

## **COUN 717: Ethics and Professional Development**

Course Syllabus

Fall 2025

Tuesdays 4:30 pm -7:10 pm

Mesquite Metroplex

3819 Towne Crossing Blvd,

Mesquite, TX 75150

### **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*

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

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

*Note.* This course uses D2L as its 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](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.

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*The Professional Counselor*, 2, 226–234. <https://doi.org/10.15241/abb.2.3.226>



- 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](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](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](https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4)

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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>



- 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](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.
- Solomonson, L. (2010). *Developing advocacy skills: A program model*. Counseling Outfitters. [http://counselingoutfitters.com/vistas/vistas10/Article\\_27.pdf](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

*The syllabus/schedule are subject to change*



**2016 CACREP Standards Addressed in COUN 717**

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Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
<b>6.B.4.i.</b> professional conference proposal preparation	<ul style="list-style-type: none"> <li>• Lecture (week 4)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapter 6])</li> <li>• In-Class discussion (week 4)</li> </ul>	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.a.</b> theories and skills of leadership	<ul style="list-style-type: none"> <li>• Lecture (week 6)</li> <li>• Reading (Barreto, 2012; Evans et al., 2016)</li> <li>• Website (changingminds.org/leadership and guycounseling.com/leadership)</li> <li>• In-Class discussion (week 6)</li> </ul>	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.b.</b> leadership and leadership development in professional organizations	<ul style="list-style-type: none"> <li>• Lecture (week 1)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapters 4 &amp; 10]; Limberg et al. (2013))</li> <li>• Website (<a href="https://www.counseling.org/about-us/divisions-regions-and-branches/branches/branch-leaders-resources">https://www.counseling.org/about-us/divisions-regions-and-branches/branches/branch-leaders-resources</a>)</li> <li>• Class discussion (week 1)</li> </ul>	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.c.</b> leadership in counselor education programs	<ul style="list-style-type: none"> <li>• Lecture (weeks 1 &amp; 4)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapters 4, 9, &amp; 10]; Osterlund &amp; Mack, 2011)</li> <li>• In-Class discussion (week 1 &amp; 4)</li> </ul>	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

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<b>6.B.5.d.</b> knowledge of accreditation standards and processes	<ul style="list-style-type: none"> <li>• Lecture (week 2)</li> <li>• Reading (CACREP, 2016; Adams, 2006; Boes et al., 2010; Evan &amp; Robinson, 2013)</li> <li>• In-Class discussion (week 2)</li> </ul>	1. CACREP Quiz	1. n/a	1. $\geq 80\%$ will score $\geq 80\%$ on CACREP Quiz
<b>6.B.5.e.</b> leadership, management, and administration in counseling organizations and other institutions	<ul style="list-style-type: none"> <li>• Lecture (week 1)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapters 4, 9, 10]; Limberg et al., 2013)</li> <li>• In-Class discussion (week 1)</li> </ul>	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation



<b>6.B.5.f.</b> leadership roles and strategies for responding to crises and disasters	<ul style="list-style-type: none"> <li>• Lecture (week 7)</li> <li>• Reading (Toporek et al., 2009; Solmonson, 2010; Ratts &amp; Hutchins, 2009; Osborne et al., 1998)</li> <li>• In-Class discussion (week 7)</li> </ul>	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.g.</b> strategies of leadership in consultati on	<ul style="list-style-type: none"> <li>• Lecture (week 5)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapters 10]; Wingfield et al., 2010)</li> <li>• Website (<a href="https://counseling.education/counseling/consultation/counseling/consultation.html">https://counseling.education/counseling/consultation/counseling/consultation.html</a>)</li> <li>• In-Class discussion (week 5)</li> </ul>	1. Leadership and Advocacy Paper	1. Leadership and Advocacy Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.h.</b> current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	<ul style="list-style-type: none"> <li>• Lecture (week 3)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapters 5, pp. 84-86]; Olsen et al., 2018; Adams, 2006; Drescher et al., 2016; Kaplan, D. M., 2014; Kocet &amp; Herlihy, 2014; Kaplan et al., 2014; Kaplan &amp; Gladding, 2011)</li> <li>• Website (<a href="http://www.counseling.org">www.counseling.org</a>)</li> <li>• In-Class discussion (week 3)</li> </ul>	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation



<b>6.B.5.i.</b> role of counselors and counselor educators advocating on behalf of the profession and professional identity	<ul style="list-style-type: none"> <li>• Lecture (week 5)</li> <li>• Reading (Atieno Okech &amp; Rubel, 2019 [Chapters 10 &amp; 11]; Kaplan et al., 2014; Kaplan &amp; Gladding, 2011)</li> <li>• In-Class discussion (week 5)</li> </ul>	1. Leadership Autobiography Paper	1. Leadership Autobiography Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.j.</b> models and competencies for advocating for clients at the individual, system, and policy levels	<ul style="list-style-type: none"> <li>• Lecture (week 7)</li> <li>• Reading (Lewis et al., 2020; Decker et al., 2016; Ackerman, 2017; Ratts &amp; Hutchins, 2009)</li> <li>• In-Class discussion (week 7)</li> </ul>	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
<b>6.B.5.k.</b> strategies of leadership in relation to current multicultural and	<ul style="list-style-type: none"> <li>• Lecture (week 6)</li> <li>• Reading (Barreto, 2012; Celinska &amp; Swazo, 2016; Evans et al., 2016)</li> <li>• In-Class discussion (week 6)</li> </ul>	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. ≥ 80% of average rubric scores will either meet (2) or



social justice issues				exceed (3) expectation
<b>6.B.5.1.</b> ethical and culturally relevant leadership and advocacy practices	<ul style="list-style-type: none"> <li>• Lecture (week 7)</li> <li>• Reading (Decker et al. (2016; Toporek et al., 2009; Solmonson, 2010; Ratts &amp; Hutchins, 2009; Osborne et al., 1998)</li> <li>• In-Class discussion (week 7)</li> </ul>	1. Conference Content Session Proposal	1. Conference Content Session Proposal Rubric	1. $\geq$ 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

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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.
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. Interview a counselor Educator (100 points)**

The role of counselor educators is vital in shaping future professionals in the counseling field. This assignment invites you to engage directly with a counselor educator to deepen your understanding of leadership, teaching, advocacy, and professional development within counselor education.

**Identify and interview** a faculty member from a private or public institute; other than ETAMU.

Interview a practicing counselor educator to explore their leadership style, advocacy efforts, challenges, and professional development. Write a 3–5 page APA-formatted paper summarizing key insights from the interview and reflecting on how their experiences influence your own leadership growth.

<b>Criteria</b>	<b>1 – Does Not Meet Expectations 0-69</b>	<b>2 – Meets Expectations 70-89</b>	<b>3 – Exceeds Expectations 90-100</b>
<b>Content &amp; Insight</b>	Paper lacks depth; incomplete summary; minimal reflection.	Covers main points; adequate insight and leadership reflection.	Thorough, insightful summary and strong reflection.
<b>Organization &amp; Clarity</b>	Disorganized, unclear, hard to follow.	Generally clear and organized; minor flow issues.	Well-organized, logical, and clear writing.
<b>APA Format &amp; Mechanics</b>	Numerous APA, spelling, grammar errors that distract.	Minor APA/language errors; reader understanding intact.	Accurate APA formatting; virtually error-free writing.

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Criteria	1 – Does Not Meet Expectations 0-69	2 – Meets Expectations 70-89	3 – Exceeds Expectations 90-100
<b>Depth of Reflection</b>	Little or no meaningful reflection.	Adequate reflection with some personal examples.	Thoughtful, meaningful reflection with specific examples.

## 2. 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 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



	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

### 3. 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.

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### 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



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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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#### 4. (KPI) Leadership and Advocacy Paper (100 points)

Step 1. The identity development of a leader often begins during graduate education—sometimes at the master’s level, other times not until the doctoral program, and for a fortunate few, in both. Counselor educators and clinical supervisors, through their advanced training and preparation, are uniquely positioned to serve as leaders and advocates in the counseling profession. As part of your leadership development, you are invited to craft a future-focused leadership autobiography that not only envisions the professional you aspire to become but also grounds that vision in leadership theory and personal insight. Begin by identifying and describing your leadership style and the leadership theory (e.g., trait theory, transformational leadership, behavioral theory, etc.) that best aligns with your personality and professional values. Provide evidence and personal examples that explicitly connect this theory to your current or emerging leadership identity. Reflect on the leadership qualities and skills you possess or seek to develop, and explain why you believe these are essential for your growth as a counselor educator. In addition to describing your anticipated professional background—including education, training, and future positions—consider the professional organizations you intend to join, the leadership roles you hope to hold, and the rationale behind each choice. Conclude by articulating your personal theory of how leaders are developed, integrating both your aspirations and your understanding of leadership in the counseling field. This comprehensive reflection will help you conceptualize and solidify your professional identity as a leader and advocate.

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 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](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.

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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
	(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	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	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

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	level coursework	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	Clearly 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



	not meet standards of doctoral level coursework	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)

### GRADING

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

90%-100%	A
80%-89%	B
70%-79%	C

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60%-69%     D  
< 59%        F

Assignment/Assessment	Point Value
Interview a Counselor Educator	100
Conference Content Session Proposal	100
Brief In-Class Content Session Presentation	50
Leadership and Advocacy Paper	100

Total points possible = 350 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 350. The resulting value is multiplied by 100 to yield a percentage. For example:  $(300 [\text{points earned}] / 350) \times 100 = 85.7\%$

**\*\*\*Assignments are due on the day noted in the syllabus. Late assignments will not be accepted.**

## 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 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.

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### 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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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.

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Windows	Windows 10	Edge, Chrome , Firefox	Latest of all browsers, and Firefox ESR.
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- 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,

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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](mailto: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.

### 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.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

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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>

### **AI use policy [Draft 2, 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'.**

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**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**

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

### **AI use policy [Draft 2, May 25, 2023]**

East Texas A&M University 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**



### **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>

#### Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/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](mailto: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/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.

### COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standard(s)	Readings	Assignments
8/26	-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	6.B.5.b 6.B.5.c. 6.B.5.e. 6.B.5.d.	-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 ....	

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	organizations and other Institutions CACREP Accreditation		<ul style="list-style-type: none"> <li>- CACREP (2016 and 2024) CACREP Standards</li> <li>-Adams (2006) Does CACREP make a difference? ...</li> <li>- -Boes et al. (2010) The graduation rates of professional school counselors ...</li> <li>- -Evan &amp; Robinson (2013) The impact of CACREP accreditation ...</li> </ul>	
9/2	<b>No class</b> Labor Day			
9/9	-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.	<ul style="list-style-type: none"> <li>- Atieno Okech &amp; Rubel (2019) Chapter 5: Admission and gatekeeping process (pp.84–86)- www.counseling.org”ACA LICENSURE PORTABILITY MODEL FAQ” and “PORTABILITY”</li> <li>-Olsen et al. (2018) Professional counselor licensure portability ...</li> <li>-Adams (2006) Does CACREP make a difference? ...</li> <li>- Drescher et al. (2016) The growing regulation of conversion therapy ...</li> <li>- Kaplan, D. M. (2014) Ethical implications of a critical legal case ...</li> <li>-Kocet &amp; Herlihy (2014) Addressing value-based conflicts ...</li> <li>-Kaplan &amp; Gladding (2011) A vision for the future of counseling ...</li> <li>-Kaplan et al. (2014) 20/20: A vision for the future of counseling ...</li> </ul>	
9/16	-Scholarship in counselor education -Conference program proposal development -Leadership within counselor education	6.B.4.i. 6.B.5.c.	<ul style="list-style-type: none"> <li>- Atieno Okech &amp; Rubel (2019) Chapter 6: Scholarship ...</li> <li>- Atieno Okech &amp; Rubel (2019) Chapter 9: Administration</li> <li>Osterlund &amp; Mack (2011) Promoting advocacy and leadership in counselor education ...</li> </ul>	

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	programs (student and faculty roles)			
9/23	<ul style="list-style-type: none"> <li>-Service in Counselor Education</li> <li>-Leaders as advocates for the profession and professional identity</li> <li>-Leadership strategies used when consulting</li> </ul>	6.B.5.g. 6.B.5.i.	<ul style="list-style-type: none"> <li>- Atieno Okech &amp; Rubel (2019) Chapter 11: Service ...</li> <li>- Atieno Okech &amp; Rubel (2019) Chapter 10: Professional leadership ...</li> <li>-Wingfield et al. (2010) Counselors as leaders in schools</li> <li>-Kaplan &amp; Gladding (2011) A vision for the future of counseling ...</li> <li>-Kaplan et al. (2014) 20/20: A vision for the future of counseling ...</li> <li>-<a href="https://counseling.education/counseling-consultation/consultation.html">https://counseling.education/counseling-consultation/consultation.html</a></li> <li>“Intro to Consultation &amp; Collaboration”</li> </ul>	
9/30	<ul style="list-style-type: none"> <li>-Leadership Theories</li> <li>-Multicultural issues associated with counselor preparation training and clinical supervision</li> </ul>	6.B.5.a. 6.B.5.k.	<ul style="list-style-type: none"> <li>-Barreto (2012) Counseling for the training of leaders ...</li> <li>-Evans et al. (2016) Incorporating leadership models ...</li> <li>-Celinska, D., &amp; Swazo, R. (2016) Multicultural curriculum designs in ...</li> <li>-<a href="http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm">http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm</a></li> <li>“Leadership Theories”</li> <li>- <a href="https://guycounseling.com/leadership-theories-made-simple/">https://guycounseling.com/leadership-theories-made-simple/</a> “8 Leadership Theories Made Simple”</li> </ul>	



10/7	No class			
10/14	No class			
10/21	<p>-Ethics and ethical decision making in teaching and research</p> <p>-Ethical and culturally relevant leadership and advocacy models/practices /strategies in response to crisis</p> <p>-Guest Speaker – Amanda Giordano— Expert in Leadership, Advocacy, Social Justice, and Multiculturalism</p>	<p>6.B.5.l. 6.B.5.f. 6.B.5.j.</p>	<p>-Celinska, D., &amp; Swazo, R. (2016) Multicultural curriculum designs in ...</p> <p>-ACA (2014) <i>Code of Ethics</i></p> <p>-Kaplan &amp; Martz (2014) New concepts in the ACA code</p> <p>- Amatrano (2014) Teaching ethical decision making ...</p> <p>- Toporek et al. (2009) Promoting systemic change through the ACA advocacy competencies</p> <p>-Solmonson (2010) Developing advocacy skills ...</p> <p>-Ratts &amp; Hutchins (2009) ACA advocacy competencies ...</p> <p>-Osborne et al (1998) Developing a social advocacy model ...</p> <p>- Lewis et al. (2020) ACA advocacy competencies (Updated 2018)</p> <p>-Decker et al. (2016) Infusing social justice advocacy ...</p> <p>-Ackerman (2017) An integrated model for counselor social justice advocacy ...</p>	Conference Content Session Proposal
10/28	Teaching and supervision Gatekeeping & remediation		<p>-Atieno Okech &amp; Rubel (2019) Chapter 2: Teaching</p> <p>-Atieno Okech &amp; Rubel (2019) Chapter 3: Supervision</p> <p>-Celinska, D., &amp; Swazo, R. (2016) Multicultural curriculum designs in ...</p> <p>- ACES (2011) Best practices in clinical supervision</p> <p>-Borders (2014) Best practices in clinical supervision</p> <p>-Atieno Okech &amp; Rubel (2019) Chapter 5: Admission and gatekeeping ...</p>	Interview a Counselor Educator

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			-McAdams et al. (2007) Remediation and dismissal policies ...	
11/4	-Advising and mentorship -Service		-Atieno Okech & Rubel (2019) Chapter 4: Advising and mentorship ... -Atieno Okech & Rubel (2019) Chapter 11: Service ...	
11/11	-Roles and positions in counselor education Faculty Review, Promotion, and Tenure Process		- Atieno Okech & Rubel (2019) Chapter 8: Faculty roles in non-tenure positions ... Atieno Okech & Rubel (2019) Chapter 9: Administration - Atieno Okech & Rubel (2019) Chapter 7: Faculty review, promotion, and tenure ...	Leadership and Advocacy Paper due
11/18	No class			
11/25	In-Class Content Session Presentations		- In-Class Content Session Presentations	In-Class Content Session Presentations
12/2	In-Class Content Session Presentations		- In-Class Content Session Presentations	In-Class Content Session Presentations

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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