I. **Course Description**
This course is an exploration of issues of leadership 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, theories, and skills.

II. **Rationale**
Course content is founded on the premises that
A. Effective leadership 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 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 and Learning Outcomes**

*This course is designed to meet 2016 CACREP standards. Specific standards include:*

1. **CACREP Section 6.B.3.i: the role of mentoring in counselor education**
   *SLO: Students will earn a grade of ‘B’ or above on professional genogram and doctoral orientation assignment.*

2. **CACREP Section 6.B.5.a: theories and skills of leadership**
   *SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.*

3. **CACREP Section 6.B.5.b: leadership and leadership development in professional organizations**
   *SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.*

4. **CACREP Section 6.B.5.c: leadership in counselor education programs**
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

5. CACREP Section 6.B.5.d: knowledge of accreditation standards and processes
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

6. CACREP Section 6.B.5.e: leadership, management, and administration in counseling organizations and other institutions
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

7. CACREP Section 6.B.5.i: role of counselors and counselor educators advocating on behalf of the profession and professional identity
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

8. CACREP Section 6.B.5.j: models and competencies for advocating for clients at the individual, system, and policy levels
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

9. CACREP Section 6.B.5.k: strategies of leadership in relation to current multicultural and social justice issues
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

10. CACREP Section 6.B.5.l: ethical and culturally relevant leadership and advocacy practices
SLO: Students will earn a grade of ‘B’ or above on leadership presentation and class discussion assignment, as well as a grade of ‘B’ or above on class participation points.

VI. Course Topics
Theories of leadership, 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

*Reading assignments and discussion (15 points):* Reading assignments and activities in the 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>
<tr>
<td>Organization/Presentation (5 Points)</td>
<td>Material is clearly intentional with CACREP objectives in mind. Material is engaging and follows a logical flow.</td>
</tr>
</tbody>
</table>

*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>
**Leadership Project (35 points):** 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. The purpose of the leadership project is for students to demonstrate knowledge and understanding of leadership and advocacy associated with the counseling profession. Students will develop summative and formative measures of assessment and present a final product to the instructor via report with examples. Students will also develop a formal presentation of the final product in class. Leadership projects can be conducted as a group, or individually. Expectations for project depth and breadth will be related to the number of students involved in the project.

**Rubric:**

<table>
<thead>
<tr>
<th>Excellent (35-32 Points)</th>
<th>Project report demonstrates and clearly delineates knowledge and understanding of leadership skills/theories. All students contributed equally, interventions and assessments of those interventions are clear and measurable. Project clearly promotes leadership growth of individual or group members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (31-28 Points)</td>
<td>Project report demonstrates some knowledge and understanding of leadership skills/theories but does not cover all aspects. For the most part students seem to have contributed equally; interventions include assessments of those interventions. Project promotes some leadership growth in individual or group members.</td>
</tr>
<tr>
<td>Poor/fair (27 Points and below)</td>
<td>Project report does not demonstrate knowledge and understanding of leadership skills/theories; or is incomplete. Not all students contributed; interventions and assessments are unclear or incomplete. Project does not promote leadership growth of individual or group members.</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:**

| Content (10 points) | 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. |
**Organization/Presentation (5 Points)**

Material is clearly presented in an organized manner.

**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:**

<table>
<thead>
<tr>
<th>Spelling/Grammar (5 Points)</th>
<th>grammar, spelling, punctuation, and mechanics are all correct, paper is the required page length, and in APA 6th Edition format.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (10 points)</td>
<td>Student discussed material learned in class, and how they have applied to themselves as a developing leader</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>1</td>
<td>Introduction to the Course Dimensions of Leadership in the Counseling Profession, Counseling Milestone and History Makers</td>
<td>Articles on Leadership (Blackboard) Leaders &amp; Legacies: Ch. 1&amp;2</td>
</tr>
<tr>
<td>2</td>
<td>Dimensions and Areas for Leadership Trait Leadership Approach Submit Completed Leadership Assessments in Class (Blackboard)</td>
<td>Discussion Leader: Leaders &amp; Legacies: Ch. 30 Northouse Ch. 2</td>
</tr>
<tr>
<td>3</td>
<td>The Doctorate in Counselor Education: Implications for Leadership Skills Leadership Approach</td>
<td>Discussion Leaders: Leaders &amp; Legacies: Ch. 6</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Discussion Leaders</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 4    | Tapping the Potential: Leadership Possibilities for Master’s Degree Students | Discussion Leaders: ____________________
Behavioral Leadership Approach | Leaders & Legacies: Ch. 5 Northouse Ch. 4 |
| 5    | Advocacy in Counseling School Counselors: Leadership Opportunities and Challenges in Schools | Discussion Leaders: ____________________
Situation Leadership Approach | Additional Readings Online (Blackboard) Leaders & Legacies: Ch. 3 Northouse Ch. 5 |
| 6    | Transformational Leadership | Discussion Leaders: ____________________
| 7    | Authentic Leadership | Discussion Leaders: ____________________
Leadership Ethics | Northouse Ch. 9, 13 Additional Readings Online (Blackboard) |
| 8    | The Multicultural Competencies, Leadership and Gender/Culture Presentation and Discussion of Orientation Materials in Class | Discussion Leaders: ____________________
| | | | Northouse Ch. 15, 16 |
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)

Required

Recommended

*This text can be accessed through the TAMUCC library. Permalink to e-book:

XI. 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.

XII. 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.

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.

XIV. Bibliography


