COUN 717: Ethics and Professional Development

Course Syllabus
Fall 2023
Tuesdays 4:30 pm -7:10 pm
CHEC, McKinney

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, PhD, NCC
University Email Address: Ajitha.Kumaran@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: 24 hours, Monday – Friday
Main Office Location: Commerce
Office Hours: *Email for appointment*
Tuesday: noon to 4 pm at McKinney
Thursday: noon to 3 pm at McKinney
Virtual

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

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Atieno Okech, J. E., & Rubel, D. J. (2019). *Counselor education in the 21st Century: Issues and experiences*. American Counseling Association.

Note. This course uses D2L as it Learning Management System

Required Supplemental Readings

Ackerman, A. M. (2017). An integrated model for counselor social justice advocacy in child welfare. *The Family Journal, 25*, 389–397. https://doi.org/10.1177/1066480717736061

Adams, S. A. (2006). Does CACREP accreditation make a difference? A look at NCE results and answers. *Journal of Professional Counseling, Research, Theory, & Practice, 34*, 60-76.

Association for Counselor Education and Supervision. (2011). *Best practices in clinical supervision.* https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf

American Counseling Association. (2014). *ACA Codes of Ethics.* Author. https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Amatrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling & Development, 92*, 154–161. https://doi.org/10.1002/j.1556-6676.2014.00143.x

Barreto, A. (2012). Counseling for the training of leaders and leadership development: A commentary. *The Professional Counselor, 2*, 226–234. https://doi.org/10.15241/abb.2.3.226

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Boes, S. R., Snow, B. M., Hancock, M., & Chibbaro, J. (2010). The graduation rates of professional school counselors in north Atlantic states: Numbers of graduates from CACREP and non-CACREP programs. *Journal of School Counseling*, 1-14.

Borders, L. D. (2014). Best practices in clinical supervision: Another step in delineating effective supervision practice. *The American Journal of Psychotherapy, 68*(2), 141–272. https://doi.org/10.1176/appi.psychotherapy.2014.68.2.151

Celinska, D., & Swazo, R. (2016). Multicultural curriculum designs in counselor education programs: Enhancing counselors-in-training openness to diversity. *The Journal of Counselor Preparation and Supervision, 8*(3). https://doi.org/10.7729/83.1124

Council for Accreditation of Counseling and Related Educational Programs. (2016) *2016 CACREP Standards*. Author. http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf

Decker, K. M., Manis, A. A., & Paylo, M. J. (2016). Infusing social justice advocacy into counselor education: Strategies and recommendations. *The Journal of Counselor Preparation and Supervision, 8*(3). https://doi.org/10.7729/83.1092

Drescher, J., Schwartz, A., Casoy, F., McIntosh, C. A., Hurley, B., Ashley, K., … Tompkins, D. A. (2016). The growing regulation of conversion therapy. *Journal of Medical Regulation, 102*, 7–12. https://doi.org/10.30770/2572-1852-102.2.7

Evans, A. M., Wright, S., Murphy, P., & Maki, J. (2016). Incorporating leadership models into counseling supervision: Recommendations to strengthen services. *VISTAS Online*. https://www.counseling.org/docs/default-source/vistas/article_5124f227f16116603abcacff0000bee5e7.pdf?sfvrsn=bae4472c_4

Even, T. A., & Robinson, C. (2013). The impact of CACREP accreditation: A multiway frequency analysis of ethics violations and sanctions. *Journal of Counseling & Development*, 91(1), 26-34. https://doi.org/10.1002/j.1556-6676.2013.00067.x

Kaplan, D. M. (2014). Ethical implications of a critical legal case for the counseling profession: Ward v. Wilbanks. *Journal of Counseling & Development, 92*, 142–146. https://doi.org/10.1002/j.1556-6676.2014.00140.x

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

Kaplan, D. & Martz, E. (2014, November). New concepts in the ACA code of ethics: Raising the bar for counselor educators. *Counseling Today, 57*(5), 26–27. https://www.counseling.org/docs/default-source/ethics/ethics_nov_2014.pdf?sfvrsn=2

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

Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationships: A decision-making model. *Journal of Counseling & Development, 92*, 180–187. https://doi.org/10.1002/j.1556-6676.2014.00146.x

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-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4

Limberg, D., Bell, H., Super, J. T., Jacobson, L., Fox, J., DePue, M. K., … Lambie, G. W. (2013). Professional identity development of counselor education doctoral students: A qualitative Investigation. *The Professional Counselor, 3*, 40–53. https://doi.org/10.15241/dll.3.1.40

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McAdams, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*, 212–229. https://doi.org/10.1002/j.1556-6978.2007.tb00026.x

Olson, S., Brown-Rice, K., & Gerodias, A. (2018). Professional counselor licensure portability: An examination of state license applications. *The Professional Counselor, 8*(1), 88–103. https://doi.org/10.15241/so.8.1.88

Osborne, J. L., Collison, B. B., House, R. M., Gray, L. A., Firth, J., & Lou, M. (1998). Developing a social advocacy model for counselor education. *Counselor Education and Supervision, 37*, 190–202. https://doi.org/10.1002/j.1556-6978.1998.tb00544.x

Osterlund, L. C., & Mack, M. (2011). Promoting advocacy and leadership in counselor education through an innovative student and alumni association. *VISTAS Online*. https://www.counseling.org/Resources/Library/VISTAS/2011-V-Online/Article_29.pdf

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.

Solmonson, L. (2010). *Developing advocacy skills: A program model*. Counseling Outfitters. http://counselingoutfitters.com/vistas/vistas10/Article_27.pdf

Toporek, R. L., Lewis, J. A., & Crethar, H. C. (2009). Promoting systemic change through the ACA advocacy competencies. *Journal of Counseling & Development, 87*, 260–268. https://doi.org/10.1002/j.1556-6678.2009.tb00105.x

Winfield, R. J., Reese, R. F., & West-Olatunji, C. A. (2010). Counselors as leaders in schools. *Florida Journal of Educational Administration & Policy, 4*(1), 114–130. https://files.eric.ed.gov/fulltext/EJ911435.pdf

Recommended Textbook

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

COURSE DESCRIPTION

Catalogue Description of the Course

717. *Ethics and Professional Development.*

Three semester hours. Examines ethical and professional development issues in counseling and behavioral sciences. Prerequisite: Doctoral status.

General Course Information

In addition to various codes of ethics, professional issues concerned with licensure and other credentialing processes, professional identity, and current issues within the counseling profession (including counselor education and supervision) will be discussed.

Doctoral Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 717

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Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.4.i. professional conference proposal preparation	● Lecture (week 4) ● Reading (Atieno Okech & Rubel, 2019 [Chapter 6]) ● In-Class discussion (week 4)	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.a. theories and skills of leadership	● Lecture (week 6) ● Reading (Barreto, 2012; Evans et al., 2016) ● Website (changingminds.org/ leadership and guycounseling.com/leadership) ● In-Class discussion (week 6)	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.b. leadership and leadership development in professional organizations	● Lecture (week 1) ● Reading (Atieno Okech & Rubel, 2019 [Chapters 4 & 10]; Limberg et al. (2013) ● Website (https://www.counseling.org/about-us/divisions-regions-and-branches/branches/branch-leaders-resources) ● Class discussion (week 1)	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.c. leadership in counselor education programs	● Lecture (weeks 1 & 4) ● Reading (Atieno Okech & Rubel, 2019 [Chapters 4, 9, & 10]; Osterlund & Mack, 2011) ● In-Class discussion (week 1 & 4)	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.d. knowledge of accreditation standards and processes	● Lecture (week 2) ● Reading (CACREP, 2016; Adams, 2006; Boes et al., 2010; Evan & Robinson, 2013) ● In-Class discussion (week 2)	1. CACREP Quiz	1. n/a	1. ≥ 80% will score ≥ 80% on CACREP Quiz
6.B.5.e. leadership, management, and administration in counseling organizations and other institutions	● Lecture (week 1) ● Reading (Atieno Okech & Rubel, 2019 [Chapters 4, 9, 10]; Limberg et al., 2013) ● In-Class discussion (week 1)	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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6.B.5.f. leadership roles and strategies for responding to crises and disasters	● Lecture (week 7) ● Reading (Toporek et al., 2009; Solmonson, 2010; Ratts & Hutchins, 2009; Osborne et al., 1998) ● In-Class discussion (week7)	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.g. strategies of leadership in consultation	● Lecture (week 5) ● Reading (Atieno Okech & Rubel, 2019 [Chapters 10]; Wingfield et al., 2010) ● Website (https://counseling.education/counseling/consultation/consultation.html) ● In-Class discussion (week 5)	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
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	● Lecture (week 3) ● Reading (Atieno Okech & Rubel, 2019 [Chapters 5, pp. 84-86]; Olsen et al., 2018; Adams, 2006; Drescher et al., 2016; Kaplan, D. M., 2014; Kocet & Herlihy, 2014; Kaplan et al., 2014; Kaplan & Gladding, 2011) ● Website (www.counseling.org) ● In-Class discussion (week 3)	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity	● Lecture (week 5) ● Reading (Atieno Okech & Rubel, 2019 [Chapters 10 & 11]; Kaplan et al., 2014; Kaplan & Gladding, 2011) ● In-Class discussion (week 5)	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels	● Lecture (week 7) ● Reading (Lewis et al., 2020; Decker et al., 2016; Ackerman, 2017; Ratts & Hutchins, 2009) ● In-Class discussion (week 7)	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. ≥ 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	● Lecture (week 6) ● Reading (Barreto, 2012; Celinska & Swazo, 2016; Evans et al., 2016) ● In-Class discussion (week 6)	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. ≥ 80% of average rubric scores will either meet (2) or

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social justice issues				exceed (3) expectation
6.B.5.l. ethical and culturally relevant leadership and advocacy practices	● Lecture (week 7) ● Reading (Decker et al. (2016; Toporek et al., 2009; Solmonson, 2010; Ratts & Hutchins, 2009; Osborne et al., 1998) ● In-Class discussion (week 7)	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Content Areas include, but are not limited to, the following:
   i.   Professional writing, publications, and presentations
   ii. Ethical and professional issues in counselor education and supervision
   iii. CACREP accreditation
   iv. Professional identity
   v.   Professional advocacy
   vi. Roles and responsibilities as leader advocates
   vii. Leadership development
   viii. Theories, models, skills of leadership
   ix. Roles, experiences, and expectations in counselor education

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 lectures, 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

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and peers. Be open to feedback, as you will receive this throughout the program.
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 7th 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

**Note. All assignments are to be submitted in D2L

1. **Class Participation & Attendance (50 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* (45–50 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* (40 – 44 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* (0–39 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive,

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	sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. **Leadership Autobiography Paper (100 points)**

The identity development of a leader often begins in one's graduate program; for some that occurs at the master's level while for others it does not occur until their doctoral program; some lucky few may experience it in both programs. In this assignment, you will develop a future autobiography about yourself as a leader in the counseling profession that will consist of two parts

Part 1: I want you to envision the person/professional you desire to become, and address the following components: (a) description of your future professional background (e.g., career, training, education, experiences, positions held, etc.); (b) description of future memberships held within professional counseling and other organizations, including a brief description as to why for each chosen organization (we join organizations for a reason); (c) description of any future leadership, management, and administration positions/experiences (e.g., president, secretary, editor, chair of a committee, etc.) held within counseling organizations and other institutions, including a brief description as to why for each leadership type position (e.g., faculty, department head, program coordinator, dean, CEO, etc.); and (d) your personal hypothesis of leadership development (i.e., from your envisioned future leadership roles and own perspective, how does one become a leader). The purpose of this section of the paper is to assist you in conceptualizing your own leadership trajectory as well as theory of leadership development.

Part 2: I want you to (e) discuss how to you plan to engage in or continue to engage in leadership training/development/experience while enrolled in the doctoral program at TAMUC and (f) why is it important for you, a future leader in the counseling profession, to advocate on behalf of the counseling profession and for professional counselor identity. The purpose of this section of the paper is to put thoughts into action, as well as instill a sense of responsibility for advocating on behalf of the profession and for professional counselor identity.

The assignment must adhere to the APA 7th edition guidelines, be a maximum of 7 pages (double-spaced) including title and reference pages. Be aware that quality of content supersedes quantity.

Leadership Autobiography Paper Rubric
Doctoral standards 6.B.5.b., 6.B.5.c., 6.B.5.e., and 6.B.5.i.

	1 – Does Not Meet Expectations (0 – 11.9 points)	2 – Meets Expectations (12 – 13.4 points)	3 – Exceeds Expectations (13.5 - 15 points)
Description of your future professional background (15 points)	Future professional background not addressed/explored or insufficiently	Future professional background addressed/explored but one or two points	Future professional background well-addressed/explored; related examples

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	addressed/explored; no examples or insufficient/unrelated examples provided; does not meet standards of doctoral level coursework	were under-developed; related examples were provided; meets standards of doctoral level coursework	were provided in detail; meets standards of doctoral level coursework
Future memberships held within professional counseling organizations (15 points)	Future memberships held within professional counseling organizations not addressed/explored or insufficiently addressed/explored; and/or no rationale as to why an organization was chosen; does not meet standards of doctoral level coursework	Future memberships held within professional counseling organizations addressed/explored but one or two points were underdeveloped; rationale as to why an organization was chosen seems evident; meets standards of doctoral level coursework	Future memberships held within professional counseling organizations well-addressed/explored; detailed examples provided where necessary; rationale as to why an organization was chosen seems evident; meets standards of doctoral level coursework
Future leadership, management, and administration positions/experienc es (15 points)	Future leadership, management, and administration positions/experiences not addressed/ explored or insufficiently addressed/explored; and/or no rationale as to why for each leadership type identified; does not meet standards of doctoral level coursework	Future leadership, management, and administration positions/experiences addressed/explored but one or two points were under-developed; rationale as to why for each leadership type included; meets standards of doctoral level coursework	Future leadership, management, and administration positions/experiences well-addressed/ explored; rationale as to why for each leadership type included; meets standards of doctoral level coursework
Personal hypothesis of leadership development (15 points)	Personal hypothesis of leadership development not addressed/explored or insufficiently addressed/explored; examples evidencing your personal theory not evident; does not meet standards of	Personal hypothesis of leadership development addressed/explored but one or two points were under-developed; examples evidencing your personal theory evident; meets	Achievement ("how") of future professional identity goals well-addressed/explored; meets standards of doctoral level coursework

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	doctoral level coursework	standards of doctoral level coursework	
Plan of engage in or continue to engage in leadership training/developme nt /experience (15 points)	Plan not addressed/ explored or insufficiently addressed/explored; examples evidencing your plan not evident; does not meet standards of doctoral level coursework	Plan addressed/ explored but one or two points were under-developed; examples evidencing your plan were evident; meets standards of doctoral level coursework	Plan thoroughly addressed/ explored with no missing detail; examples evidencing your plan were clearly evident; meets standards of doctoral level coursework
Advocacy on behalf of the counseling profession and for professional counselor identity (15 points)	Why advocating on behalf of the counseling profession and for professional counselor identity is important was not addressed/explored; examples evidencing "why" was not evident; does not meet standards of doctoral level coursework	Why advocating on behalf of the counseling profession and for professional counselor identity is important was addressed/explored but omitted one or two key points; examples evidencing "why" was evident; meets standards of doctoral level coursework	Why advocating on behalf of the counseling profession and for professional counselor identity is important was clearly addressed/explored with no missing detail; examples evidencing "why" was clearly evident; meets standards of doctoral level coursework
	1 – Does Not Meet Expectations (0 – 7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
APA Style (10 points)	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

3. **Conference Content Session Proposal (100 points)**
An important skill of counseling leaders is developing program proposals for presentation at counseling conferences (Doctoral Standard 6.B.4.i). This assignment consists of two parts. First, you will develop a content session program proposal suitable for presentation at state, regional, or national counseling conference. Your program proposal should be specific to a current professional issue in counseling (e.g., gatekeeping, licensure portability, Medicare

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reimbursement, telehealth, CACREP accreditation, etc.) that is of particular interest to you and your future professional role(s). To help conceptualize what is a professional issue, consider any *issue* that extends beyond immediate client needs and directly impacts both counselor and the counseling profession. If you are uncertain about your chosen professional issue, please discuss your concerns with the course instructor immediately.

The content session proposal must address the following areas: (a) identification and sufficient detail of the professional issue, utilizing scholarly sources; (b) identification and sufficient detail of any ethical, multicultural, and social justice considerations specific to the issue raised, utilizing scholarly sources; and (c) identification and sufficient detail of strategies, from the perspective   of being a leader, used to advocate for the profession and counselors as it professional issue raised, utilizing scholarly sources (see Content Session Proposal Rubric below). See Appendix A for Conference Content Session Proposal Outline.

Note. The second part of the "Conference Content Session Proposal" is assignment 4, the "Brief In-Class Content Session Presentation."

Content Session Proposal Rubric
Doctoral Standards 6.B.4.i, 6.B.5.h, 6.B.5.k, 6.B.5.l

	1 – Does Not Meet Expectations (0 – 23.9 points)	2 – Meets Expectations (24 – 26.9 points)	3 – Exceeds Expectations (27 - 30 points)
Description of Professional Issue (30 points)	Professional issue identified is in fact not a professional issue; professional issue selected was not described in depth/detail; no examples were provided; inappropriate for doctoral level coursework	Professional issue identified was described in detail but missing one or two key details; examples were provided; meets the criteria of doctoral level coursework	Professional issue identified was described with clear detail with no missing details; examples were provided; meets the criteria of doctoral level coursework
Ethical, multicultural and, social justice considerations specific to your professional issue (30 points)	Ethical, multicultural, and social justice considerations were not related to the identified professional issue; ethical, multicultural, and social justice considerations were not discussed in detail; no examples were provided; inappropriate	Ethical, multicultural, and social justice considerations were related to the identified professional issue; ethical, multicultural, and social justice considerations were discussed in sufficient detail but missing one or two key elements;	Ethical, multicultural, and social justice considerations were directly related to the identified professional issue; ethical, multicultural, and social justice considerations were discussed in exceptional detail with no missing key

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	for doctoral level coursework	examples were provided; appropriate for doctoral level coursework	elements; thorough examples were provided; appropriate for doctoral level coursework
Leadership and advocacy strategies (30 points)	Strategies for leadership and advocacy were not related to the identified professional issue; strategies for leadership and advocacy were not discussed in sufficient detail; inappropriate for doctoral level coursework	Strategies for leadership and advocacy were related to the identified professional issue; strategies for leadership and advocacy were discussed in sufficient detail but missing one or two key elements; appropriate for doctoral level coursework	Strategies for leadership and advocacy were directly related to the identified professional issue; strategies for leadership and advocacy were discussed in clear detail with no missing elements; appropriate for doctoral level coursework
	1 – Does Not Meet Expectations (0 – 7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Professional writing skills/Quality of Proposal (10 points)	Information provided appears disorganized /disjointed; incomplete sentences were evident; writing was not professional nor did it align with APA 7th edition standards; writing quality of proposal was inappropriate for doctoral level work	Information provided appears organized; few incomplete sentences were evident; writing was professional and fairly aligned with APA 7th edition standards; writing quality of proposal was appropriate for doctoral level work	Information provided appears well organized; no incomplete sentences were evident; writing was professional and aligned with APA 7th edition standards; writing quality of proposal was appropriate for doctoral level work

4. **Brief In-Class Content Session Presentation (50 points):**
As a second component to the "Conference Content Session Proposal" is to turn your content session proposal into an actual brief content session presentation. Student will have 15 minutes to present on their professional issue. See course schedule/calendar for presentation dates.

Brief In-Class Content Session Presentation Rubric

	1 – Does Not Meet Expectations (0 – 15.9 points)	2 – Meets Expectations (16 – 17.9 points)	3 – Exceeds Expectations (18 - 20 points)
Presentation Alignment with	Presentation does not align or only tangentially aligns	Presentation mostly aligns with content session proposal but	Presentation completely aligns with content session

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Content Session Proposal (20 points)	with content session proposal; presentation does not meet standards of doctoral level coursework	excludes one or two key considerations; presentation meets standards of doctoral level coursework	proposal; presentation meets standards of doctoral level coursework
Articulation of professional issue with the context of ethical, multicultural, social justice, leadership, and advocacy considerations and strategies (20 points)	Professional issue was not articulated within the context of any ethical, multicultural, social justice, leadership, and advocacy considerations and strategies; articulation of professional issue does not meet standards of doctoral level coursework	Professional issue is articulated within the context ethical, multicultural, social justice, leadership, and advocacy considerations and strategies but excludes one or two key considerations; articulation of professional issue meets standards of doctoral level coursework	Professional issue is articulated within the context of ethical, multicultural, social justice, leadership, and advocacy considerations and strategies and does not exclude any key considerations; articulation of professional issue meets standards of doctoral level coursework
	1 – Does Not Meet Expectations (0 – 3.9 points)	2 – Meets Expectations (4 – 4.4 points)	3 – Exceeds Expectations (4.5 – 5 points)
Presenter Characteristics (5 points)	Presenter seemed unprepared and misinformed about topic; presenter characteristics does not meet standards of doctoral level coursework	Presenter seemed mostly prepared and informed about topic; presenter characteristics meets standards of doctoral level coursework	Presenter seemed well-prepared and informed about topic and presentation appeared rehearsed; presenter characteristics meets standards of doctoral level coursework
Handout (5 points)	A handout was not provided; handout was missing significant information; information provided was unrelated to the content session presentation; handout quality does not meet standards of doctoral level coursework	A handout was provided; handout was not missing significant/critical information; information provided was directly related to the content session presentation; handout quality meets standards of doctoral level coursework	A handout was provided; handout was not missing significant/critical information and appeared complete and aesthetically pleasing; information provided was directly related to the content session presentation; handout quality meets standards of doctoral level coursework

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5. **Leadership and Advocacy Paper (100 points)**

Counselor educators and clinical supervisors, through their advanced training and preparation, are well-positioned to serve as leaders and advocates in the field of counseling.

Step 1. Identify and describe your leadership style. Be sure to address which leadership theory (e.g., Great Man theory, trait theory, contingency theory, behavioral theory, transformational leadership, etc.) best fits you. Provided sufficient evidence that explicitly connects your chosen leadership theory to you. Identify and describe any leadership qualities and skills you may possess. Provide rationales as to why you perceive those skills to be important. *Note*. In this section of your paper, feel free to include personal examples that may better communicate your position/point of view.

Step 2. Recently, Richard Yep, CEO of the American Counseling Association, wrote a letter to the Office of the Secretary highlighting the fact that too few mental health counselors are available to the address the needs of unaccompanied children who are seeking refuge (see https://www.counseling.org/docs/default-source/government-affairs/azar-letter-final_sr_-(003).pdf?sfvrsn=cc11552c_2;Doctoral Standard 6.B.5.f.). Describe and identify how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities. Be sure to identify and describe which advocacy model and strategies you will implement as the consultant to address the shortage of counselors at U.S. border detention facilities. Be sure to address advocacy considerations at the individual, system, and policy levels.

OR

In response to the COVID-19 pandemic, describe and identify how you as a leader would use your leadership theory and skills to advocate inclusion of counselors for Medicare beneficiaries. To learn more about Mental Health Access Improvement Act (H.R. 945), click on the following link: https://www.counseling.org/news/updates/2019/12/10/aca-celebrates-the-mental-health-access-improvement-act-of-2019-reaching-100-bipartisan-cosponsors. Be sure to identify and describe which advocacy model and competencies/strategies you will implement as the consultant to address inclusion of counselors for Medicare beneficiaries. Be sure to address advocacy considerations at the individual, system, and policy levels.

The assignment must adhere to the APA 7th edition standards, be a maximum of 10 pages (double-spaced) and include both title and reference pages. No less than eight sources can be used, while four of those sources *must* be peer-reviewed articles.

Leadership and Advocacy Paper Rubric
Doctoral Standards 6.B.5.a., 6.B.5.f., 6.B.5.g., 6.B.5.j.,

	1 – Does Not Meet Expectations	2 – Meets Expectations (14.4 – 16.1 points)	3 – Exceeds Expectations

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	(0 – 14.3 points)		(16.2 - 18 points)
Leadership Theory/style (18 points)	Leadership theory and style were not identified/addressed or information provided was underdeveloped; no examples were provided; does not meet standards of doctoral level coursework	Leadership theory and style were identified/addressed but missing one or two key considerations; examples were provided; meets standards of doctoral level coursework	Leadership theory and style were clearly identified/addressed with no missing detail; detailed examples were provided; meets standards of doctoral level coursework
Leadership Qualities and Skills (18 points)	Personal leadership qualities and skills were not identified/addressed or information provided was underdeveloped; no examples were provided; absence of a rationale as to why you perceive those skills to be important; does not meet standards of doctoral level coursework	Personal leadership qualities and skills were identified/addressed but missing one or two key considerations; examples were provided; rationale as to why you perceive those skills to be important provided; meets standards of doctoral level coursework	Personal leadership qualities and skills were identified/ addressed with no missing detail; examples were provided; rationale as to why you perceive those skills to be important provided; meets standards of doctoral level coursework
Evidence of Leadership Personalization (18 points)	Absence of evidence indicating your leadership theory fits or information provided was underdeveloped; does not meet standards of doctoral level coursework	Evidence indicating leadership theory fits but missing one or two key considerations; meets standards of doctoral level coursework	Clear evidence indicating leadership theory fits with no missing detail; meets standards of doctoral level coursework
Leaderships Theory, Skills and Strategies in Action (18 points)	Does not describe or identify how you as a leader would use your leadership theory, skills, and strategies to advocate for the need of more counselors at these U.S. border detention facilities/inclusion of counselors for Medicare beneficiaries or information provided was underdeveloped; does not address does	Does describe and identify how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities/inclusion of counselors for Medicare beneficiaries but missing one or two key considerations; meets standards of	Cleary describes and identifies how you as a leader would use your leadership theory and skills to advocate for the need of more counselors at these U.S. border detention facilities/ inclusion of counselors for Medicare beneficiaries with no missing detail; meets standards of doctoral level coursework

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		doctoral level coursework	
	not meet standards of doctoral level coursework		
Advocacy Model and Strategies/ Competencies (18 points)	Advocacy model and strategies/competencies were not identified/ addressed or information provided was underdeveloped; advocacy strategies did not align with leadership qualities previously identified nor is advocacy discussed at the individual, system, and policy levels regarding client; does not meet standards of doctoral level coursework	Advocacy model and strategies/competencies were identified/ addressed but missing one or two key considerations; advocacy strategies did align with leadership qualities previously identified and advocacy was discussed at the individual, system, and policy levels regarding client but missing one or two considerations; does meet standards of doctoral level coursework	Advocacy model and strategies/competencies were identified/ addressed with no missing detail; advocacy strategies did align with leadership qualities previously identified and advocacy was discussed at the individual, system, and policy levels regarding client with no missing detail; does meet standards of doctoral level coursework
	1 – Does Not Meet Expectations (0 - 7.9 points)	2 – Meets Expectations (8 - 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
APA Style (10 points)	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in- text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

6. **CACREP Quiz (50 points)**
The CACREP quiz will be taken in-class on week 2 of the semester. The quiz consists of ten (10) true/false and multiple choice questions. The purpose of this quiz is to examine your knowledge of CACREP accreditation standards and processes.

GRADING

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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 Participation & Attendance	50
Leadership Autobiography Paper	100
Conference Content Session Proposal	100
Brief In-Class Content Session Presentation	50
Leadership and Advocacy Paper	100
CACREP Quiz	50

Total points possible = 450 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 450. The resulting value is multiplied by 100 to yield a percentage. For example: (400 [points earned]/450) X 100 = 88.9%

***Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. 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.

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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 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, D2Lsupports iOS

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			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.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o 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:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *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

- 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:
  - o Adobe Reader https://get.adobe.com/reader/

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- o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- o Adobe Shockwave Player https://get.adobe.com/shockwave/
- o Apple Quick Time 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.

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, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live 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.

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Interaction with Instructor Statement

[Example]

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.

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

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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/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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.

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Campus Concealed Carry Statement

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/34Safet yOfEmployeesAndStudents/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.

COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 8/29	-Introductions -Course overview and expectations -Introduction to counselor education -Professional identity in counseling and counselor education -Membership, leadership, management, and administration roles and development within professional organizations and other institutions	6.B.5.b 6.B.5.c. 6.B.5.e.	-Atieno Okech & Rubel (2019) Chapter 1: Introduction to counselor education … -Atieno Okech & Rubel (2019) Chapter 4: Advising and mentorship … - Atieno Okech & Rubel (2019) Chapter 9: Administration - Atieno Okech & Rubel (2019) Chapter 10: Professional leadership … -Kaplan & Gladding (2011) A vision for the future of counseling … -Kaplan et al. (2014) 20/20: A vision for the future of counseling … - Limberg et al. (2013). Professional identity development of counselor education ….	-Review Syllabus (available in D2L)
Week 9/5	CACREP Accreditation	6.B.5.d.	- CACREP (2016) CACREP Standards -Adams (2006) Does CACREP make a difference? … -Boes et al. (2010) The graduation rates of professional school counselors …	**No class**

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			-Evan & Robinson (2013) The impact of CACREP accreditation …	
Week 9/12	-Current topical and political issues (e.g., licensure portability, CACREP, conversion therapy, discrimination against LGBTQ [Ward v. Wilbanks & Keeton v. Anderson-Wiley], etc.)	6.B.5.h.	- Atieno Okech & Rubel (2019) Chapter 5: Admission and gatekeeping process (pp.84–86)-www.counseling.org"ACA LICENSURE PORTABILITY MODEL FAQ" and "PORTABILITY" -Olsen et al. (2018) Professional counselor licensure portability … -Adams (2006) Does CACREP make a difference? … - Drescher et al. (2016) The growing regulation of conversion therapy … - Kaplan, D. M. (2014) Ethical implications of a critical legal case … -Kocet & Herlihy (2014) Addressing value-based conflicts … -Kaplan & Gladding (2011) A vision for the future of counseling … -Kaplan et al. (2014) 20/20: A vision for the future of counseling …	CACREP Quiz (In-class)
Week 9/19	-Scholarship in counselor education -Conference program proposal development -Leadership within counselor education programs (student and faculty roles)	6.B.4.i. 6.B.5.c.	- Atieno Okech & Rubel (2019) Chapter 6: Scholarship … - Atieno Okech & Rubel (2019) Chapter 9: Administration - Osterlund & Mack (2011) Promoting advocacy and leadership in counselor education …	
Week 9/26	-Service in Counselor Education -Leaders as advocates for the profession and professional identity -Leadership strategies used when consulting	6.B.5.g. 6.B.5.i.	- Atieno Okech & Rubel (2019) Chapter 11: Service … - Atieno Okech & Rubel (2019) Chapter 10: Professional leadership … -Wingfield et al. (2010) Counselors as leaders in schools -Kaplan & Gladding (2011) A vision for the future of counseling … -Kaplan et al. (2014) 20/20: A vision for the future of counseling … -https://counseling.education/counseling/consultation/consultation.html "Intro to Consultation & Collaboration"	
Week 10/3	-Leadership Theories -Multicultural issues associated with counselor preparation training and clinical supervision	6.B.5.a. 6.B.5.k.	-Barreto (2012) Counseling for the training of leaders … -Evans et al. (2016) Incorporating leadership models … -Celinska, D., & Swazo, R. (2016) Multicultural curriculum designs in … -http://changingminds.org/	**No class** Leadership Autobiography Paper due (submit in D2L)

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			disciplines/leadership/theories /leadership_theories.htm "Leadership Theories" - https://guycounseling.com/leadership-theories-made-simple/ "8 Leadership Theories Made Simple"	
Week 10/10	-Ethical and culturally relevant leadership and advocacy models/practices /strategies in response to crisis -Guest Speaker – Amanda Giordano— Expert in Leadership, Advocacy, Social Justice, and Multiculturalism	6.B.5.l. 6.B.5.f. 6.B.5.j.	- Amatrano (2014) Teaching ethical decision making … - Toporek et al. (2009) Promoting systemic change through the ACA advocacy competencies -Solmonson (2010) Developing advocacy skills … -Ratts & Hutchins (2009) ACA advocacy competencies … -Osborne et al (1998) Developing a social advocacy model … - Lewis et al. (2020) ACA advocacy competencies (Updated 2018) -Decker et al. (2016) Infusing social justice advocacy … -Ackerman (2017) An integrated model for counselor social justice advocacy …	
Week 10/17	Gatekeeping & remediation		-Atieno Okech & Rubel (2019) Chapter 5: Admission and gatekeeping … -McAdams et al. (2007) Remediation and dismissal policies …	Conference Content Session Proposal due (submit in D2L)
Week 10/24	-Ethics and ethical decision making in teaching and research		-Celinska, D., & Swazo, R. (2016) Multicultural curriculum designs in … -ACA (2014) *Code of Ethics* -Kaplan & Martz (2014) New concepts in the ACA code	
Week 10/31	Teaching and supervision		-Atieno Okech & Rubel (2019) Chapter 2: Teaching -Atieno Okech & Rubel (2019) Chapter 3: Supervision -Celinska, D., & Swazo, R. (2016) Multicultural curriculum designs in … - ACES (2011) Best practices in clinical supervision -Borders (2014) Best practices in clinical supervision	
Week 11/7	-Advising and mentorship -Service		-Atieno Okech & Rubel (2019) Chapter 4: Advising and mentorship … -Atieno Okech & Rubel (2019) Chapter 11: Service …	**No class**
Week 11/14	-Roles and positions in counselor education		- Atieno Okech & Rubel (2019) Chapter 8: Faculty roles in non-tenure positions … - Atieno Okech & Rubel (2019) Chapter	

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			9: Administration	
Week 11/21	Faculty Review, Promotion, and Tenure Process		- Atieno Okech & Rubel (2019) Chapter 7: Faculty review, promotion, and tenure …	Leadership and Advocacy Paper due (submit in D2L)
Week 11/28	In-Class Content Session Presentations		In-Class Content Session Presentations	In-Class Content Session Presentations (submit in D2L)
Week 12/5	In-Class Content Session Presentations		In-Class Content Session Presentations	In-Class Content Session Presentations (submit in D2L)

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Appendix A

Conference Content Session Proposal Outline

Note. A content session proposal is a brief yet sufficiently detailed summary of what your content session will include/address. Considerations should be given to the potential audience members attending your session, that is, content and areas of exploration should align with their general interest and level of education and training.

1. Biography: name, degree, credentials, affiliations, and brief summary of your expertise areas and/or research interests.

2. Title (20 word maximum): title of content session; be creative and accurate

3. Rationale and Educational Content (6000 word maximum): Address the first three areas identified in the Content Session Proposal Rubric here: (a) identification and sufficient detail of the professional issue; (b) identification and sufficient detail of any ethical, multicultural, and social justice considerations specific to the issue raised; and (c) identification and sufficient detail of strategies, from the prospective of being a leader, used to advocate for the profession and counselors as it professional issue raised. Doing so will ensure your cover the required content. Utilize in-text citations (e.g., Schmit, 2019; Schmit & Schmit, 2015; Schmit et al., 2020) to ground your assertions throughout this section of the proposal. Remember to be detail oriented yet concise.

4. Objectives: Identify four or five objectives that attendees will achieve by attending your presentation. For example, attendees will be able to identify various ethical, legal, and multicultural considerations related to gatekeeping in counselor education; or attendees will learn three strategies to advocate for gender equality in counselor education as it relates to merit raises.

5. Program Summary (200 word max): Is a brief summary of your content session that appears in a program guide. Note that this is the only content attendees have access to when choosing which session to attend at a conference. Because this is the only portion potential attendees will see, it is important to include attention getting elements within the program summary.

6. References: include scholarly sources following APA 7th edition guidelines

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