

COUN 717: Ethics and Professional Development

Course Syllabus

Fall 2026

Thursday 4:30 pm -7:10 pm

Dallas Location

8/20/2026 through 12/11/2026

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

Chang, C. Y., & Barrio Minton, C. A. (2022). *Professional Counseling Excellence through Leadership and Advocacy* (C. Y. Chang & C. A. Barrio Minton, Eds.; 2nd ed.). Routledge.

<https://doi.org/10.4324/9781003049050>

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

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



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.

Key Performance Indicator (KPI)

Leadership and Advocacy paper

6.B.5.a., 6.B.5.b., 6.B.5.c., 6.B.5.d., 6.B.5.e., 6.B.5.f., 6.B.5.g., 6.B.5.h., 6.B.5.i., and 6.B.5.j.

2024 CACREP Standards Addressed in COUN 717



Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.5.a. theories, models, and skills of leadership	Chang & Barrio Minton, (2022) chapter 1 and 2	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.b. leadership and leadership development in professional organizations	Chang & Barrio Minton, (2022) chapter 4 and 14	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.c. leadership in counselor education programs	Chang & Barrio Minton, (2022) chapter 10	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.d. accreditation standards and program accreditation processes, including self-studies and program reports	- Chang & Barrio Minton, (2022) chapter 10, 11, 12 - CACREP standards	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.e. management and administration in agencies, organizations, and other institutions	Chang & Barrio Minton, (2022) chapter 10 and 14	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.f. leadership roles and strategies for responding to crises and disasters	Chang & Barrio Minton, (2022) chapter 5 and 6	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation



6.B.5.g. strategies of leadership in consultation	• Chang & Barrio Minton, (2022) chapter 5 and 6	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.h. current sociopolitical and social justice issues and how those issues affect the counseling profession	• Chang & Barrio Minton, (2022) chapter 7 and 18	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity	• Chang & Barrio Minton, (2022) chapter 17	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric Interview Rubric	1. $\geq 80\%$ 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	• Chang & Barrio Minton, (2022) chapter 8 • ACA advocacy model	Leadership Advocacy paper Interview	Leadership Advocacy paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.k. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues	• Chang & Barrio Minton, (2022) Chapter 7	Interview	Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.l. culturally sustaining leadership and advocacy practices	• Chang & Barrio Minton, (2022) chapter 7 and 18	Interview	Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.m. ethical leadership and advocacy practices	• Chang & Barrio Minton, (2022) chapter 3 • ACA code of ethics	Interview	Interview Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation



6.B.5.n. role of self-care in advocacy and leadership	• Chang & Barrio Minton, (2022) chapter 3 and 18			
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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 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.

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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 – <i>Exceeds Expectations</i> (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 – <i>Meets Expectations</i> (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 – <i>Does Not Meet Expectations</i> (0–39 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

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2. 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.

Criteria	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Interview Paper (100)	Interview does not meet assignment requirements and/or the paper provides limited discussion of the counselor educator's leadership, advocacy, challenges, professional development, personal reflection, or APA writing.	Interviews a qualified counselor educator (other than ETAMU) and provides a clear summary of the educator's leadership, advocacy, challenges, professional development, and a reflection on personal leadership growth. Paper is organized and follows APA style.	Interviews a qualified counselor educator (other than ETAMU) and provides a thorough, insightful analysis of the educator's leadership, advocacy, challenges, professional development, and a critical reflection on personal leadership growth. Paper is exceptionally well organized, professionally written, and demonstrates accurate APA style throughout.

3. Leadership and Advocacy Paper (150 points)

Counselor educators and clinical supervisors, through their advanced training and professional preparation, are uniquely positioned to serve as leaders and advocates within the counseling profession. The purpose of this assignment is to provide students with an opportunity to explore their leadership identity, envision their future professional role, examine their leadership style, and develop an advocacy perspective that supports the advancement of the counseling profession.

Students will complete a three-part paper.

Part I: Leadership Style and Theoretical Foundation

Students will identify and describe their leadership style and discuss the leadership theory that best aligns with their approach (e.g., transformational, servant, trait, behavioral, or contingency leadership). Students should provide evidence connecting their chosen leadership theory to their personal values, experiences, leadership qualities, skills, and professional goals. Students should also reflect on the leadership characteristics they possess or hope to develop as future counselor educators, supervisors, or professional leaders.

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Part II: Leadership Advocacy Statement

Students will develop a leadership advocacy statement by assuming the role of a leader within a counseling organization or as a licensure board member (e.g., ACA, ACES, TCA, CSI). Students should review a current leadership statement from a counseling organization and develop an advocacy plan addressing individual, system, and policy levels. The statement should focus on strengthening counselor identity, supporting professional development, and advancing access to mental health services.

Part III: Future Leadership Autobiography

Students will develop a future autobiography by envisioning the counselor educator and professional leader they aspire to become. Students will describe their future professional background, including career goals, education, training, professional experiences, organizational memberships, and potential leadership roles within counseling and related organizations. Students should also discuss their personal philosophy of leadership development and how individuals develop into effective leaders within the counseling profession.

Part IV: PowerPoint presentation

Students will do a presentation of the paper submitted. The presentation will be 15 to 20 minutes long with few discussion questions for the class to interact.

The paper must follow APA 7th edition guidelines, include a title page and reference page, and use a minimum of eight scholarly sources, including at least four peer-reviewed articles.

Leadership and Advocacy Paper Rubric (150 Points)

Criteria	CACREP	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
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Part I: Leadership Style and Theoretical Foundation (35)	6.B.5.a. 6.B.5.b. 6.B.5.c. 6.B.5.d. 6.B.5.e. 6.B.5.f. 6.B.5.g. 6.B.5.h. 6.B.5.i. 6.B.5.j.	Does not clearly identify a leadership style or theory. Provides limited or inaccurate explanation of leadership theory and lacks connection to personal values, experiences, skills, or professional goals.	Identifies and explains a leadership style and theoretical framework. Makes appropriate connections between leadership theory, personal experiences, values, and professional goals.	Provides a comprehensive analysis of a leadership style and theory. Demonstrates strong integration of leadership concepts with personal experiences, professional identity, and future goals as a counselor educator, supervisor, or leader.
Leadership Qualities and Skills Reflection (15)		Provides minimal discussion of leadership qualities or skills. Does not explain the relevance of these qualities to counseling leadership.	Identifies leadership qualities and skills and explains their importance for professional counseling leadership. Reflects on current strengths and areas for growth.	Provides a thoughtful and insightful reflection on leadership strengths, areas for development, and the role of leadership qualities in advancing the counseling profession.
Part II: Leadership Advocacy Statement (35)		Does not adequately address advocacy responsibilities or fails to develop a leadership perspective. Does not address individual, system, and policy levels.	Develops a leadership advocacy statement that addresses individual, system, and policy levels. Demonstrates understanding of counselor identity, professional advocacy, and	Creates a comprehensive and compelling advocacy statement demonstrating advanced understanding of leadership, systemic



			leadership responsibilities.	change, professional counselor identity, and advocacy within the counseling profession.
Part III: Future Leadership Autobiography (25)		Provides limited reflection regarding future professional identity, career goals, organizational involvement, or leadership development.	Describes future professional goals, leadership roles, organizational involvement, and personal philosophy of leadership development.	Provides a detailed and meaningful future leadership vision that demonstrates a clear professional trajectory, commitment to leadership development, and understanding of becoming a leader in the counseling profession.
Part IV: PowerPoint Presentation and Class Engagement (30)		Presentation lacks organization, professional delivery, or required components. Does not effectively summarize the paper or engage the audience.	Provides an organized 15–20 minute presentation summarizing the paper. Includes discussion questions and demonstrates appropriate class engagement.	Provides an engaging, professional, and interactive presentation that effectively communicates leadership concepts, encourages meaningful discussion, and demonstrates mastery of

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				the topic.
APA Format, Scholarly Integration, and Writing Quality (10)		Does not follow APA 7th edition guidelines and/or does not meet scholarly source requirements. Writing lacks organization, clarity, or professionalism.	Follows APA 7th edition guidelines with minor errors. Includes required title page, reference page, and minimum of eight scholarly sources, including four peer-reviewed articles. Writing is organized and professional.	Demonstrates strong APA 7th edition proficiency, effective integration of scholarly literature, and polished academic writing that enhances the quality of the paper.

Assignment/Assessment

Class Participation & Attendance

Interview

Leadership and Advocacy Paper

Point Value

50

100

150

Total points possible = 300 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 320. The resulting value is multiplied by 100 to yield a percentage. For example: $(320 [\text{points earned}]/300) \times 100 = 90\%$

No late assignments

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

Total points corresponding to the final letter grades

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = < 59 points

NOTE: Written assignments are due on the day noted in the syllabus. All assignments are due on/before the deadline. Late assignments will have 10% of the grade deducted per day late from the final score. After one (1) week late, the student will receive a 0.

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or [CES Handbook](#), or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance

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instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

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, an ETAMU campus open computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors in training and Counselor Educators and Supervisors in training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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

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ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

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

Academic Integrity

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit

www.etamu.edu/counsel

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 [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

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AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

8/20/2026 through 12/11/2026

Hybrid Synchronous and in person

Week/Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1 August 20	Course Introductions and Syllabus Review Introduction to Counselor Education	6.B.5.b.	Chang & Barrio Minton (2022), Chapters 1 & 4	Review syllabus in D2L
Week 2 August 27	CACREP Accreditation and Ethics	6.B.5.b. 6.B.5.d. 6.B.5.m.	CACREP Standards	
Week 3 September 3	Leadership Theories and Styles In-Person	6.B.5.a.	Chang & Barrio Minton (2022), Chapters 2 & 3	
Week 4 September 10	Foundations of Advocacy	6.B.5.j.	Chang & Barrio Minton (2022), Chapters 5 & 6	
Week 5 September 17	No Class	6.B.5.j.	Chang & Barrio Minton (2022), Chapters 8, 9 & 17	
Week 6 September 24	Counselor Educator Roles Client Advocacy	6.B.5.e. 6.B.5.f. 6.B.5.i.	Chang & Barrio Minton (2022), Chapters 10 & 16	Counselor educator interview due September 27
Week 7 October 1st	Multiculturalism and Social Justice In-Person	6.B.5.h. 6.B.5.k. 6.B.5.l.	Chang & Barrio Minton (2022), Chapter 7	
Week 8 October 8	Counseling Organizations	6.B.5.e.	Chang & Barrio Minton (2022), Chapter 14	
Week 9 October 15	Class synchronous Guest Speaker Research in Counselor Education		Chang & Barrio Minton (2022), Chapter 15	
Week 10	Leadership	6.B.5.j.	Chang & Barrio Minton	

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TEXAS A&M UNIVERSITY
COMMERCE

October 22			(2022), Chapters 12 & 13	
Week 11 October 29	Leadership, Supervision, and Consultation	6.B.5.g.	Chang & Barrio Minton (2022), Chapters 11 & 14	
Week 12 November 5	Role of wellness and self-care	6.B.5.n.		
Week 13 November 12	No class			
Week 14 November 19	Student Presentations			Presentation
Week 15 November 26	No class Thanks giving Break			
Week 16 December 3	No class			Leadership Advocacy paper due December 6

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