CNEP 6355 LEADERSHIP, PEDAGOGY, AND DIVERSITY

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Semester: Summer 1 2019
Class Date: M,W
Class Time: 6:00-9:45PM
Class Location: 219A

Course Description

CNEP 6355: Leadership, Pedagogy, and Diversity (3 SCH). 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.

Rationale

Course content is founded on the premises that effective leadership and teaching pedagogy positively impacts the achievement, well-being, and success of students, clients, counselors, educators, and organizations. Professionals can learn the skills and competencies consistent with leadership and teaching effectiveness. Counselors have an ethical responsibility to understand the aforementioned premises in a manner that is reflective of our diverse society.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 6.B.3.a**: Roles and responsibilities related to educating counselors
  
  *Students will successfully complete this learning objective by achieving a score of 80% or higher on the teaching philosophy assignment.*
CACREP Standard 6.B.3.b: Pedagogy and teaching methods relevant to counselor education. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the teaching philosophy assignment.]

CACREP Standard 6.B.3.f: Screening, remediation, and gatekeeping functions relevant to teaching. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.3.i: the role of mentoring in counselor education. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the professional genogram and doctoral orientation assignment.]

CACREP Standard 6.B.5.a: theories and skills of leadership. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.5.b: leadership and leadership development in professional organizations. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.5.c: leadership in counselor education programs. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.5.d: knowledge of accreditation standards and processes. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.5.e: leadership, management, and administration in counseling organizations and other institutions. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.5.f: leadership roles and strategies for responding to crises and disasters. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]

CACREP Standard 6.B.5.i: role of counselors and counselor educators advocating on behalf of the profession and professional identity. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.]
• **CACREP Standard 6.B.5.j:** models and competencies for advocating for clients at the individual, system, and policy levels. Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.

• **CACREP Standard 6.B.5.k:** strategies of leadership in relation to current multicultural and social justice issues. Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.

• **CACREP Standard 6.B.5.l:** ethical and culturally relevant leadership and advocacy practices. Students will successfully complete this learning objective by achieving a score of 80% or higher on the Leadership presentation, Class Discussion, and Class Participation Assignments.

• **Evaluation and Grade Assignment**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignments/Discussion</td>
<td>15</td>
</tr>
<tr>
<td>Discussion/Leadership Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Doctoral Student Orientation Project</td>
<td>20</td>
</tr>
<tr>
<td>Professional Genogram</td>
<td>15</td>
</tr>
<tr>
<td>Pedagogy Statement</td>
<td>15</td>
</tr>
<tr>
<td>Final Leadership Paper</td>
<td>15</td>
</tr>
</tbody>
</table>

assigned textbooks will be completed for discussion during scheduled class meetings. Students will be expected to attend class and engage in active discussion based on assigned readings.

**Discussion Leader and Leadership Presentation (20 points):**
Students will sign up for one class session to present the assigned reading material, as well as a presentation of leadership theory and/or related issues. Students should develop material for 1.5 hours of class time each, and may need to coordinate material with another student signed up on the same day. Material should be intentional and engaging, and developed with related CACREP standards and student learning objectives in mind.

**Rubric:**

<table>
<thead>
<tr>
<th>Spelling/Grammar (5 Points)</th>
<th>grammar, spelling, punctuation, and mechanics are all correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (10 points)</td>
<td>Reading assignments are adequately covered in discussion, presentations, and activities.</td>
</tr>
</tbody>
</table>
### Organization/Presentation (5 Points)
Material is clearly intentional with CACREP objectives in mind. Material is engaging and follows a logical flow.

### Doctoral Student Orientation Project (20 points):
Students will work together as a group to design a doctoral orientation for incoming doctoral students. This orientation should include information that is relevant to new doctoral students, as well as information that will increase their possibility for success in the program. Deliverables from this project may include handouts, a PowerPoint presentation, and/or mentorship handbook.

**Rubric:**

<table>
<thead>
<tr>
<th>Spelling/Grammar (5 Points)</th>
<th>Grammar, spelling, punctuation, and mechanics are all correct on any relevant materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (10 points)</td>
<td>Material is relevant to incoming doctoral students, and includes information that will enhance success.</td>
</tr>
<tr>
<td>Organization/Presentation (5 Points)</td>
<td>Material is well presented, intentional, and follows a logical flow. Materials increase participants understanding of the topics.</td>
</tr>
</tbody>
</table>

### Professional genogram (15 points): After reading relevant material, students will complete a professional genogram. This should include information on at least two mentors in counselor education, as well as their mentors, and anyone the student is currently mentoring. The genogram should include relevant counseling, leadership, and supervision theories. Students will bring a hardcopy to class on the due date and be prepared to share and discuss with colleagues.

**Rubric:**

<table>
<thead>
<tr>
<th>Content (10 points)</th>
<th>Genogram is completed to the best of student’s ability, and includes at least two mentors in counselor education, as well as their mentors, and relevant counseling, leadership, and supervision theories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization/Presentation (5 Points)</td>
<td>Material is clearly presented in an organized manner.</td>
</tr>
</tbody>
</table>

### Pedagogy Statement (15 points): 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:**
Spelling/Grammar (3 Points)  | grammar, spelling, punctuation, and mechanics are all correct  
Content (10 points) | References pedagogical theory, discusses approaches to student learning as well as teaching methods and beliefs  
Organization/Presentation (2 Points) | Statement is well organized and follows a logical flow of information  

**Final Leadership Paper (15 points):** Students will complete 3-5 page reflection paper in APA 6th Edition style. This paper should be a professional paper that incorporates material learned throughout the semester and applies it to the student’s personal development and identity as a leader. Students should also consider and address relevant CACREP objectives. Students will be prepared to discuss what they have learned during the final class session.  
**Rubric:**

| Spelling/Grammar (5 Points) | grammar, spelling, punctuation, and mechanics are all correct, paper is the required page length, and in APA 6th Edition format.  
Content (10 points) | Student discussed material learned in class, and how they have applied to themselves as a developing leader  

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

**VIII. 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>
</table>
| June 3 | Introduction to the Course Dimensions of Leadership in the Counseling Profession, Counseling Milestone and History Makers | Articles on Leadership (Blackboard) Leaders & Legacies: Ch. 1&2  
<p>| June 5 | Dimensions and Areas for Leadership Trait Leadership Approach Bring Completed Leadership Assessments to Class (Blackboard) Teaching Philosophies | Teaching Philosophy Articles (Blackboard) Leaders &amp; Legacies: Ch. 30 Northouse Ch. 2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion Leaders:</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 10</td>
<td>Active Learning, Facilitating Discussion</td>
<td>______________________</td>
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<tr>
<td></td>
<td>The Doctorate in Counselor Education: Implications for Leadership Skills Leadership Approach</td>
<td>______________________</td>
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<tr>
<td></td>
<td>Leaders &amp; Legacies: Ch. 6</td>
<td>McKeachie: Ch. 5, Ch. 14</td>
</tr>
<tr>
<td></td>
<td>Professional Genogram Due</td>
<td>Northouse Ch. 3</td>
</tr>
<tr>
<td>June 12</td>
<td>Lecturing</td>
<td>______________________</td>
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<tr>
<td></td>
<td>Providing Written Feedback for Studies</td>
<td>______________________</td>
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<tr>
<td></td>
<td>Tapping the Potential: Leadership Possibilities for Master’s Degree Students Behavioral Leadership Approach</td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>Leaders &amp; Legacies: Ch. 5</td>
<td>McKeachie: Ch. 6, Ch.9</td>
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<tr>
<td></td>
<td>Professional Genogram Due</td>
<td>Northouse Ch. 4</td>
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<tr>
<td>June 17</td>
<td>Advocacy in Counseling</td>
<td>______________________</td>
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<td></td>
<td>Teaching Thinking</td>
<td>______________________</td>
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<td></td>
<td>School Counselors:</td>
<td>______________________</td>
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<tr>
<td></td>
<td>Leadership Opportunities and Challenges in Schools</td>
<td>Additional Readings Online (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Situational Leadership Approach</td>
<td>Leaders &amp; Legacies: Ch. 3</td>
</tr>
<tr>
<td></td>
<td>McKeachie: Ch. 21</td>
<td>Northouse Ch. 5</td>
</tr>
<tr>
<td>June 19</td>
<td>Experiential Learning</td>
<td>______________________</td>
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<tr>
<td></td>
<td>Technology and Teaching Ethics of Teaching</td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>Transformational &amp; Authentic Leadership</td>
<td>McKeachie: Ch. 15, 17, 22</td>
</tr>
<tr>
<td></td>
<td>Northouse Ch. 8, 9, 13</td>
<td></td>
</tr>
<tr>
<td>June 24</td>
<td>Teaching Culturally Diverse Students; Different Students, Different Challenges</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.

### 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.

### IX. Textbook(s)

**Required:**


**Recommended:**

| June 26 | NO CLASS | GOOD LUCK ON COMPS! |
| July 1  | Professional Leadership at the State, Regional, National, and International Levels | Additional Readings Online (Blackboard) |
|         | Final reflections and discussion, presentation of doctoral student orientation materials | **Doctoral Student Orientation Project Due** |
|         |                                             | **Final Leadership Paper Due** |

The Multicultural Competencies, Leadership and Gender/Culture Leadership in Crisis and Disaster Situations  
McKeachie: Ch.12, Ch. 13  
Northouse Ch. 15, 16  
Additional Readings Online (Blackboard)  
**Teaching Philosophy Due**
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.

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.

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 Corpus Christi Hall 116.

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


