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
Course Objectives
1. CACREP Section 6-B-3- a Roles and responsibilities related to educating counselors
2. CACREP Section 6-B-3- b Pedagogy and teaching methods relevant to counselor education
3. CACREP Section 6-B-3- d Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
4. CACREP Section 6-B-3- f Screening, remediation, and gatekeeping functions relevant to teaching
5. CACREP Section 6-B-3- h Ethical and culturally relevant strategies used in counselor preparation
6. CACREP Section 6-B-5-a Theories and skills of leadership
7. CACREP Section 6-B-5-f Leadership roles and strategies for responding to crises and disasters
8. CACREP Section 6-B-5-h Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
9. CACREP Section 6-B-5-i Role of counselors and counselor educators advocating on behalf of the profession and professional identity
10. CACREP Section 6-B-5-j Models and competencies for advocating for clients at the individual, system, and policy levels
11. CACREP Section 6-B-5-k Strategies of leadership in relation to current multicultural and social justice issues
12. CACREP Section 6-B-5-l Ethical and cultural relevant leadership and advocacy practices

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.

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.

VI. 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>Points</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 (10 points possible).

**Curriculum Vitae:** Students will develop and submit complete professional curriculum vitae, and bring a copy to class on the assigned day to receive feedback from instructor and peers. Students will then make changes and edits as appropriate and submit a final CV on the last day of class to receive all possible points (15 points possible).

**Leadership Project:** Students will work in small groups to develop an assessment of counselor education leadership. This assessment should be based on theory, as well as context of the specific needs of leadership in the counseling profession. Groups will present their assessments on the last day of class, with an accompanying PowerPoint describing underlying theory, sources, and justifications for all aspects of the assessment.

**Rubric (30 points possible):**

<table>
<thead>
<tr>
<th>Spelling/Grammar (5 Points)</th>
<th>grammar, spelling, punctuation, and mechanics are all correct (assessment and presentation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (15 points)</td>
<td>Assessment is based in leadership theory, addresses leadership needs in counselor</td>
</tr>
</tbody>
</table>
Applicability and measurability (10 Points)

Assessment is clear, measurable, and has face validity.

Electronic Portfolio: Students will develop and present a professional e-portfolio to the class. Rubric (10 points possible):

<table>
<thead>
<tr>
<th>Spelling/Grammar (3 Points)</th>
<th>all content contains proper grammar, spelling, and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (5 points)</td>
<td>appropriate amount of personal and professional content to represent the student; content is relevant to counselor education</td>
</tr>
<tr>
<td>Organization/Presentation (2 Points)</td>
<td>Portfolio flows well with content well organized and easy for viewers to navigate</td>
</tr>
</tbody>
</table>

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. Rubric: (10 points possible):

<table>
<thead>
<tr>
<th>Spelling/Grammar (3 Points)</th>
<th>grammar, spelling, punctuation, and mechanics are all correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (5 points)</td>
<td>Includes aspects of a typical syllabus including: Points and grading, relevant CACREP standards, complete descriptions of all assignments (including rubrics as necessary) class schedule, textbook, and policies.</td>
</tr>
<tr>
<td>Applicability (2 Points)</td>
<td>Assignments are reasonable and attainable within the timeframe allotted. Student learning objectives are clear and relate directly to course assignments</td>
</tr>
</tbody>
</table>

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.
Rubric: (15 points possible):

<table>
<thead>
<tr>
<th>Spelling/Grammar (3 Points)</th>
<th>grammar, spelling, punctuation, and mechanics are all correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (10 points)</td>
<td>References pedagogical theory, discusses approaches to student learning as well as teaching methods and beliefs</td>
</tr>
<tr>
<td>Organization/Presentation (2 Points)</td>
<td>Statement is well organized and follows a logical flow of information</td>
</tr>
</tbody>
</table>

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 31</td>
<td>Introduction</td>
<td>Assessing Leadership Styles Article (Blackboard)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leaders &amp; Legacies: Ch. 1&amp;2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bennis &amp; Goldsmith: Ch. 1</td>
</tr>
<tr>
<td>June 5</td>
<td>Leadership Practices</td>
<td>Discussion Leaders:</td>
</tr>
<tr>
<td></td>
<td>Audacious Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing Feedback in Teaching</td>
<td></td>
</tr>
<tr>
<td>June 7</td>
<td>How to create a Curriculum Vitae</td>
<td>Discussion Leaders:</td>
</tr>
<tr>
<td></td>
<td>Mastering the Context:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competency One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Learning, Facilitating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article online (Blackboard)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leaders &amp; Legacies: Ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McKeachie: Ch. 5, Ch. 14, Bennis &amp; Goldsmith: Ch. 3</td>
<td></td>
</tr>
</tbody>
</table>
| June 12 | **How to develop E-Portfolios**  
(bring laptops to class)  
Lecturing  
Knowing Yourself: Competency Two | Discussion Leaders:  
__________________________  
__________________________  
Article online (Blackboard)  
Leaders & Legacies: Ch. 5  
McKeachie: Ch. 6, Bennis & Goldsmith: Ch. 4 |
| June 14 | **Teaching Philosophies**  
Teaching Thinking  
Creating a Powerful Vision: Competency Three | Discussion Leaders:  
__________________________  
__________________________  
Teaching Philosophy Articles (Blackboard)  
McKeachie: Ch. 21, Bennis & Goldsmith: Ch. 5  
**Curriculum Vitae Due - Bring paper copy to class** |
| June 19 | **Legislative Advocacy in Counseling**  
Experiential Learning  
Communicating with Meaning: Competency Four | Discussion Leaders:  
__________________________  
__________________________  
Additional Readings Online (Blackboard)  
McKeachie: Ch. 15, Bennis & Goldsmith: Ch. 6 |
| June 21 | **Technology and Teaching**  
Maintaining Trust Through Integrity: Competency Five | Discussion Leaders:  
__________________________  
__________________________  
Leaders & Legacies Ch. 3  
McKeachie: Ch. 17, Bennis & Goldsmith: Ch. 7 |
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.

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)


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 26</td>
<td>Diversity and Ethics in Teaching and Leadership</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 Realizing Intention Through Action: Competency Six</td>
<td>Syllabi Due</td>
</tr>
<tr>
<td>June 28</td>
<td>E-Portfolio Presentations and final presentations of Leadership Assessments in class Teaching Philosophy Due</td>
<td>Syllabi Due</td>
</tr>
</tbody>
</table>
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.


