



COUN 622: Advanced Seminar in Counseling Diverse Populations

Course Syllabus:

Fall 2022

Aug 29-December 16

CHEC

Tuesday, 7:20-10:10 pm

INSTRUCTOR INFORMATION

Instructor: Edith Gonzalez. PhD, NCC

Office Location: BIN 223

Office Hours: Online, by appointment

University Email Address: edith.gonzalez@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 48 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Note: This course will use D2L as its Learning Management System

Required Supplemental Readings

1. Borders, L. D. (2019). Science of learning: evidence-based teaching in the clinical supervision classroom. *Counselor Education and Supervision*, 58, 64-79.
<https://doi.org/10.1002/ceas.12124>
2. Chan, C. D., DaDiego, A. C., & Band, M. P. (2019). Moving counselor educators to influential roles as advocates: an ecological systems approach to student-focused advocacy. *Journal of Counselor Leadership and Advocacy*, 6(1), 20-41.
<https://doi.org/10.1080/2326716X.2018.1545614>
3. Farrell, I. C., Minton, C. A. B. (2019). Advocacy among counseling leaders: the three-tiered legislative professional advocacy model. *Journal of Counselor Leadership and Advocacy*, 6(2), 144-159. <https://doi.org/10.1080/2326716X.2019.1644254>
4. Kaplan, D. M., & Gladding, S. T. (2011). A vision for the future of counseling: The 20/20 Principles for Unifying and Strengthening the Profession. *Journal of Counseling & Development*, 89, 367–372. <https://doi.org/10.1002/j.1556-6678.2011.tb00101.x>

The syllabus/schedule are subject to change.

5. Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development*, 92, 366– 372. <https://doi.org/10.1002/j.1556-6676.2014.00164.x>
6. Lee, A. (2018). Clinical supervision of international supervisees: suggestions for multicultural supervision. *International Journal of Advanced Counseling*, 40, 60-71.
<https://doi.org/10.1007/s10447-017-9312-0>
7. Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2020). ACA Advocacy Competencies (Updated 2018). https://www.counseling.org/docs/default-source/competencies/aca-advocacycompetencies-updated-may-2020.pdf?sfvrsn=f410212c_4
8. Pack-Brown, S. P., Thomas, T. L., & Seymour, J. M. (2008). Infusing professional ethics into counselor education programs: Multicultural/social justice perspective. *Journal of Counseling and Development*, 86, 296-302.
9. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies: guidelines for counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48.
<https://doi.org/10.1002/jmcd.12035>
10. Ratts, M. J., & Hutchins, A. (2009). ACA Advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development*, 87(3), 269-275.

Special Topics Readings: Additional readings are assigned throughout the semester for most classes and are posted online in the course management program for the assigned week. Check Course Calendar and online each week- these are mandatory readings.

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 622. *Advanced Seminar in Counseling Diverse Populations*

This course addresses multiculturalism, diversity, social justice, and the contributing roles of racial, ethnic, and cultural heritages; socioeconomic status, family structure, age, gender, sexual orientation, and other forms of diversity; and issues of equity. Students will explore theories and research distinguishing among multiculturalism, diversity, and social justice constructs. They will increase their familiarity with multicultural and advocacy competencies in the counseling profession. A goal of this course is to enable counseling professionals to apply knowledge of self and cultural awareness to enhance multicultural relationships during counseling interventions.

The syllabus/schedule are subject to change.

General Course Information

This course provides students with a variety of opportunities to increase their level of personal (self-reflective) awareness, and clinical awareness, knowledge, skills in working with diverse populations. This increased level of cultural competence better prepares students to teach, supervise, and mentor counseling trainees and novice practitioners, to conduct culturally sensitive research, and to provide direct services to culturally diverse clients.

Doctoral Student Learning Outcomes:

2016 CACREP Standards Addressed in COUN 622

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.1.f. ethical and culturally relevant counseling in multiple settings	<ul style="list-style-type: none"> Lecture (Week 2) Readings: MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) Ratts, Nassar-McMillan, Butler, & McCullough, (2015). 	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.k. culturally relevant strategies for conducting clinical supervision	<ul style="list-style-type: none"> Lecture (Week 5) Readings: MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) ACES Best Practices CACREP Standards Ratts, Nassar-McMillan, Butler, & McCullough, (2015). 	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

	<p>Borders (2019)</p> <p>Lee, A. (2018)</p> <p>Pack-Brown, Thomas, & Seymour, (2008)</p>			
<p>6.B.3.h. ethical and culturally relevant strategies used in counselor preparation</p>	<ul style="list-style-type: none"> • Lecture (Week 5) • Readings: MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) ACES Best Practices CACREP Standards <p>Ratts, Nassar-McMillan, Butler, & McCullough, (2015)</p> <p>Borders (2019)</p> <p>Lee, A. (2018)</p> <p>Pack-Brown, Thomas, & Seymour, (2008)</p>	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<p>6.B.5.i. role of counselors and counselor educators advocating on behalf of the profession and</p>	<ul style="list-style-type: none"> • Lecture (week 14) <p>Readings: Chan, DaDiego, & Band (2019); Farrell & Minton, (2019); Kaplan & Gladding (2011); Kaplan, Tarvydas, & Gladding, (2014).</p>	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

professional identity				
6.B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels	<ul style="list-style-type: none"> Lecture (week 2, 10) Readings: MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) Ratts, Nassar-McMillan, Butler, & McCullough, (2015); Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2020). ACA Advocacy Competencies (Updated 2018). https://www.counseling.org/docs/default-source/competencies/aca-advocacycompetencies-updated-may-2020.pdf?sfvrsn=f410212c_4; Ratts, M. J., & Hutchins, A. (2009) 	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.k. strategies of leadership in relation to current multicultural and social justice issues	<ul style="list-style-type: none"> Lecture (week 11) Readings: Leadership Theories http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm 8 Leadership Theories Made Simple https://guycounseling.com/leadership-theories-made-simple/ 	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

6.B.5.I. ethical and culturally relevant leadership and advocacy practices	<ul style="list-style-type: none"> Lecture (week 10) Readings: MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) Ratts, Nassar-McMillan, Butler, & McCullough, (2015). 	1. Final Presentation	1. Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
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CONTENT AREAS include, but are not limited to, the following:

At a minimum, this course will cover:

- I. Counselors as Agents of Social Justice
- II. Multicultural and Diversity Competencies
- III. Advocacy Competencies

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.

The syllabus/schedule are subject to change.

2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth

Assignments/Assessments

1. Class Participation & Attendance (30 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – Exceeds
Expectations (27-30
points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – Meets
Expectations (24 – 26
points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – Does Not Meet
Expectations (0-25
points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. **Outlines (10 points each; 40 points total):** Outlines for each section (see course schedule) will be submitted for counseling, supervision, counselor education, and leadership and advocacy. More details in class.

Outline Rubric

Category	1 – Does Not Meet Expectation (0 – 7.9 points)	2 – Meets Expectation (8.0 – 8.9 points)	3 – Exceeds Expectation (9.0 – 10.0 points)
Description of literature and strategies (10 points)	Description of literature and strategies not clear. Cultural and ethical implications not thoroughly discussed. Less than 5 article cited	Student clearly identifies literature and strategies, but missing more than 2 details/concepts.. Cultural and ethical implications and considerations are noted but missing more than two implications/considerations. 5-7 articles cited	Clear understanding of the literature and strategies. Cultural and ethical implications and considerations discussed. More than 7 articles were cited.

3. **Final Presentation (60 points):** Students will prepare a presentation discusses ethical and culturally relevant strategies for conducting counseling, supervision, counselor preparation, and leadership and advocacy practices when working with diverse clients. The presentation will be approximately 20 - 30 minutes and will be presented at the end of class. Be sure to discuss legal and ethical implications and considerations for each section i.e. supervision, teaching, and leadership in relation to multicultural and social justice issues.

Presentation Rubric

Category	1 – Does Not Meet Expectation (0 – 7.9 points)	2 – Meets Expectation (8.0 – 8.9 points)	3 – Exceeds Expectation (9.0 – 10.0 points)
Thoroughness and statement of problems/issues and identification of topics (10 points)	Evidence of lack of strong preparation. Topic coverage is shallow, and statement of problems/issues is not clear. The three areas of focus are not clearly identified.	Student is somewhat thorough in preparation – there is evidence that the student made good effort to prepare. While the statement of problem/issues is included, it is not quite clear. Topics are identified but not expanded on.	Superior preparation for presentation is evident. There is an overall thoroughness of topic coverage and the statement of the problem is clearly presented. Student's responses based on clearly identified topics that are well discussed and

			expanded on and anchored in research.
Description of strategies for counseling in relation to multicultural and social justice issues. Discussion of cultural and ethical implications and considerations (10 points)	Description of strategies for counseling not clear. Student appears to be working on all three or two of areas. Ineffective ability to respond to discussion and ask questions. Cultural and ethical implications identified but not discussed.	Student clearly identifies strategies, but description is not detailed. To some extent has ability to effectively respond to a discussion and ask questions. Cultural and ethical implications and considerations discussed, but no examples given for support.	Clear understanding and presentation of strategies. Details are presented with examples. Many examples are embedded in the presentation. Cultural and ethical implications and considerations discussed in detail and examples provided for support.
Description of strategies for supervision in relation to multicultural and social justice issues. Discussion of cultural and ethical implications and considerations (10 points)	Description of strategies for supervision not clear. Student appears to be working on all three or two of areas. Ineffective ability to respond to discussion and ask questions. Cultural and ethical implications identified but not discussed.	Student clearly identifies strategies, but description is not detailed. To some extent has ability to effectively respond to a discussion and ask questions. Cultural and ethical implications and considerations discussed, but no examples given for support.	Clear understanding and presentation of strategies. Details are presented with examples. Many examples are embedded in the presentation. Cultural and ethical implications and considerations discussed in detail and examples provided for support.
Description of strategies for counselor education in relation to multicultural and social justice issues. Discussion of cultural and ethical implications	Description of strategies for counselor education not clear. Student appears to be working on all three or two of areas. Ineffective ability to respond to discussion and ask questions. Cultural and ethical	Student clearly identifies strategies, but description is not detailed. To some extent has ability to effectively respond to a discussion and ask questions. Cultural and ethical implications and considerations discussed, but no	Clear understanding and presentation of strategies. Details are presented with examples. Many examples are embedded in the presentation. Cultural and ethical implications and considerations discussed in detail and

and considerations (10 points)	implications identified but not discussed.	examples given for support.	examples provided for support.
Description of strategies for leadership and advocacy in relation to multicultural and social justice issues. Discussion of cultural and ethical implications and considerations (10 points)	Description of strategies for leadership and advocacy not clear. Student appears to be working on all three or two of areas. Ineffective ability to respond to discussion and ask questions. Cultural and ethical implications identified but not discussed.	Student clearly identifies strategies, but description is not detailed. To some extent has ability to effectively respond to a discussion and ask questions. Cultural and ethical implications and considerations discussed, but no examples given for support.	Clear understanding and presentation of strategies. Details are presented with examples. Many examples are embedded in the presentation. Cultural and ethical implications and considerations discussed in detail and examples provided for support.
Creative teaching and presentation skills (10 points)	Below average creativity in presentation and instructional methods. Student lack confidence in presentation and appears not be in control nor has a grasp of content. Time management is poor – is done in 15 or less minutes.	Average creativity with a few creative manners of delivering the presentation. Student is confident but may somewhat appear to struggle with content. Some examples are shared to bolster the presentation. Time management is fair – Presentation last more than 15 but less than 20 minutes.	Excellent creativity is evident from the presentation. Student makes a clear choice of method and presents the same in great detail. Student is confident and has a command of knowledge in the area. Many examples are shared to enhance understanding and application of knowledge. Presenter utilizes differentiated instruction. Time management is good – presentation lasts about 25 minutes.



GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Class Attendance and Participation	30 points
Outlines	40 points
Presentation Assignment	60 points

Total points possible = 130 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 130. The resulting value is multiplied by 100 to yield a percentage. For example:
 $(123[\text{points earned}]/130) \times 100 = 95\%$

*****Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score and will not be accepted three days after the due date.**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

The syllabus/schedule are subject to change.

- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

The syllabus/schedule are subject to change.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

The syllabus/schedule are subject to change.



ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words "click here" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette <http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling [903-886-5145](tel:903-886-5145). For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

The syllabus/schedule are subject to change.



Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE/CALENDAR

Course Calendar

Date	Topic	CACREP Standards	Readings/Assignments Due	Assignments
Week 1 8/30	Course Overview Class Discussion		Review syllabi, course requirements Class Discussion: What does it mean to be a culturally alert counselor/educator/supervisor and what role do you believe you have as a leader & advocate for diverse populations? -What is your population of interest? What population within your population of interest do you need to increase your awareness on?	Review Syllabus
Part One: Clinical				
Week 2 9/6	Ethical and culturally relevant counseling in multiple settings Models and competencies for advocating for clients at the individual, system, and policy levels	6.B.1.f. 6.B.5.j.	MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) Ratts, Nassar-McMillan, Butler, & McCullough, (2015). Multicultural and social justice counseling competencies: guidelines for counseling profession	
Week 3 9/13	NO CLASS- Class Working Day		Find and read literature on counseling best practices for identified population	
Week 4 9/20	Counseling Best Practices for Diverse Populations	6.B.1.f.	Discuss findings	Counseling Best Practices for Diverse Populations-Outline Due
Part Two: Counselor Education and Supervision				
Week 5	Culturally relevant strategies for	6.B.2.k. 6.B.3.h.	MSJCC competencies ACA Code of Ethics	

The syllabus/schedule are subject to change.

9/27	conducting clinical supervision ethical and culturally relevant strategies used in counselor preparation		<p>ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions)</p> <p>ACES Best Practices CACREP Standards</p> <p>Ratts, Nassar-McMillan, Butler, & McCullough, (2015). Multicultural and social justice counseling competencies: guidelines for counseling profession</p> <p>Borders (2019) Science of learning: evidence-based teaching in the clinical supervision classroom</p> <p>Lee, A. (2018) Clinical supervision of international supervisees: suggestions for multicultural supervision</p> <p>Pack-Brown, Thomas, & Seymour, (2008). Infusing professional ethics into counselor education programs: Multicultural/social justice perspective.</p>	
Week 6 10/4	NO CLASS- Class Working Day		Find literature on supervision strategies for identified population	
Week 7 10/11	Supervision culturally relevant strategies for Diverse populations	6.B.2.k. 6.B.3.h.	Discuss findings	Supervision Strategies- Outline Due
Week 8 10/18	NO CLASS- Class Working Day		Find literature on counselor education strategies for identified population as both client and supervisee	
Week 9 10/25	Counselor Educator relevant strategies for Diverse Populations	6.B.3.h.	Discuss findings	Counselor Education Strategies- Outline

Part Three: Leadership And Advocacy				
Week 10 11/1	Models and competencies for advocating for clients at the individual, system, and policy levels Ethical and culturally relevant leadership and advocacy practices	6.B.5.j. 6.B.5.l.	MSJCC competencies ACA Code of Ethics ASCA Code of Ethics Different Organizations Code of Ethics and Competencies (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions) Ratts, Nassar-McMillan, Butler, & McCullough, (2015). Multicultural and social justice counseling competencies: guidelines for counseling profession Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2020). ACA Advocacy Competencies (Updated 2018). https://www.counseling.org/docs/default-source/competencies/aca-advocacycompetencies-updated-may-2020.pdf?sfvrsn=f410212c_4 Ratts, M. J., & Hutchins, A. (2009). ACA Advocacy competencies: Social justice advocacy at the client/student level. Journal of Counseling & Development, 87(3), 269-275.	
Week 11 11/8	Leadership styles strategies of leadership in relation to current multicultural and social justice issues	6.B.5.k.	Leadership Theories http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm 8 Leadership Theories Made Simple https://guycounseling.com/leadership-theories-made-simple/	
Week 12 11/15	NO CLASS- Class Working Day		Find and read literature on leadership styles. Identified your identified leadership style and how you would	

			advocate for identified population at different levels	
Week 13 11/22	Individual Project Check In (online check in)		Individual Project Check In (online check in)	-
Week 14 11/29	Leadership Styles and Advocacy for Diverse Populations Role of counselors and counselor educators advocating on behalf of the profession and professional identity	6.B.5.i.	<p>Chan, DaDiego, & Band (2019). Moving counselor educators to influential roles as advocates: an ecological systems approach to student-focused advocacy.</p> <p>Farrell & Minton, (2019). Advocacy among counseling leaders: the three-tiered legislative professional advocacy model.</p> <p>Kaplan & Gladding (2011). A vision for the future of counseling: The 20/20 Principles for Unifying and Strengthening the Profession.</p> <p>Kaplan, Tarvydas, & Gladding, (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling.</p>	Leadership Styles and Advocacy for Diverse Populations-Outline
Part Four: Presentations				
Week 15 12/6	Working with Diverse Populations Project Presentations	6.B.1.f. 6.B.2.k. 6.B.3.h. 6.B.5.i. 6.B.5.j. 6.B.5.k. 6.B.5.l.	Complete Presentations	-Presentations due
Week 16 12/13	Working with Diverse Populations Project Presentations	6.B.1.f. 6.B.2.k. 6.B.3.h. 6.B.5.i. 6.B.5.j. 6.B.5.k. 6.B.5.l.	Complete Presentations	-Presentations due