Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
8. CACREP Standard IV-D-3 Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

9. CACREP Standard IV-I-1 Understands theories and skills of leadership.

10. CACREP Standard IV-I-2 Understands advocacy models

11. CACREP Standard IV-I-3 Identifies current multicultural issues as they relate to social change theories.

12. CACREP Standard IV-I-4 Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

13. CACREP Standard IV-I-5 Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

**Student Learning Outcomes**

A. Students will demonstrate knowledge and understanding of instructional theory and methods relevant to counselor education as evidenced by successful completion of class assignments such as syllabi development, developing a pedagogy statement, and executing a teaching demonstration with instructor and student evaluation.

B. Students will demonstrate knowledge and understanding of pedagogy relevant to multicultural issues and advocacy as evidenced by their competent articulation of these issues in course assignments.

C. Students will demonstrate knowledge and understanding of ethical, legal, and multicultural issues associated with counselor preparation training via seminar discussion and inclusion of such principles as guiding framework of course assignment and/or projects.

D. Students will develop and demonstrate a personal philosophy of teaching and learning as evidenced by articulating such a philosophy in a formal pedagogy statement.

E. Students will demonstrate course design, delivery, and evaluation methods appropriate to course objectives as evidenced by a form of teaching demonstration evaluated by students and instructor.

F. Students will demonstrate knowledge and understanding of theories and skills of leadership as evidenced by successful completion of course assignments and/or assessments.

G. Students will demonstrate knowledge and understanding of current multicultural issues and advocacy as evidenced by successful completion of course assignments and/or assessments.

**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.

Students who do not attend the Costa Rica study abroad experience will engage in class electronically through Blackboard. This will include readings and discussions, and submission of assignments online.
VIII. Evaluation and Grade Assignment

MEANS OF ASSESSMENT:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcomes Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Reflection Papers</td>
<td>C, D, G, H</td>
<td>30%</td>
</tr>
<tr>
<td>Syllabi Development</td>
<td>A, B, F</td>
<td>10%</td>
</tr>
<tr>
<td>Pedagogy Statement</td>
<td>A, B, E, H</td>
<td>15%</td>
</tr>
<tr>
<td>Teaching Demonstration &amp; Evaluation</td>
<td>A, F</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Manuscript Submission</td>
<td>C, H</td>
<td>15%</td>
</tr>
<tr>
<td>Leadership and Supervision Project</td>
<td>C, D, G, H</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Integrative Reflection Papers:** These papers will give students the opportunity to reflect on the assigned readings and their experiences during the Costa Rica trip, or their experiences during the course experience. 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 1-2 pages in length.

**Leadership Project** Doctoral students will work directly with master’s students to develop a project that will focus on an aspect of clinical/programming needs and culturally responsive leadership in Costa Rica (e.g. mentoring, training, social advocacy). Doctoral students will work alongside faculty to supervise master’s students during the Costa Rica trip, including helping them process information learned and engaging them in personal reflection of their experiences.

Students who do not attend the Costa Rica trip will choose and implement their own individual leadership project that must be approved by the faculty instructor beforehand.

**Teaching Demonstration & Evaluation:** The student will teach one master’s level class period during the Costa Rica trip according to his/her teaching philosophy/pedagogy, or one class period of a summer session class at TAMUCC. The 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 a syllabi for a course related to their interests and present their reasoning for course topics, assignment, etc. to the class.

**Prepare a manuscript of professional quality for submission to a professional journal** Students will prepare a manuscript for publication demonstrating their command of APA writing style techniques and mechanics on an original topic related to multicultural issues (15-20 pages). This submission may be directly related to the activities engaged in Costa Rica, and will address the major roles and responsibilities of counselor educators in relate to this topic.

**Pedagogy Statement:** After their cultural immersion experience, 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

This is a fluid syllabus and may be subject to change at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/26/2012</td>
<td>Pre-Trip Meeting</td>
</tr>
<tr>
<td></td>
<td>Review of Syllabus, Soltis Center Policies, Travel Details</td>
</tr>
<tr>
<td>7/17/2012</td>
<td>Pre-Trip Focus Group</td>
</tr>
<tr>
<td>7/24/2012</td>
<td>Arrive in Costa Rica</td>
</tr>
<tr>
<td></td>
<td>Orientation to site, group discussion and reflection</td>
</tr>
<tr>
<td>7/25/2012</td>
<td>Visit Sites</td>
</tr>
<tr>
<td></td>
<td>Classroom discussion, activities, and reflection</td>
</tr>
<tr>
<td>7/26/2012</td>
<td>Visit Sites</td>
</tr>
<tr>
<td></td>
<td>Classroom discussion, activities, and reflection</td>
</tr>
<tr>
<td>7/27/2012</td>
<td>Visit Sites</td>
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<tr>
<td></td>
<td>Classroom discussion, activities, and reflection</td>
</tr>
<tr>
<td>7/28/2012</td>
<td>Visit Sites</td>
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<tr>
<td></td>
<td>Classroom discussion, activities, and reflection</td>
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<tr>
<td>7/29/2012</td>
<td>Visit Sites</td>
</tr>
<tr>
<td></td>
<td>Classroom discussion, activities, and reflection</td>
</tr>
<tr>
<td>7/30/2012</td>
<td>Depart Costa Rica</td>
</tr>
<tr>
<td>8/6/2012</td>
<td>Post-Trip Focus Group</td>
</tr>
<tr>
<td>8/10/2012</td>
<td>Final day to turn in assignments</td>
</tr>
</tbody>
</table>

*Students who do not attend the Costa Rica study abroad experience will have the semester to complete all of the above listed assignments. The last day to turn in assignments is 8/10/12.

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.

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. **Academic Integrity**

    University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the Student Handbook. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

XIV. **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.

XV. 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.


