I. **Course Description**
This course is an 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**
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.
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 and developing a pedagogy statement.
B. 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 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 syllabi development.
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**

   A. Traditional Methods (lecture/discussion, guest speakers; videos)
   B. Student presentations (critiques and discussion)
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>Reading Assignments/Discussion</td>
<td>A,B,C,D,E,F,G</td>
<td>10%</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>B,C,F,G</td>
<td>20%</td>
</tr>
<tr>
<td>Syllabi Development</td>
<td>A, B, F</td>
<td>10%</td>
</tr>
<tr>
<td>Pedagogy Statement</td>
<td>A, B, D, G</td>
<td>15%</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>A, E,G</td>
<td>15%</td>
</tr>
<tr>
<td>Leadership Project</td>
<td>C, F,G</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Reading assignments and discussion:** Reading assignments and activities in the assigned textbooks will be completed for discussion during scheduled class meetings. In addition, students are expected to lead the discussion on one day of class over the assigned readings from the text for the day.

**Curriculum Vitae:** Students will develop and submit complete professional curriculum vitae.

**Leadership Project** Students will develop a project or program that stretches and utilizes their skills as leaders in counselor education. Leadership project must be approved by the faculty instructor beforehand.

**Electronic Portfolio:** Students will develop and present a professional e-portfolio to the class.

**Syllabi Development:** Students will develop a syllabus for a course related to their interests and present their reasoning for course topics, assignment, etc. to the class.

**Pedagogy Statement:** After reading relevant articles and resources, students will write a description of their developing teaching philosophy. 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>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30</td>
<td>Introduction</td>
<td>McKeachie: Ch. 1-Ch. 3 Bennis &amp; Goldsmith: Ch. 1</td>
</tr>
<tr>
<td>June 4</td>
<td><strong>Leadership Practices</strong></td>
<td>Bring Completed SLPI to class</td>
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<tr>
<td></td>
<td>Audacious Leadership</td>
<td>SLPI Chapter (handed out in class)</td>
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<tr>
<td></td>
<td>Providing Feedback in Teaching</td>
<td>McKeachie: Ch.9, Bennis &amp; Goldsmith: Ch. 2</td>
</tr>
<tr>
<td>June 6</td>
<td><strong>How to create a Curriculum Vitae</strong></td>
<td>Leadership Project Proposals Due</td>
</tr>
<tr>
<td></td>
<td>Mastering the Context:</td>
<td>McKeachie: Ch. 5, Ch. 14, Bennis &amp; Goldsmith: Ch. 3</td>
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<tr>
<td></td>
<td>Competency One</td>
<td></td>
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<tr>
<td></td>
<td>Active Learning, Facilitating Discussion</td>
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<tr>
<td>June 9</td>
<td><strong>How to develop E-Portfolios</strong></td>
<td>McKeachie: Ch. 6, Bennis &amp; Goldsmith: Ch. 4</td>
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<tr>
<td></td>
<td>(bring laptops to class)</td>
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<tr>
<td></td>
<td>Lecturing</td>
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<tr>
<td></td>
<td>Knowing Yourself: Competency Two</td>
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<tr>
<td>June 16</td>
<td><strong>Teaching Philosophies</strong></td>
<td>Teaching Philosophy Articles (Blackboard)</td>
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<tr>
<td></td>
<td>Teaching Thinking</td>
<td>McKeachie: Ch. 21, Bennis &amp; Goldsmith: Ch. 5</td>
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<tr>
<td></td>
<td>Creating a Powerful Vision:</td>
<td><strong>Curriculum Vitae Due</strong></td>
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<tr>
<td></td>
<td>Competency Three</td>
<td></td>
</tr>
<tr>
<td>June 21</td>
<td><strong>Leadership in Counselor Education</strong></td>
<td>McKeachie: Ch. 15, Bennis &amp; Goldsmith: Ch. 6</td>
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<tr>
<td></td>
<td>Experiential Learning</td>
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<td></td>
<td>Communicating with Meaning:</td>
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<td></td>
<td>Competency Four</td>
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<tr>
<td>June 23</td>
<td>Technology and Teaching</td>
<td>McKeachie: Ch. 17, Bennis &amp; Goldsmith: Ch. 7</td>
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<tr>
<td></td>
<td>Maintaining Trust Through</td>
<td><strong>Teaching Philosophy Due</strong></td>
</tr>
<tr>
<td></td>
<td>Integrity: Competency Five</td>
<td></td>
</tr>
<tr>
<td>June 28</td>
<td><strong>Diversity and Ethics in Teaching and Leadership</strong></td>
<td>McKeachie: Ch.12, Ch. 13 Ch.22 Bennis &amp; Goldsmith: Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Teaching Culturally Diverse Students; Different Students, Different Challenges, The Ethics of Teaching</td>
<td><em>Syllabi Due</em></td>
</tr>
<tr>
<td></td>
<td>Realizing Intention Through Action: Competency Six</td>
<td><em>Bring second completed SLPI report to class for discussion</em></td>
</tr>
<tr>
<td>June 30</td>
<td>E-Portfolio Presentations and final presentations of Leadership Project in Class</td>
<td></td>
</tr>
</tbody>
</table>

## 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.

Civility

The demonstration of courtesy may be more of a reflection of an individual than feelings toward others. Civility, therefore is a reflection of one’s professionalism and ethics. When breaches in civility occur (e.g., cell phones, texting, email, talking, etc.), both the learning environment and professional environment may be compromised. I strongly encourage personal and professional boundaries with regards to civility in a graduate class. For many of you, this is the last opportunity to be a student. Enjoy the learning process. While respect may vary toward peers, and even the instructor, respect for the academic environment and the credential pursued should be acknowledged.

X. Textbook(s)


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 Rule13.02.99.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.
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. Leadership Project

The purpose of the leadership project is for students to demonstrate knowledge and understanding of leadership skills/theories, current multicultural issues, ethical/legal issues, and related pedagogy associated with counselor preparation training via application to a project that focuses on programming needs. Students will develop summative and formative measures of assessment and present a final product to the instructor via report with examples

Rubric (100 possible points)

100-80: Project report demonstrates and clearly delineates knowledge and understanding of leadership skills/theories, current multicultural issues, ethical/legal issues, and related pedagogy. All students contributed equally, interventions and assessments of those interventions are clear and measurable.

79-60: Project report demonstrates some knowledge and understanding of leadership skills/theories, current multicultural issues, ethical/legal issues, and related pedagogy but does not cover all aspects. For the most part students seem to have contributed equally; interventions include assessments of those interventions.
Project report does not demonstrate knowledge and understanding of leadership skills/theories; current multicultural issues, ethical/legal issues, and pedagogy, or is incomplete. Not all students contributed; interventions and assessments are unclear or incomplete.

XVI. Bibliography


