

From: [Smith, Randy](#)
To: [Dollarhide, Colette](#)
Cc: [Leite, Fabio](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Kowalsky, Lisa](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Warnick, Bryan](#); [Bagent, Aaron](#); [Snyder, Anastasia](#)
Subject: Proposal to revise the PhD in Educational Studies, Counselor Education Specialization
Date: Tuesday, July 16, 2024 2:43:50 PM
Attachments: [image001.png](#)

Colette:

The proposal from the Department of Educational Studies to revise the PhD in Educational Studies, Counselor Education Specialization was approved by the Council on Academic Affairs at its meeting on July 15, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work with you on any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

Randy



THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

614-292-5881 Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

(614) 292-5672

reed.901@osu.edu

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **4/25/2024**

RE: Proposal to **Revise the Ph.D. in Educational Studies, Counselor Education Specialization** in **Education and Human Ecology**

The **Department of Educational Studies** in the **College of Education and Human Ecology** is proposing a **Revision to the Ph.D. in Educational Studies, Counselor Education.**

The proposal was received by the Graduate School on **3/28/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **4/24/2024** and support it for review at CAA.

Memo

March 26, 2024

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Aaron Bagent, Curriculum Specialist

RE: PROGRAM REVISION: PhD Educational Studies, Counselor Education specialization, Department of Educational Studies

Please find materials included in this proposal related to the revision of the PhD Educational Studies, Counselor Education specialization program. The department wishes to make several curricular alterations to the program, including a decrease of overall credit hours, removal of the Specialized Sequence, and addition and removal of several courses. This proposal was approved by the EHE Curriculum Committee on March 21, 2024.

If there are any questions, please contact me at bagent.14@osu.edu.



March 25, 2024

Dr. W. Randy Smith, PhD
Vice Provost for Academic Programs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee regarding revisions to the PhD program in Counselor Education in the Department of Educational Studies. These changes include:

- Reduce required hours from 55 to 51
- Change the research core
- Delete the 'specialized sequence'
- Make several changes to the specialized requirements

The proposed changes update the curriculum and provide opportunities for a social justice focus in the revised curriculum.

Sincerely yours,

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

Is this a change to the current total?

Yes No

Program offered only online?

Yes No

If yes, is there a signed MOU with ODEE?

Yes No

Campus(es) where offered:

Columbus

ATI

Lima

Mansfield

Marion

Newark

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable



MEMORANDUM

To: Ann Allen, Department of Educational Studies
Aaron Bagent, College of Education and Human Ecology
Brett Zyromski, Counselor Education

RE: TRANSITION PLAN AND PERCENTAGE OF CHANGE

Dt: March 18, 2024

TRANSITION PLAN:

Could you provide a statement of how students currently in the program will transition to the new program?

This new program was vetted three times with our current students, who wholeheartedly approve of the new program design. Dr. Zyromski and I repeatedly assured the current students that they would not be required to move to the new program design but they could move to it if they wanted. We will use the new course names as of Fall 2024, but the content will be consistent; the updates to the course names reflect the social justice content that was always in the class but now is also in the name of the course. If a student does not electing to move to the new internship format, we will continue to use the old structure and independent nature of the internships to teach out the existing students.

PERCENTAGE OF CHANGE:

How much of a percentage change do you estimate these changes to be in relation to the current program?

The changes involve:

- One new course (part of which was previously taught at the MA level) (5%)
 - One new structure to internship (10%)
 - Deletion of two courses that were not additive (10%)
 - Two new course titles that are updated to reflect existing course content (10%)
- Resulting in 51 total credits beyond the MA from 54 total credits.

Total change estimate: 35%

Respectfully,

Dr. Colette T. Dollarhide, NCC
Professor, Counselor Education
Section Head and Assistant Chair, Department of Educational Studies
Dollarhide.1@osu.edu; 614-769-4028 (personal cell)



March 12, 2024

Dr. Binaya Subedi
Curriculum Committee Chair
College of Education and Human Ecology

Dear Dr. Subedi:

I am writing in support of changes to the Educational Studies Counselor Education Ph.D. program. The changes are in line with new accreditation requirements. The changes were approved by the department graduate studies committee at the January 17, 2024 and February 29, 2024 meetings. Below are a list of changes to the Ph.D. program in Counselor Education:

1. Program requirement hours change from 55 to 51
2. Change in the description of research core
3. Delete the "Specialized Sequence" text
4. Under "Specialized Requirements" change the following:
 - a. Delete 8300 as a requirement.
 - b. Add 8500 – new course – Advanced Social Justice Counseling Theory and Supervision.
 - c. Delete 8895 from required courses.
 - d. Change heading to Supervised Internship (from Supervised Practice and Internship).
 - e. Only use 8191 for Supervised Internship course.
 - f. Delete 7934 from recommended electives.

In relation to the program changes, the counseling education program is putting forth a new course for review, ESCE 8500: Advanced Social Justice Counseling Theory and Supervision, and a title change for ESCE 8100 from Leadership in Counseling Education to Leadership for Social Justice in Counseling Education, ESCE 8200 from Critical Pedagogy Issues in Counselor Education to Critical Pedagogy for Decolonizing Counselor Education, and 8191 to Doctoral Internship.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Ann Allen, Ph.D.
Interim Associate Chair, Department of Educational Studies
Associate Professor, Educational Policy
The Ohio State University



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Department of Educational Studies

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December 6, 2023

To: Grad Studies Committee, Department of Educational Studies
Curriculum Committee, College of Education and Human Ecology

Fr: Dr. Colette T. Dollarhide, Section Head, CESPCP
Dr. Brett Zyromski, Program Liaison, Counselor Education

RE: CURRICULUM CHANGE FOR COUNSELOR EDUCATION PHD PROGRAM

Dear Colleagues,

We are seeking approval of these proposed changes to the PhD program in Counselor Education. Below you will find the rationale, summary of changes table, and references to all changed documents. Thank you for your consideration; if there are any questions, please feel free to contact Dr. Dollarhide or Dr. Zyromski.

Rationale

The overall program structure and all courses in the Counselor Education PhD program have been evaluated in light of the 2024 Standards of CACREP, the Council for Accreditation for Counseling and Related Educational Programs, our national learned body. Concurrent with this review process, the overall program structure and all courses were evaluated in terms of our program mission to foster social justice training in our programs and in the counseling profession. This evaluation was operationalized through two surveys to current and former doctoral students and faculty (courses, structure, and lived experiences of the program); discussions in class and recorded input from current doctoral students (courses, structure, and emphasis areas of the students for their professional futures); and several rounds of proposed changes and discussion with faculty input. The final version of these proposed changes was approved by the faculty in December 2023 and is the foundation for this curriculum revision request.



Overview of the proposed changes:

1. Two courses were deleted as they were not consistent with accreditation or with student needs (8300 and 8895);
2. A new course was created that meets accreditation and infuses more social justice content into the program consistent with student needs (8500);
3. Titles of two courses have been edited so that the social justice emphasis of the program will be better articulated (8100 and 8200);
4. Internship (8191) has been redefined to be 12 credits of supervised time each semester for at least four semesters, as required by accreditation standards, that will address the one required topic (counseling) and the four optional topics (leadership and advocacy, pedagogy, research, and supervision). Section numbers are removed so that the student, advisor, and supervisor have flexibility in designing the internship in ways that meet the non-course requirements of the program as revised;
5. The non-course requirements have been revised to meet the topics of focus for counselor education as defined by accreditation standards to be: social justice; leadership and advocacy; research team, writing, and presenting; pedagogy; and supervision.

Summary of Changes: COURSES (See syllabi)

CURRENT	WILL BECOME	CHANGES
8100 Leadership in Couns Ed	8100 Leadership for Social Justice in Counselor Education	Title change; new syllabus attached
8200 Critical Pedagogical Issues in Couns Ed	8200 Critical Pedagogy for Decolonizing Counselor Education	Title change; new syllabus attached
8300 Research Identity in Couns Ed	DELETE COURSE, not needed in new program design	Delete course
8400 Critical Research Issues in Couns Ed	8400 Critical Research Issues in Counselor Education	No change
	8500 Advanced Social Justice Counseling Theory and Supervision	New Course; syllabus attached
8895 Doctoral Pro-Seminar	DELETE COURSE, not needed in new program design	Delete course
8191.01 Doctoral Practicum 8191.02 Doc Intern Supervision 8191.03 Doc Intern Teaching 8191.04 Doc Intern Counseling	8191 Doctoral Internship (Note: will be taken at least four times)	Title change; new syllabus attached



8191.05 Doc Intern Research		
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Summary of Changes: PROGRAM (See program sheet with track changes)

CURRENT	WILL BECOME	CHANGES
Requires 55 hours	Requires 51 hours	Lower credits to graduation
Common Core, 6 hours		No change
Research Core, 9 hours		No change
Specialization Requirements, Required Courses: 16 hours	Specialization Requirements, Required Courses: 12 hours	Removes 8300, not needed Inserts 8500, new course Removes 8895, not needed
Specialization Requirements, Supervised Practice and Internships: 12 hours	Specialization Requirements, Supervised Internships: 12 hours	Removes "Practice and". Internship will be taken each semester for first four semesters for 12 hours.
Recommended Electives	Removes 7934	
Electives: Cognate Area, 9 hours		No change
Dissertation Requirement, 3 hours		No change

We are also revising our **Non-Course Requirements** from these topics (see Non-Course Requirements):

Foundation: Leadership

- Cultural Competence/Social Justice
- Professional Identity Development
- Research Team Involvement
- Scholarly Publications
- Scholarly Presentations
- Pedagogy

To these topics, to meet accreditation and student emphasis, which will be tracked and completed in Internship:

Foundation: Social Justice

- Leadership and Advocacy
- Research Team, Writing, and Presenting
- Pedagogy
- Supervision



In summary, we believe that these changes will improve consistency between accreditation requirements and the program structure; will meet the needs of the students who are planning to enter the field as leaders for social justice in the profession; will streamline and strengthen the internship experiences for students where they will meet the requirements for non-course expectations for new professional counselor educators and leaders.

Respectfully,

Dr. Colette T. Dollarhide, NCC, LPC/S (OH)
Fellow of the American Counseling Association
Professor, Counselor Education
Section Head and Assistant Chair, Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
Dollarhide.1@osu.edu; 614-769-4028 (personal cell)

Brett Zyromski, Ph.D.
Associate Professor and Program Liaison, Counselor Education
Director of Field Placements for School Counseling
Associate Editor: Professional School Counseling Journal
EHE / Department of Educational Studies
The Ohio State University
614-688-4294 Office
zyromski.1@osu.edu
Co-Founder, Co-Chair: Evidence-Based School Counseling Conference
<http://www.ebscc.org>

Counselor Education (EDUCST-PH, WCE)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (55 hours)

Common Core (6 hours total)

Core 1 course (3):

EDUCST 6891 Proseminar in Educational Studies(3)

Core 2 course: Choose from one of the following courses (3)

EDUCST 5765	Grant Writing (3)
ESEPSY 7404	College Teaching (3)
ESEPSY 8404	Academic Writing in Education: Reviewing the Literature (3)
ESEPOL 7100	Writing for Educational Policy Audiences (3)
ESPHE 6403	Ethics and the Professional Context of Teaching (3)
EDUCST 6892	Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)

Students select a minimum of 9 hours that include at least 3 research courses at the 7000 level or higher and additional coursework to satisfy the competencies needed to successfully complete the dissertation that include at least 3 hours in each methodological tradition: qualitative and quantitative. This coursework is selected by the student in consultation with the advisor to reflect the student's research interests, and is subject to the rules of the Graduate Studies Committee.

Introductory Quantitative Sequence:

ESQREM 7648	GLM1: Introduction to Regression and ANOVA (Prerequisite: Intro to Stats) (4)
ESQREM 7658	GLM2: Advanced Regression and ANOVA (4)

Advanced Quantitative Options:

ESQREM 8648	Multivariate Experimental Designs (4)
ESQREM 8658	Applied Multilevel Data Analysis (3)

Qualitative Options:

ESQUAL 8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290	Qualitative Research in Education: Methods and Analysis (3)
ESQUAL 8210	Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211	Analysis of Classroom Discourse (3)

Minimum hours
post-MA/MS: 55

For More Information:
Department of
Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

Specialized Sequence:

Students, in consultation with their advisors, may design their own methodology sequence. This is particularly suited to humanistic scholarship in education (e.g., history or philosophy of education). To complete a specialized sequence, students must take three methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

Specialization Requirements (16 hours)

Required Courses (16 hours)

ESCE 8100	Leadership in Counselor Education (3)
ESCE 8200	Critical Pedagogy Issues in Counselor Education (3)
ESCE 8300	Developing a Research Identity in Counselor Education (3)
ESCE 8400	Critical Research Issues in Counselor Education (3)
ESCE 8895	Doctoral Seminars: Counselor Education (4 seminars = 1 credit/semester; taken over 4 semesters)
ESCE 8895	Doctoral Seminars (1)
ESCE 8895	Doctoral Seminars (1)
ESCE 8895	Doctoral Seminars (1)
ESCE 8895	Doctoral Seminars (1)

Supervised Practice and Internship: (12 hours)

ESCE 8191.01	Doctoral Practicum in Counseling (3)
ESCE 8191.02	Doctoral Internship: Counselor Education- Supervision (2-10)
ESCE 8191.03	Doctoral Internship: Counselor Education- Teaching (2-10)
ESCE 8191.04	Doctoral Internship: Counselor Education- Counseling (0-10)
ESCE 8191.05	Doctoral Internship: Counselor Education – Research (2-10)

Recommended Electives:

ESCE 7934	Theories of Counseling Supervision (1.5)
ESCE 6931	Diagnosis of Mental & Emotional Disorders (3)

Electives: Cognate Area (9 hours)

A cognate is focused study in an area outside, but related to, the student's area of specialization.

The cognate adds breadth to the specialization. Cognates must be taken at the graduate level and approved by the student's advisor.

Dissertation Requirement (3 hours)

Consult with faculty advisor

ESCE 8999	Dissertation/Thesis Research: Counselor Education
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Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

Counselor Education (EDUCST-PH, WCE)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (51 hours)

Common Core (6 hours total)

Core 1 course (3):

EDUCST 6891 Proseminar in Educational Studies(3)

Core 2 course: Choose from one of the following courses (3)

EDUCST 5765 Grant Writing (3)
 ESEPSY 7404 College Teaching (3)
 ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
 ESEPOL 7100 Writing for Educational Policy Audiences (3)
 ESPHE 6403 Ethics and the Professional Context of Teaching (3)
 EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context:
 Integrating Research Traditions (3)

Research Core (choose three, 9 hours)

Students select a minimum of 9 hours that include at least 3 hours in each methodological tradition: qualitative and quantitative. This coursework is selected by the student in consultation with the advisor to reflect the student’s research interests and is subject to the rules of the Graduate Studies Committee.

Introductory Quantitative Sequence:

ESQREM 7648 GLM1: Introduction to Regression and ANOVA (Prerequisite: Intro to Statistics) (4)
 ESQREM 7658 GLM2: Advanced Regression and ANOVA (4)

Advanced Quantitative Options:

ESQREM 8648 Multivariate Experimental Designs (4)
 ESQREM 8658 Applied Multilevel Data Analysis (3)

Qualitative Options:

ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
 ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)
 ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
 ESQUAL 8211 Analysis of Classroom Discourse (3)

Minimum hours
post-MA/MS: 55

For More Information:
 Department of
 Educational Studies
 122 Ramseyer Hall
 29 West Woodruff Ave.
 Columbus, OH 43210
 614-688-4007
EdStudies@osu.edu

Specialization Requirements (12 hours)

Required Courses (12 hours)

ESCE 8100	Leadership for Social Justice in Counselor Education (3)
ESCE 8200	Critical Pedagogy for Decolonizing Counselor Education (3)
ESCE 8400	Critical Research Issues in Counselor Education (3)
ESCE 8500	Advanced Social Justice Counseling Theory and Supervision (3)

Supervised Internship: (12 hours)

ESCE 8191	Doctoral Internship in Counselor Education (12)
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Recommended Elective:

ESCE 6931	Diagnosis of Mental & Emotional Disorders (3)
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Electives: Cognate Area (9 hours)

A cognate is focused study in an area outside, but related to, the student's area of specialization.

The cognate adds breadth to the specialization. Cognates must be taken at the graduate level and approved by the student's advisor.

Dissertation Requirement (3 hours)

Consult with faculty advisor

ESCE 8999	Dissertation/Thesis Research: Counselor Education
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Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

ESCE 8100 – Leadership for Social Justice in Counselor Education

Autumn 2024, 3 CREDIT HOURS, Graduate

Instructor:

Email:

Phone: (if desired)

Office Hours:

Course Information

Course times and location:

Mode of delivery: IN PERSON

Course Overview

Description / Rationale

This is a doctoral level seminar course, designed to focus on leadership principles and theories, including their application to counselor education. The course is designed to foster professional identity as a counselor educator leader and advocate. Students will work from a self-reflective model in order to discover and assess their own leadership skills and potential and to consider how that potential can be applied to the field of counselor education.

The first part of the course will focus on leadership theory, the second on understanding how leaders make an impact on the larger community, and the third on the opportunities for leadership in the field of counseling.

Relation to Other Courses

This is a foundation course in the Counselor Education PhD program.

Prerequisites: Admission to the Counselor Education doctoral program.

Prerequisite Knowledge: MA knowledge of the profession of counseling.

Learning Objectives

As defined by CACREP 2024, and adapted to infuse social justice throughout the course:

- a. theories, models, and skills of SOCIALLY JUST leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. accreditation standards and program accreditation processes, including self-studies and program reports – with specific emphasis on the IMPACT OF ACCREDITATION AND TESTING ON SOCIAL JUSTICE IN CE
- e. management and administration in agencies, organizations, and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation

- h. current sociopolitical and social justice issues and how those issues affect the counseling profession
- i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
- l. culturally sustaining leadership and advocacy practices
- m. ethical leadership and advocacy practices
- n. role of self-care in advocacy and leadership

The CACREP standards provide the foundation for the course content that will be covered in the course. To accomplish these goals, the class is designed to foster:

1. Understanding of social justice leadership theory and skill development
2. Understanding of self as a leader and advocate for social justice
3. Understanding leadership opportunities and pathways in CES to foster social justice in the profession
4. Advance understanding of advocacy through action
5. Engage and become active in advocacy efforts related to the profession and to social justice in society and higher education
6. Discovery of purpose, gifts, and areas for advancement as it relates to social justice leadership and advocacy engagement

Course Materials

Required

Articles

No required text books

Supplemental / Optional

Bakre, B. & Gray, A. (2018). *The Black Woman in leadership's survival guide: 9 things you should know about surviving as a leader when all of the odds are against you*. Independently published.

Chang, C., & A., B. M. C. (Eds.). (2021). *Professional counseling excellence through leadership and advocacy* (2nd ed.). Routledge. <https://www.routledge.com/Professional-Counseling-Excellence-through-Leadership-andAdvocacy/Chang-Minton/p/book/9780367494568>

Prager, S. (2017). *Queer, there, and everywhere: 23 people who changed the world*. Harper Collins.

Rath, T. & Conchie, B. (2009). *Strengths based leadership: Great leaders, teams, and why people follow*. Gallup.

Rios, P. & Martinez, J. F. (2021). *Untold stories: The Latinx leadership experience in higher education*. Wipf and Stock.

Sanders, C. (2021). *Black Magic: What Black leaders learned from trauma and triumph*. Simon & Schuster.

Storlie, C.A. & Herlihy, B. (2021). Counseling leaders & Advocates: Strengthening the future of the profession. American Counseling Association.

Articles

Baker, S. B., Robichaud, T. A., Dietrich, V. C. W., Wells, S. C., & Schreck, R. E. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling*, 12(3), 2156759X0901200301.

Benrimoh, D., Warsi, N., Hodgson, E., Demko, N., Chen, B. Y., Habte, R., ... & Ruiz-Casares, M. (2016). An advocacy and leadership curriculum to train socially responsible medical learners. *MedEdPublish*, 5(62), 62.

Glosoff, H. L., Durham, J. C., & Whittaker, J. E. (2012). Supervision: Promoting advocacy and leadership. In *Professional counseling excellence through leadership and advocacy* (pp. 209-230). Routledge.
Núñez-Mchiri, G. G., & Silva, A. C. (2021). Leadership, Education, Advocacy, and Development (LEAD): A Latina Leadership and Community Engagement Model on the US-Mexico Border. *Frontiers: A Journal of Women Studies*, 42(3), 122-136.

Peters, H. C., Luke, M., & Kozak, K. T. (2018). Adapting Chi Sigma Iota principles and practices of leadership excellence to a school counseling leadership context. *Journal of Counselor Leadership and Advocacy*, 5(2), 95-108.

Peters, H. C., & Luke, M. (2021). Supervision of leadership model: An integration and extension of the discrimination model and socially just and culturally responsive counseling leadership model. *Journal of Counselor Leadership and Advocacy*, 8(1), 71-86.

Storlie, C. A., Parker-Wright, M., & Woo, H. (2015). Multicultural leadership development: A qualitative analysis of emerging leaders in counselor education. *Journal of Counselor Leadership and Advocacy*, 2(2), 154-169.

Sweeney, T. J. (2012). Leadership for the counseling profession. In *Professional counseling excellence through leadership and advocacy* (pp. 27-44). Routledge.

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Leadership-Advocacy Self Evaluation and 5 Year Plan	20
Leadership & Advocacy Interview	20
Leadership Theory-Skill Teaching Demonstration	20
Legislature Advocacy Letter	20
10 Hour Leadership and/or Advocacy Internship	20
TOTAL	Points/100%

See below for assignment descriptions and due dates.

Late Assignments

Late submissions will not be accepted (unless otherwise discussed prior to due date). Please refer to Carmen for due dates and to submit. Please plan accordingly as all assignments are uploaded to CANVAS.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

Leadership-Advocacy Self-Evaluation and Five-Year Plan

CACREP Standards: Part B, Doctoral Professional Identity; Item 5, a-d, l

For this assignment, you are to reflect on how you might apply your learning about social justice leadership theory/skill development and advocacy to your own development. Include the following in your submission and be prepared to present a summary of your assessment or plan:

*Submission can be in the form of 20 PowerPoint slides max, 10 pages max, or another pre-approved format. Presentation in class is 10 minutes.

- Complete a leadership assessment/evaluation and summarize results
- Complete an advocacy assessment/evaluation and summarize results
- Include a reflection on how you as a person (i.e., social location, positionality, experience) might be reflected in the results.
- Discuss which leadership theory you identify most closely with and how that is aligned (or not) with your assessment results.
- Discuss how your identified leadership theory/style relates to your intended or past advocacy efforts
- Discuss ethical and culturally relevant leadership and advocacy practices that you will engage during your 5-year journey
- Discuss next steps through your 5-year plan for your leadership and advocacy development based on your results and personal goals.
 - Your 5-year plan should outline the steps that you will take to engage in leadership and advocacy activities within the CES profession (i.e., identify specific organizations & identify specific roles)
 - A plan should include skills you need to develop, responsibilities you want to take on, and task that you will complete yearly. Be as specific as possible.

Leadership & Advocacy Interview

CACREP Standards: Part B, Doctoral Professional Identity; Item 5, e-h, j-k

* This can be completed solo or in a group no larger than 4 people.

Interview at least one leader in the field, about their pathways to leadership and advocacy, advice, and other thoughts that you are interested in. Identify the person through their work on specific issues, scholarship, advocacy, or leadership that aligns with a particular area of interest for you. **THIS SHOULD NOT BE SOMEONE YOU KNOW.** Consideration should be given to their leadership development through professional organizations, through their university systems, through mentoring or consultation, personal growth, and reflection, as well as how they see themselves as advocates in the daily work of counseling or counselor education. Strategies they use for social justice leadership and advocacy. Write a 3-7 page summary of the interview and be prepared to discuss your findings with the class (15-20 minute discussion); include the following sections:

- Intro
 - Brief bio of the individual including their specialty

- Rationale for your choice
- How you prepared for the interview
- Interview Summary
 - Goal of interview (i.e., main topics of interest)
 - Summary of findings
- Reflection
 - Personal reaction
 - How did the interview support or challenge your definition of leadership and your understanding of the skills necessary to be a good leader?
 - What did you learn from this interview that will make you a better leader?
- Attend to the considerations listed above
- Supplemental file: Questions prepared for the interview
- Supplemental file: Interview transcript (*be sure to select the transcript option when conducting the interview via zoom or skype.)

**Group assignment reminder: the title page must include every group members name with 2-3 sentences on their role on the team (i.e., what did each member do) please be specific.*

Social Justice Leadership Theory/Skill & Advocacy Teaching Demonstration

CACREP Standards: Part B, Doctoral Professional Identity; Item 5, a-d

* This is completed in pre-assigned pairs.

Work collaboratively with one colleague to develop a presentation based on the topic for your assigned week. Students will demonstrate mastery of the topic through a presentation of the subject and facilitation of discussions. You are asked to present as if you are teaching a masters level course on leadership and advocacy. For this teaching demonstration please include the following:

- A brief lesson plan (include goal, 2-3 objectives, selected readings, lecture outline, and an experiential component with 1-2 activities appropriate for master's level education) – Provide this to your colleagues prior to your instruction day.
- 45-minute lesson with activity and brief learning assessment
- The presentation at minimum must include the following: 1. Definition & research on the theory; 2. How the theory is related to social justice/advocacy (review article); 3. Discuss/review article that uses the theory in CES; 4. Ethical/cultural considerations; 5. Models of application to leadership and or advocacy; 6. Experiential activity

**Group assignment reminder: the title page must include every group members name with 2-3 sentences on their role on the team (i.e., what did each member do) please be specific.*

Legislature Social Justice Advocacy Letter

CACREP Standards: Part B, Doctoral Professional Identity; Item 5, f-i

* This is completed in groups of 4 people.

This is a professional advocacy project. Work collaboratively with colleagues (groups of 4) to decide on an advocacy topic that will help address one or more social justice challenges within the community, or the counseling profession or specializations. The activity should challenge you to use past and current knowledge about a challenge to the profession, utilize current leadership and advocacy skills to address the challenge, and apply yourselves to an effort that will make a real difference. Review training materials, websites, and resource materials on how to engage with legislature. You group should submit the legislature letter to the instructor and present on its contents in class.

*Group assignment reminder: the title page must include every group members name with 2-3 sentences on their role on the team (i.e., what did each member do) please be specific.

Resources:

- <https://www.congress.gov/legislative-process>
- <https://www.congress.gov/help/learn-about-the-legislative-process>
- <https://awionline.org/content/how-communicate-effectively-legislators>
- <https://americanmajorityonline.org/>
- Example letter templates: <https://www.nlacrc.org/home/showdocument?id=272>
- Utilize this website to identify an advocacy opportunity:
<https://www.counseling.org/government-affairs/public-policy>

10 Hour Leadership and/or Advocacy Praxis

CACREP Standards: Part B, Doctoral Professional Identity; Item 5, a-l

Engage in a pre-approved leadership activity in the counselor education program or outside of the counselor education program for 10 hours. If you choose to volunteer within the counseling program, you will have the opportunity to work closely with faculty, learn about CACREP accreditation, and leadership at the program level. If you choose a leadership opportunity outside of the program, you will have an opportunity to engage and network with scholars outside of your circle of influence as well as learn about a professional or educational organization. These hours should be conducted outside of your current employment. We will use class time during certain weeks to accomplish the internship task.

At the end of the experience, you must submit a reflection paper that details how you spent your ten hours (can be in the form of a hour's log) as well as a description of: goals accomplished, relationships built, follow-up plan, and a reflection on how you were able (or not) to use your leadership-advocacy skills. Also discuss the leadership style that most closely aligned with your leadership supervisor and your experience of that style (i.e., did it work well, etc.). Your reflection paper should be 5 pages max.

Course Schedule

WEEK	DATE	TOPIC(S)	LEARNIN G OBJECTIV E(S)	READING(S) & ACTIVITIES	ASSIGNMENT
<i>SOCIAL JUSTICE Leadership Theory, Skill, & Techniques & Application to CES</i>					
1	Aug 23	Social Justice Leadership Theory, Skill, and Techniques Intro	CACREP, B.5.A	Fassinger, R. E., & Shullman, S. L. (2017). Leadership and counseling psychology: What should we know? Where could we go?. <i>The Counseling Psychologist</i> , 45(7), 927-964.	
2	Aug 30	Social Justice Leadership Identity	CACREP, B.5.A	Guest Speaker: Dr. Amanda DeDiego (6-6:40pm) DeDiego, A. C., Chan, C. D., & Basma, D. (2022). Emerging leaders:	

				<p>Leadership development experiences of counselor education doctoral students. <i>Counselor Education and Supervision</i>.</p> <p>Myers, J. E. (2012). Professional leadership, leading well: Characteristics, principles, and ethics of effective counseling leaders. In <i>Professional counseling excellence through leadership and advocacy</i> (pp. 65-86). Routledge.</p>	
3	Sept 6 - Independent Study		CACREP, B.5.A-D	<p>Exploring your Leadership Identity</p> <p>Gibson, D. M. (2016). Growing leaders: The parallels of professional identity and leadership identity development in counselors. <i>Journal of Counselor leadership and Advocacy</i>, 3(1), 31-40.</p> <p>https://hbr.org/2020/08/whats-your-leadership-origin-story</p> <p>https://www.northeastern.edu/graduate/blog/leadership-styles/</p> <p>https://www.waldenu.edu/education-specialist/eds-in-educational-leadership-and-administration/resource/five-tips-for-branding-yourself-as-a-leader-in-ela</p>	
4	Sept 13	<p>Situational Leadership Theory</p> <p>Contingency Theory</p>	CACREP, B.5.A-D		<p>Teaching Demonstration: Michelle & Nancy</p> <p>Teaching Demonstration: Natese & Audia</p>
5	Sept 20 ZOOM	Transformational Leadership Theory	CACREP, B.5.A-D	Guest Speaker: Janelle Jones & Ashlei Petion (4:20-5:15pm)	Teaching Demonstration: Sarah & Mickey
September 20th Assignment Due: Leadership & Advocacy Self-Evaluation & 5-year plan					
6	Sept 27	Behavioral Theory	CACREP, B.5.A-D		Teaching Demonstration: Quinn & Sangeun

					Self-Eval & 5-year Plan Presentations
7	Oct 4	Great Man Theory of Leadership Trait Theory of Leadership	CACREP, B.5.A-D		Teaching Demonstration: Charron & Rumbidzai Teaching Demonstration: Kristin & Ryan
Leadership in Action					
8	Oct 11 ZOOM	Political Issues in Counseling: Social Justice Impact on Leadership & Advocacy	CACREP B.5.h-k	Guest Speaker: Dania Lofton, Esq. from ACA Governing (GAPP) https://www.cnn.com/2016/11/15/politics/ways-to-be-more-politically-active-trnd/index.html	
9	Oct 18—Independent Study		All Ohio Conference Cashwell, C. S., & Minton, C. A. B. (2012). Leadership and advocacy in counselor education programs: Administration and culture. In <i>Professional counseling excellence through leadership and advocacy</i> (pp. 189-208). Routledge. Decker, K. M., Manis, A. A., & Paylo, M. J. (2016). Infusing social justice advocacy into counselor education: Strategies and recommendations. <i>The Journal of Counselor Preparation and Supervision</i> , 8(3), 1.		
10	Oct 25 ZOOM	Leadership in CES Programs for Social Justice	CACREP, B.5.C-D	Guest Speaker: Dr. Dollarhide (4:15-5:15pm) via ZOOM	Leadership-Advocacy Interview presentation
October 25th Assignment Due: Leadership-Advocacy Interview					
11	Nov 1 ZOOM	Social Justice Leadership in the Profession	CACREP, B.5.B; B.5.E	Guest Speaker: Dr. Kim Lee Hughes, Past President of AMCD (5:30-6:30pm) Gibson, D. M., Dollarhide, C. T., Moss, J. M., Aras, Y., & Mitchell, T. (2018). Examining leadership with American Counseling Association presidents: A grounded theory of leadership identity development. <i>Journal of</i>	

				<i>Counseling & Development</i> , 96(4), 361-371.	
12	Nov 8	Social Justice Leadership in the Field (Consultation/Response to Crisis)	CACREP B.5.F-G	<p>Domínguez, D. G., García, D., Martínez, D. A., & Hernandez-Arriaga, B. (2020). Leveraging the power of mutual aid, coalitions, leadership, and advocacy during COVID-19. <i>American Psychologist</i>, 75(7), 909–918. https://doi.org/10.1037/amp0000693</p> <p>Glosoff, H. L., Schwarz, J. E., & Shand-Lubbers, R. (2021). Supervision and Consultation: Promoting Advocacy and Leadership. In <i>Professional Counseling Excellence through Leadership and Advocacy</i> (pp. 176-194). Routledge.</p>	
Leaders as Advocates					
13	Nov 15	Engaging in Social Justice Leadership & Advocacy through Action	CACREP B.5.h-k	<p>Guest Speaker: Katherine McVay (4:15-5:15)</p> <p>https://ct.counseling.org/2020/06/professional-advocacy-a-call-to-the-profession/</p>	
14	Nov 22- Independent Study			<p>What will you Advocate for?</p> <p>https://ct.counseling.org/2014/04/advocacy-in-action/</p> <p>ACA Advocacy Competencies: https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-may-2020.pdf?sfvrsn=85b242c_4</p>	
November 22nd Assignment Due: Legislature Advocacy Letter					

15	Nov 29 ZOOM	Ethical and Culturally Sound Social Justice Leadership & Advocacy Practices	CACREP B.5.L	Guest Speaker: Dr. Piers Turner (5:45-6:40pm) Eisenbeiß, S. A., & Giessner, S. R. (2012). The emergence and maintenance of ethical leadership in organizations: A question of embeddedness?. <i>Journal of Personnel Psychology</i> , 11(1), 7.	Legislature advocacy letter presentation
16	Dec 6	Wrap -up & Reflection			10 Hour leadership/Advocacy Internship

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).



ESCE 8200 - 8200 Critical Pedagogy for Decolonizing Counselor Education

FALL 2025, 3 credit hours, graduate

Instructor: Dr. Brett Zyromski, Associate Professor, Counselor Education

Email: PAES Building, room 444.

Phone: 614-688-4294

Office Hours: TBD

Course Information

Course times and location:

Mode of delivery: IN PERSON

Course Overview

Description / Rationale

Strategies for counselor education are unique in that we strive to foster learning in terms of all four domains of human functioning: cognitive, affective, behavioral, and contextual. This is important because the practice of counseling utilizes the whole self of the counselor. This class will provide students with the rationale, methodology, and andragogical strategies to foster holistic teaching in counselor education, with special attention paid to social justice in the curriculum and classroom so that diverse students in counselor education will have the support and challenge that will enable all students to thrive.

Relation to Other Courses

This is a foundational class in the PhD program of Counselor Education.

Prerequisites: Admission to Counselor Education & Supervision Doctoral Program.

Prerequisite Knowledge: Knowledge of the counseling profession.

Learning Objectives:

As defined by CACREP 2024 and infused with social justice and decolonization, the course will address:

- a. roles and responsibilities related to educating counselors and contributing to the decolonization of the profession
- b. andragogy and adult learning theories
- c. teaching methods relevant to counselor education with the goal of decolonizing Counselor Education to decolonize the profession of counseling
- d. curriculum design and instructional delivery that shares power with learners in meaningful and culturally appropriate and affirming ways
- e. the use of technology in instructional design and program delivery types
- f. integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
- g. universal design to meet the needs of all students with respect for individual differences in learning

- h. instructional and curricular evaluation methods
- i. problematize and critically review various practices involving screening, remediation, and gatekeeping functions relevant to Counselor Education
- j. culturally affirming assessment of student learning and professional dispositions
- k. legal and ethical issues and responsibilities in counselor education for all program delivery types
- l. culturally sustaining strategies for counselor education in all activities of the professorate
- m. the role of mentoring in counselor education with a special focus on student groups such as CSI, CSJ, and any affiliation groups such as VOICE

To accomplish these decolonizing goals, this class is designed to foster:

1. Understanding of various theories of change, learning, teaching, and intelligence, including critical thinking and reflective judgment;
2. Appreciation for diverse learning preferences;
3. Understanding of the relationship between learning, creativity, and problem solving, and how that relationship can be fostered in the classroom;
4. Understanding of various teaching pedagogies to enhance learning through the creation of a safe, challenging learning community;
5. Appreciation of how multiculturalism is experienced in the classroom and ways to create a respectful learning community that encourages all students;
6. Understanding of the use of technology to enhance learning;
7. Appreciation of assessment, both assessment of student learning and assessment of one's teaching;
8. Understanding of the ethics of teaching and academic rigor, as defined both by the profession (CACREP) and by the institution;
9. Understanding of how to create a syllabus and prepare for teaching a class;
10. Appreciation of strategies for teaching counseling;
11. The ability to problem-solve in terms of students, pedagogy, topics, and other topics of interest to the class;
12. Understanding of how these skills translate into professional presentations and research colloquia in the job search process;
13. Consider grant writing to support research on one's teaching;
14. Understanding the program evaluation process.

Student Outcomes:

Candidates preparing to work as professional counselor educators must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. By the time the student has completed the course, s/he will have demonstrated mastery of all following topics, as demonstrated through the corresponding learning activities:

<i>TOPIC</i>	<i>LEARNING ACTIVITY</i>
Theories of change, learning, teaching, and intelligence, critical thinking and reflective judgment	Learning/Teaching Reflection paper
Diverse learning styles	Teaching tape, Learning Community Plan
The relationship between learning, creativity, and problem solving, and how that relationship can be fostered in the classroom	Learning Community Plan, Teaching Tape

Various teaching pedagogies to enhance learning through the creation of a safe, challenging learning community	Learning Community Plan, Teaching Tape
Multiculturalism and ways to create a respectful learning community	Learning Community Plan
Technology to enhance learning	Technology in Couns Ed. Annotated Bibliography
Assessment of student learning and assessment of teaching	Course Plan, Learning Community Plan, Teaching tape
Ethics of teaching and academic rigor, as defined both by the profession (CACREP) and by the institution	Course Plan
How to create a syllabus and prepare for class	Course Plan
Problem-solving in terms of students, pedagogy, topics, and other topics of interest to the class	Learning Community Plan
Write grant proposals appropriate for research, program enhancement, and/or program development.	Outline of grant proposal appropriate for research, program enhancement, and/or program development in teaching.
How these skills translate into professional presentations and research colloquia in the job search process	Teaching tape
Program Evaluation	Class Discussion

Course Materials

Required

Association for Counselor Education and Supervision (ACES). (2016). *Best Practices in Teaching in Counselor Education*. Available on Carmen

Emdin, C. (2016). *For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press. ISBN: 978-0-8070-2802-5

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. (2nd ed). San Francisco: Jossey-Bass. ISBN: 9780787996864

Svinicki, M. D. & McKeachie, W. J., (2014). *McKeachie's Teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth/Cengage. ISBN 13: 978-1-133-94077-7 ISBN 10: 1-133-94077-3

Taylor, E. W., & Cranton, P. and Associates. (2012). *The handbook of transformative learning: Theory, research and practice*. San Francisco, CA: Wiley/Jossey-Bass. ISBN: 978-0-470-59072-0

Additional required readings available on Carmen.

Recommended reading:

Ginsberg, M. B., & Wlodkowski, R. J. (2009). *Diversity & motivation: Culturally responsive teaching in college* (2nd ed.). San Francisco, CA: Jossey Bass. ISBN: 978-0-7879-9611-6

Supplemental / Optional

As assigned on Carmen

Course Requirements/Evaluation

Grades

For each of the following assignments, determine how many of the 100 course points will be allocated to each assignment. Then calculate the points for an A as 90% of the points for that assignment. Finally, please address why you are weighting this assignment as you are. What is the learning you will focus on? Why is this learning important to you?

Assignment / Category	Points / %
Assignment 2, 4, or 7	Points for each assignment will be negotiated between the student and professor to allow for focused learning by the student.
Philosophy of Teaching Statement	
Learning Community Plan	
Program Evaluation Assignment:	
Teaching Tape:	
Course Plan and Syllabus:	
TOTAL	Points/100%

See below for assignment descriptions and due dates, as well as the official contract for learning.

Late Assignments

[fill in late assignment policy here for assignments and exams]

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

All assignments will be designed on a contracted basis for points. See page 14 of this document for the contract. **Assignments 2, 4, and 7: select ONE that you feel would be the most helpful for you as outlined in your learning contract.

Papers: Please cite class materials and all resources in your papers; APA is standard in all assignments. Please submit all papers via Carmen. Title each paper as yourlastname_F23_8200_assignmentname and use that as the document header.

1. **Participation:** This is a doctoral-level class, and I assume that you will take an ACTIVE role in your learning, attending all classes, participating in all discussions, and integrating all course materials into your papers. Please be on time for class, as announcements are made in the first 10 minutes of class.
2. ****Learning/Teaching Reflection paper:** You will write a reflection paper integrating the concepts of the class with your own experience. First, examine your learning relative to the concepts from the class readings and discussion, and evaluate your learning style(s) in terms of the learning environment you have known in your K-12 education, your undergraduate, and then graduate experiences. Next, examine your teaching style in terms of ANY teaching experience

you have had, and evaluate your teaching strengths and challenges. Specifically address what knowledge, skills, or dispositions you would like to improve during this course. (4 pages max)

3. **Philosophy of Teaching Statement:** Write a 3-page (max) philosophy statement that outlines your approach to teaching and learning, *citing the sources of your ideas*. (Reference page does not count in page maximum)
4. ****Technology in Counselor Education Annotated Bibliography:** In this presentation, you will evaluate the ways that technology is used in Counselor Education. You will examine at least 4 research articles from professional literature (*CES, JCD, PSC, others*), and prepare your thoughts on the uses, efficacy, advantages, and disadvantages of the various ways technology can be used in counselor education using the annotated bibliography format in Carmen. We will have a group discussion on this topic that will be informed by your preparation. Bring a copy of your annotation for all students (12 total).
5. **Learning Community Plan:** You will work in dyads and triad for this assignment, randomly assigned. You will use a Case Study (See pages 15 and 16 of this syllabus) to create a 6-week plan for developing a learning community in a Counselor Education class. You must explicitly describe how you will assess the needs of counselors in training and develop techniques to help students develop into competent counselors. This assignment will integrate the concepts of multicultural learning, classroom management, creativity, and assessment in this group assignment. (10 pages max)
6. **Teaching Tape:** Select a class you would like to teach and contact that professor. You and the professor can discuss your role with the class, but you must videotape a demonstration of a teaching strategy you especially like from this semester (approximately 30 minutes). Bring the tape of yourself to class, cued to play for 10 minutes. In your short (3 page max) paper, provide the following: (a) an outline of your presentation, noting how you are applying the concepts of the class and citing your sources, (b) addressing your teaching strengths and challenges as seen on the tape in terms of the concepts of this class, and (c) presenting a plan to address your challenges and enhance your strengths as a teacher. We will view the tapes in class for group discussion and feedback.
7. ****Outline of Grant Proposal:** Select one current grant opportunity and outline a grant proposal that meets the needs of research, program enhancement, and/or program development in teaching for the OSU Counselor Education program. (4 pages max)
8. **Program Evaluation Assignment:** Counselor educators are frequently contracted to evaluate programs. Find a program with which you are familiar and design a plan for evaluating that program. Define your source of data for baseline measures, then define interval and final data collection. How will you analyze the data? How will you report your findings? (5 pages max)
9. **Course Plan and Syllabus:** Select a course within Counselor Education and create a syllabus for that class. You will follow the structure of this syllabus for your syllabus and *highlight your philosophy of teaching and learning*. You must include the CACREP standards (cite these in the syllabus; available from www.CACREP.org) and add pedagogy you will select for each topic (add a column on the Course Schedule chart). You will outline your method of authentic assessment in terms of assignments, portfolio, etc. In an addendum, you will also outline your strategies for self-assessment as discussed in class and readings. We will share these with each other in class.

Course Schedule

DATE	TOPIC	READING M=McKeachie T&C = Taylor & Cranton ACES = ACES Best Practices	HOMEWORK DUE Read Emdin and Palmer in first half of semester
1 8/22	Various ways of knowing (empirical vs. constructed knowing; reflective judgment)	M: ch 1, 4 T&C: ch 1, 2, 3 ACES: Preface, Section 3 ~Dollarhide & Granello http://www.whitesupremacyculture.info/uploads/4/3/5/7/43579015/okun_-_white_sup_culture_2020.pdf	
2 8/29	How people think/learn; Critical thinking, Bloom's Taxonomy, Affective Taxonomy, Revised Ford-Harris/Bloom-Banks Matrix Taxonomy	M: 5, 6, 11, 21 T&C: 5, 6, 8 ACES: Section 1 ~Prilletensky ~King & Kitchener, Refl Judg ~Tchr as Midwife https://www.drdonnayford.com/resources-galleryPage	Learning Contract, pg 12
3 9/5	Creativity through Problem Solving; Sparks of Genius, Flow	M: 15, 16, 20 T&C: 7, 9, 27 ACES: Section 6 ~Imagination & Creativity ~Expressive ways of knowing	Learning Contract, pg 12
4 9/12	Learning Communities: Cooperative learning Agenda: Music Opening Activity Chapter discussion from 9/5 Teaching Philosophy outline Activity Chapter discussion from 9/12	http://www.whitesupremacyculture.info/uploads/4/3/5/7/43579015/okun_-_white_sup_culture_2020.pdf M: 13 (Emeka), 14 (Lee) T&C: 10 (Michelle), 11 (Audia), 13 (Dantavious), 22 (Dasom) ~Resolving Conflict (Gahyun & Sangeun) ~Culturally Responsive Clss (Mickey & Rumbi) ~Intercultural Maturity, King (Thomas)	**Learning/Teaching Reflection Paper Embid: Emeka – ch. 1 Mickey – ch. 2 Audia – ch. 3 Lee – ch. 4 Sangeun – ch. 5 Gahyun – ch. 6 Michelle – ch. 7 Dasom – ch. 8 Dantavious – ch. 9 Rumbi – ch. 10 Thomas – ch. 11 Dr. Z - Conclusion
5 9/19	Multicultural Classrooms and Learning Communities; Diversity, Racism	M: 12 – (Rumbi) T&C: 14 (Michelle & Dasom), 15 (Thomas), 16 (Sangeun & Mickey), 17 (Emeka) ~Fem & Multicult Teaching (Audia & Dantavious) ~Critical Race Theory in Pedagogy in Couns Ed (Lee and Gahyun)	
6 9/26	Multicultural Classrooms, continued	T&C: 18 (Lee), 19 (Dasom), 24 (Tomas) ~Teaching Privilege (Rumbi)	Philosophy of Teaching Statement

	<p>EMDIN DISCUSSION</p> <p>Agenda: Music Opening Activity</p> <p>Kaylee Van Gent – prospective doc student – wants to visit campus 10/24 or 10/31. Is anyone around either of those days that would be willing to meet with her? Is anyone willing to serve as ambassadors for prospective student questions?</p> <p>Discuss Plagiarism and not using secondary sources Theory to Practice – Philosophy of Teaching Discussion and work time Building a syllabus; interrogating a system</p>	<p>~ <i>Challenging the Common Guidelines</i> (Sangeun) ~ <i>Preparing for Cult Resp Tch</i> (Mickey)</p> <p>Opening Activity: -Bring half-sheets of paper for everyone</p> <p>-Ask students to write down a response to the prompt – what from the reading this week did you find particular inspiring or impactful for your own work in evolving as a teacher, or in building a syllabus, course, or pedagogy across a program.</p> <p>-When the music begins, then participants move around the room. When the music stops, then they share their responses with their partners, actively listen to their partners response, and ask follow-up questions.</p> <p>Repeat the sequence two-or-three times so folks can engage with multiple partners.</p> <p>What are some things you appreciate about this activity? What was challenging about it? What did you learn from your partners?</p>	<p>FINISH EMDIN BY THIS CLASS</p>
7 10/03	<p>Technology; Student-Led Discussion</p> <p>Agenda: Music Opening Activity Theory to Practice – Philosophy of Teaching Discussion and work time Building a syllabus; interrogating a system</p>	<p>M: 17 - Emeka T&C: 25 - Rumbi ACES: Section 5 - Mickey ~ <i>Flipped Classroom in CE</i> - Lee</p>	<p>**Technology in Couns Ed Annotated Bib.</p> <p>Palmer Ch. Assignments: Ch. 1 – Sangeun Ch. 2 – Thomas Ch. 3 – Audia Ch. 4 – Gahyun Ch. 5 – Dantavious Ch. 6 – Michelle Ch. 7 – Dasom</p>
8 10/10	<p>Assessment: Their Learning and Our Teaching; Authentic Assessment and Teaching Evaluations</p> <p>Agenda: Music Opening Activity</p>	<p>M: 7, 8, 9, 10 T&C: 20, 32 ACES: Sections 4, 7 ~ <i>Feedback Orientation Scale</i> ~ <i>Teaching Evals Example</i> ~ <i>SC Field Exp Evaluation</i></p>	<p>Learning Community Plan</p>
8 10/17	<p>CLASS CANCELLED</p>	<p>All Ohio Counseling Conference</p>	

9 10/24	Survival Skills: Ethics, Standards (CACREP, NCATE), Syllabi, Prepping for class Dr. D. leading a discussion around evolution of the doctoral program.	M: 22 (Gahyun), 2 (Emeka), 3 (Michelle) T&C: 33 (Dantavious) ACES: Section 2 (Audia), 10 (Dr. Z)	
10 10/31	Teaching skills tapes and group discussion and feedback. What does it feel like to give feedback?	T&C: 21 (Dantavious), 30 (Michelle), 31 (Sangeun) ~Postmodern CE Pedagogy (Mickey)	Tapes and self-evaluation
11 11/7	Classroom Fear; Parker Palmer Discussion Program Evaluation in Counselor Ed	M: 18 (Audia), 19 (Emeka) T&C: 26 (Thomas), 28 (Dasom), 29 (Gahyun) ~Cox Typologies (Lee) Present Teaching Tapes: Mickey, Dantavious,	FINISH PALMER BY THIS CLASS.
12 11/14	Research in the Classroom; Grant writing for research, program enhancement, and/or program development.	T&C: 4 (Mickey) ~CES Transparent Pedagogy (Rumbi) Present Teaching Tapes: Audia, Lee, Sangeun	**Outline for grant proposal
13 11/21	CLASS CANCELLED	Week of Thanksgiving – time of remembrance	
14 11/26	Presenting at Conferences and Research Colloquia: Process your experience at AOCC	M: 23 (Dantavious) T&C: 24 (Michelle) ACES: Section 9 (Audia) Present Teaching Tapes: Emeka, Michelle, & Rumbi	Program Evaluation
15 12/5	Sharing Syllabi – Upload to Carmen assignments to share and Dr. Z will then post to Carmen for all to access.	Present Teaching Tapes: Dasom, Gahyun, Tomas	Course Plan and Syllabus

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Appendix

References

American Counseling Association (2005). *ACA code of ethics*. Alexandria, VA: Author. Retrieved February 9, 2010 from <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

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Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education and Development*, 43, 25-38.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University.

Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.

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CRITICAL PEDAGOGY ISSUES IN COUNSELOR EDUCATION, ESCE 8200, F 2023

CONTRACT FOR LEARNING: Due by 9/5

Student: _____ Date: _____

For each of the following assignments, determine how many of the 100 course points will be allocated to each assignment. Then calculate the points for an A as 90% of the points for that assignment. Finally, please address why you are weighting this assignment as you are. What is the learning you will focus on? Why is this learning important to you?

Assignment 2, 4, or 7: _____

Weight: ____ points // Target points for A: _____ (90% of points for assignment)

Rationale:

Philosophy of Teaching Statement:

Weight: ____ points // Target points for A: _____

Rationale:

Learning Community Plan:

Weight: ____ points // Target points for A: _____

Rationale:

Program Evaluation Assignment:

Weight: ____ points // Target points for A: _____

Rationale:

Teaching Tape:

Weight: ____ points // Target points for A: _____

Rationale:

Course Plan and Syllabus:

Weight: ____ points // Target points for A: _____

Rationale:

Signed by Instructor: _____

date

Signed by Student: _____

_____ date

**LEARNING COMMUNITY PLAN
ASSIGNMENT DESCRIPTION**

DYADS:

1. Mickey and Sangeun
2. Emeka and Dantavious
3. Dasom and Thomas
4. Gahyun and Lee
5. Audia, Michelle, and Rumbi

You have a class in Ethics in Counseling which is comprised of first-year graduate students in a teaching university with a very inclusive admissions policy. You have 21 students. The ethnicity of your class consists of 15 Caucasian students, 3 African American students, 1 International student (from Pakistan), 1 Asian-American student (second-generation), and 1 Hispanic student. In terms of gender, you have 16 female students and 5 males; in terms of sexual orientation, two students identify as LGBTQI and you are not sure if others are just not out yet. In terms of faith traditions, you have 2 practicing Muslim students (the student from Pakistan and one African American man), 2 followers of Buddha, one follower of Wicca, one student who identifies with the Jewish faith, and the rest are from Christian faith traditions, with one student from a very conservative Baptist church. You know that two students are multilingual and have learned English as their second language. You also can see that 12 are traditional age students (mid-20's), 5 are in their 30's, and 5 are over 40. In terms of SES, you can see that at least 3 students are from affluence and 5 are first-generation college students; the rest are from the middle class. (See class profile next page)

On the first day of class, there was a problem with registration, and three of the diverse students commented that the university always seemed to mess up the records of students of color. In addition, when talking about the assignments of the class, two female students became overtly angry with each other after one complained that you were asking too much of them and the other implied that the upset student was lazy. This polarized the class with angry discussions of "too much work."

1. Contextualize the events of the first class described above in terms of the concepts of our class.
2. Outline a plan for HOW YOU WILL TEACH to create a learning community, addressing each of these diversity constructs as *derived from class readings, discussion and outside reading*. (Note: *much of your paper will come from the literature*.) Focus your plan on the first 6 weeks of class. In your plan, demonstrate your understanding of the unique learning issues relative to ethnicity, gender, cultural identity (of all constructs listed), potential for academic success in a graduate program, generational values, and SES.
3. Outline a plan for WHAT YOU WILL TEACH to create community surrounding the issues of various faith traditions in terms of your content (i.e., "right" and "wrong").

In your plans, be sure to incorporate each of the following:

1. **Creativity**
2. **Assessment (How will you know you have created a learning community?)**

3. Classroom management
4. Grading for equity.

CLASS PROFILE FOR CASE STUDY, to provide a sense of intersectionality of identity:

ETHNICITY	GENDER	SEXUAL ORIENTATION	FAITH	ESL	AGE	SES
Privileged : White	Privileged : Female (in program)	Privileged: Straight	Privileged : Christian	Privileged : English language native	Privileged : Mid 20's	Privileged : Middle class
White	MALE	LBGTQQII	Christian	English native	Mid 20s	POV
White	female	Straight	WICCAN	English native	Mid 20s	Middle class
White	female	Straight	Christian	English native	Mid 20s	POV
White	female	LBGTQQII	Christian	English native	30s	Middle class
White	female	Straight	BUDDHIST	English native	40+	Middle class
White	female	Straight	Christian	English native	Mid 20s	POV
White	MALE	Straight	Christian	English native	30s	Middle class
White	female	Straight	JEWISH	English native	40+	Middle class
White	female	Straight	Christian	English native	Mid 20s	POV
White	MALE	Straight	Christian	English native	30s	RICH
White	female	Straight	CONSERV CHRISTIAN	English native	40+	Middle class
White	female	Straight	Christian	English native	Mid 20s	RICH
White	female	Straight	Christian	English native	Mid 20s	Middle class
White	female	Straight	Christian	English native	Mid 20s	RICH
White	female	Straight	Christian	English native	30s	Middle class
Afri Amer	MALE	Straight	MUSLIM	English native	40+	Middle class
Afri Amer	female	Straight	Christian	English native	Mid 20s	POV
Afri Amer	female	Straight	Christian	English native	30s	Middle class

Pakistani immigrant	female	Straight	MUSLIM	ENGLISH LANGUAGE LEARNER	Mid 20s	Middle class
Asian Amer	MALE	Straight	BUDDHIST	English native	40+	Middle class
Latina, US born but family speaks Spanish	female	Straight	Christian	ENGLISH LANGUAGE LEARNER	Mid 20s	Middle class



ESCE 8500 – ADVANCED SOCIAL JUSTICE COUNSELING THEORY AND SUPERVISION TERM XXX, 3 CREDIT HOURS, GRADUATE

Instructor: TBD

Email:

Phone:

Office Hours:

Course Information

Course times and location: TBD

Mode of delivery: **HYBRID** The hybrid nature of this class allow us to move to zoom in the case of weather closure or in case you are ill or otherwise unable to attend in person. Please let me know if you will be attending on zoom and secure a zoom buddy to communicate with you if you have questions.

Course Overview

Description / Rationale

Social justice action includes both (a) affirmative and culturally validating liberatory therapeutic services in the counseling office, and (b) counter-oppressive work with disenfranchised communities through advocacy and systemic/organizational realignment with culturally affirming values (Lee et al., 2018). Social justice, then, occurs in both the counseling office and in the community (Dollarhide et al., 2024) and is the pillar of the profession as defined in the ACA Ethics statement (2014) and ASCA Ethics (2022). In this program, all doctoral professionals must understand and uphold this moral and ethical mandate for social justice for students, clients, and organizations.

To do this, counseling praxis must be problematized as perpetuating white hegemony, and structures of mental health and education must be interrogated. This is the purpose of this class – to provide doctoral students the opportunity to examine the most foundational structures of the counseling profession – our counseling theories – and examine the empirical and social justice foundations of each. Then, taking that vision of social justice in counseling, the next question becomes “how do we supervise new counselors without the colonized view of clients to provide a social justice platform for the exploration of healing traditions from various cultures and ways of life?”

How new counselors are inducted into the profession depends, in large part, on the supervision that they receive around the theories they use in their counseling praxis. Supervision that is not informed by theory is haphazard, but supervision that is performed by a trained supervisor using advanced understanding of the concepts of social justice and liberatory counseling theory will enhance therapeutic performance and development in terms of professional identity, skill building, cultural affirmation, advocacy, confidence, and self-efficacy. This course will provide exposure and practice with theories of counseling and supervision through a social justice lens to foster the development of future counselors who come from any variety of communities and cultures.

Relation to Other Courses

Required for PhD study in Counselor Education. Admission to Counselor Education PhD program required.

Prerequisites: MA in Counselor Education

Prerequisite Knowledge: MA in Counselor Education

Learning Objectives

Per CACREP, PhD students need to have experience with advanced theory and advanced supervision theory and techniques. **By the end of this course, students will exhibit the ability to engage in a scholarly discourse and produce thoughtful evidence of learning about the following:**

- a. Provide a scholarly examination of the White hegemonic foundation for counseling processes and theories
- b. Integrate theories relevant to social justice counseling and community advocacy
- c. Conceptualize clients from multiple theoretical perspectives congruent with their cultural realities and contexts
- d. Examine culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities to identify oppressive structures that clients/students face
- e. Articulate methods for evaluating counseling effectiveness that include empirical and intuitive knowing consistent with the theory
- f. Discuss legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities
- g. Generate social justice strategies in the counseling room and in the community
- h. Articulate purposes of counseling supervision through a decolonized vision of healing and helping
- i. Critically examine theoretical frameworks and models of counseling supervision, with an emphasis on SOCIAL JUSTICE SUPERVISION MODEL
- j. Evaluate roles and relationships related to counseling supervision that contribute to cultural affirmation
- k. Describe skills of decolonized counseling supervision across multiple settings and across service delivery modalities
- l. Explore opportunities for developing a personal style of counseling supervision grounded in theory and research founded in cultural affirmation and liberatory praxis
- m. Assess supervisees' developmental level and other relevant characteristics with an emphasis on identity and identity formation and development
- n. Articulate modalities of counseling supervision, including individual, triadic, and group supervision
- o. Demonstrate the use of technology in counseling supervision as a means to expand access to supervision
- p. Demonstrate administrative procedures and responsibilities related to counseling supervision
- q. Problematize evaluation, remediation, and gatekeeping in counseling supervision as an issue of decolonization

- r. Decolonize legal and ethical issues and responsibilities in counseling supervision
- s. Create culturally sustaining strategies for conducting counseling supervision

Course Materials

Required

1. Okun, T. (2021). White supremacy culture – still here. <http://www.whitesupremacyculture.info/> (on Carmen)
2. Kendi, I. X. (2019). *How to be an antiracist*. One World Publishers. ISBN: 978-0-525-50928-8
3. Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw Hill. ISBN -13: 978-0-07-287489-1 ISBN-10: 0-07-287489-9
4. Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness* (rev. ed.). New York, NY: The New Press. ISBN: 978-1-59558-643-8
5. Watkins, M. & Shulman, H. (2008). *Toward psychologies of liberation*. New York, NY: Palgrave/Macmillan. ISBN: 978-0-230-53769-9
6. Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-475251-8; ISBN-10: 0-13-475251-1
7. Harper, S., & Associates. (2024). *Truths about DEI on college campuses: Evidence-based expert responses to politicized misinformation*. Los Angeles: University of Southern California Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/03/Harper-and-Associates-DEI-Truths-Report.pdf> (on Carmen)
8. Dollarhide, C. T., Hale, S. C. & Stone-Sabali, S. (2021). Social justice supervision: A metamodel. *Journal of Counseling and Development*, 99, 104-113. DOI: 10.1002/jcad.12358 (on Carmen)
9. Harris, K. J., Harvey, P., Harris, R. B., & Cast, M. (2013). An investigation of abusive supervision, vicarious abusive supervision, and their joint impacts. *The Journal of Social Psychology*, 153(1), 38-50. doi:10.1080/00224545.2012.703709 (on Carmen)
10. ACA ETHICAL CODES: On Carmen
11. Ohio Counselor Licensure and Supervision website: <http://cswmft.ohio.gov/Counselors/LPCCS.aspx>

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Presentation of contemporary advanced theory for liberatory praxis	25%
Supervision Tools	25%
Reflection on Supervision	25%
Attendance / Participation	25%
TOTAL	Points/100%

See below for assignment descriptions and due dates.

Late Assignments

Due dates may be adjusted for emergency situations, and accommodations will always be considered to support student learning.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

1. **Attendance and Participation:** (25% of final grade). Students are expected to attend all classes, as learning only takes place in conversation. If you are not present for the conversation, your learning will be compromised. Please let me know if you are unable to attend as soon as possible.

2. **Presentation of contemporary advanced theory for liberatory praxis.** (25%) For this assignment, you will focus on one historical or contemporary counseling theory. We will discuss this in the first class so that there are no duplicate theories being presented.
 - a. Paper AND Class presentation
 - b. In the class presentation, you will be assigned a date on which you will present about your selected theory, covering the topics below in a 20 minute presentation. Prepare an annotated bibliography to distribute to the class on the date of your presentation (powerpoint, prezi, etc.). This bibliography must be in APA formatting, 7th edition.
 - c. In both, present evolution of theory *with emphasis on community within which the theory evolved*. Overview of theory itself:
 - (a) What does healthy development look like?
 - (b) How do things go wrong according to this theory?
 - (c) What are tools and techniques used by counselors to support health and healing?
 - (d) In what way(s) does this theory address systemic oppression and liberation of client and client community?
 - (e) Compile a summary of the research to support this theory's efficacy. Who are the documented beneficiaries of this healing strategy? Examine the research corpus for evidence of white hegemony about this theory (Okun).
 - (f) Clients this theory will work with and why.
 - (g) Issues this theory will work with and why.
 - (h) What are your conclusions about this theory and why?

3. **Supervision Tools:** (25%). Consult Bernard & Goodyear chapters as noted, plus see several document templates you can edit in Carmen. You will create all the tools for your own supervision, including:
 - a. Outline summary of Social Justice Supervision Model and your supervision theory if you have one (SJSM article or ch 2, pgs 21-30)
 - b. Outline of your developmental theory (ch 2, pgs 31-39)
 - c. Outline of your process model (ch 3)
 - d. 1-page list and brief description of your favorite individual interventions (ch 8)
 - e. your professional disclosure statement (template in Carmen) (ch 7)
 - f. supervision contract (template in Carmen) (ch 7)

- a. **Reflection on Supervision:** (25%). You have received both site supervision and clinical supervision during your practicum and internship. Without naming any supervisor, examine *what worked* and *what did not work* for you as a supervisee, **citing concepts** from the readings. **Outline format.** You must CITE RESOURCES in your analysis.
- Relationship variables. Evaluate the supervisory alliance in terms of white hegemony. Was diversity broached explicitly as a part of your relationship? What are the improvements you would suggest?
 - Social justice. Using the SJ Supervision Model, did your supervisor explore your identity? Address your ability to explore the identities of your clients? Encourage you to have a social justice goal for each client?
 - Use of supervision models by your supervisor (both theories from our class discussions and developmental models). To what extent did you see the model and theory utilized? To what extent was social justice a focus of your work?
 - Use of supervision strategies and interventions by your supervisor designed to foster social justice for you and the client. What strategies or interventions were used, and how effective were they?
 - Reflect on your experience hearing feedback as an aspiring professional. What is the ideal way you would suggest supervisors give feedback?
 - Summarize your overall insights from this experience that you will use to develop your performance as a social justice supervisor.*

Course Schedule

WEEK/ UNIT	DATE	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		SYLLABUS Introduction to course SOCIAL JUSTICE AS FOUNDATION TO CLASS	A through G	Okun, on Carmen	
2		Student presentations/ discussion of theories	A through G	Harper & Associates, 2024	
3		Student presentations/ discussion of theories	A through G	Kendi, book	Student Presentations
4		Student presentations/ discussion of theories	A through G		Student Presentations
5		Student presentations/ discussion of theories	A through G	Johnson, book	Student Presentations
6		Student presentations/ discussion of theories	A through G		Student Presentations
7		Student presentations/ discussion of theories	A through G	Alexander, book	Student Presentations
8		Introduction to Supervision; Definitions, Purpose of Supervision, Ethical	G, h, I, j, q	Watkins & Shulman, book	

		and Legal Considerations CASE STUDY			
9 9 cont		Preparing for Supervision; Supervisory Relationship; Preparing the Supervisee CASE STUDY	K, l, o,r,s	B & G: 1, 11 On Carmen: -ACA Ethical Code -CSWMFT Board Ohio Website on page 1	Tools and Reflection: Part A
10		SOCIAL JUSTICE IN SUPERVISION AND SOCIAL JUSTICE SUPERVISION MODEL Use of Counseling Theories in Supervision CASE STUDY	K, l, r	Dollarhide et al., SOCIAL JUSTICE SUPERVISION MODEL ARTICLE TIE IN WITH COUNSELING THEORIES FROM FIRST 7 WEEKS	Tools and Reflection: Part B
11		Developmental Models, Supervisor Style, Resistance Decolonized Supervision and Resistance CASE STUDY	L, p,o	B & G: 4, 5, 6, 7 Toolbox	Tools and Reflection: Part C
12		Individual Interventions; Technology CASE STUDY	M, n,	B & G: 2 & 3 On Carmen: Abusive Supervision, HARRIS, et al	Tools and Reflection: Part D
13		Supervision Experiences CASE STUDY		B & G: 2 & 3	Tools and Reflection: Part E
14		Final Discussion CASE STUDY			Tools and Reflection: Part F

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

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IN ADDITION, SEE EXTENSIVE RESOURCE LIST BELOW FOR POPULATION-SPECIFIC IDEAS FOR REFLECTION.

FURTHER ONLINE RESOURCES FOR YOUR EXPLORATION:

TIM WISE, ANTIRACIST

<http://www.timwise.org/2004/07/no-such-place-as-safe-the-trouble-with-white-anti-racism/>

<http://www.timwise.org/2013/05/whine-merchants-privilege-inequality-and-the-persistent-myth-of-white-victimhood/>

<http://www.timwise.org/2010/07/black-powers-gonna-git-you-sucka-right-wing-paranoia-and-the-rhetoric-of-modern-racism/>

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REFLECTION RESOURCES LIST

Sometimes a movie, documentary, tv show, podcast or book can trigger reflections. Some suggestions are listed below, or visit <http://people.cehd.tamu.edu/~pslattery/film-list.htm>. This list is not exhaustive.

	Movies	Documentaries	TV Shows	Podcasts	Books
African Americans	<ul style="list-style-type: none"> • 12 Years a Slave • Boyz 'n the Hood • Eve's Bayou • How She Move • If Beale St Could Talk • Moonlight • Native Son • Rosewood • Sankofa • She's Gotta Have It • Soul Food • To Sleep with Anger 	<ul style="list-style-type: none"> • 13th (Netflix) • Homecoming (Netflix) • When They See Us: The Story of the Central Park 5 (Netflix) 	<ul style="list-style-type: none"> • Atlanta • Blackish • Insecure • Last Chance U • Queen Sugar 	<ul style="list-style-type: none"> • 2 Dope Queens • Code Switch • Sooo Many White Guys 	<ul style="list-style-type: none"> • <i>Between the world and me</i>, Coates • <i>Eloquent rage: A Black feminist discovers her superpower</i>, Cooper • <i>Invisible Man</i>, Ellison • <i>Sing unburied sing</i>, Ward • <i>The Hate U Give</i>, Thomas • <i>The immortal life of Henrietta Locks</i>, Skloot • <i>The trouble with Black boys: And other reflections on race, equity, and the future of public education</i>, Noguera • <i>Sula</i>, Toni Morrison • <i>Sundown Towns: A Hidden Dimension of American Racism</i>, James W Loewen
Arab Americans	<ul style="list-style-type: none"> • American East • Benaat Chicago • Man Push Cart • Reel Bad Arabs 		<ul style="list-style-type: none"> • Ramy 	<ul style="list-style-type: none"> • Serial (Season 1) 	
Asian Americans	<ul style="list-style-type: none"> • Always Be My Maybe • Banquet • Combination Platter • Double Happiness • Eat a Bowl of Tea • Joy Luck Club • Meet the Patels • Mississippi Masala 		<ul style="list-style-type: none"> • Fresh off the Boat 		<ul style="list-style-type: none"> • <i>Little fires everywhere</i>, Ng

	<ul style="list-style-type: none"> • The Flip Side • The Namesake • The Wedding 				
European Americans	<ul style="list-style-type: none"> • Far and Away • Moonstruck • My Big Fat Greek Wedding • The Big Chill • The Brothers McMullen • The River 				
First Nations	<ul style="list-style-type: none"> • In Our Own Words: Voices of Virginia Indians • Smoke Signals • Thunderheart 		<ul style="list-style-type: none"> • Basketball or Nothing 		<ul style="list-style-type: none"> • <i>All the real Indians died off”: And 20 other myths about Native Americans</i>, Dunbar-Ortiz & Gilio-Whitaker • <i>Killers of the Flower Moon: The Osage murders and the birth of the FBI</i>, Grann • <i>The Absolutely True Diary of a Part-Time Indian</i>, Alexie
Hispanic/Latinx Americans	<ul style="list-style-type: none"> • Mi Familia • Mi Vida Loca • Perez Family • Selena • The Milagro Beanfield War 		<ul style="list-style-type: none"> • Jane the Virgin • On My Block • Ugly Betty 		<ul style="list-style-type: none"> • <i>Tattoos on the heart: The power of boundless compassion</i>, Boyle
Immigrant / Refugee	<ul style="list-style-type: none"> • Boys from Sudan • Far and Away • Man Push Cart 	Out of Many, One	<ul style="list-style-type: none"> • Kim’s Convenience 		<ul style="list-style-type: none"> • <i>Angela’s Ashes</i>, McCourt • <i>Drown</i>, Junot Diaz
LGBTQIA+	<ul style="list-style-type: none"> • Brokeback Mountain • Milk • Disobedience • Philadelphia • Rent 	<ul style="list-style-type: none"> • Before Stonewall: The Making of a Gay & Lesbian Community • Matt Shepard is a Friend of Mine • Raising Zoey 	<ul style="list-style-type: none"> • Pose • RuPaul’s Drag Race • I am Jazz • Will & Grace • The Bold Type 	<ul style="list-style-type: none"> • UnErased 	<ul style="list-style-type: none"> • <i>Affirmative counseling with LGBTQIA+ People</i>, Ginicola, Smith, & Filmore • <i>The Miseducation of Cameron Post</i>, Emily Danforth • <i>How We Fight for Our Lives: A Memoir</i>, Saeed Jones

	<ul style="list-style-type: none"> • A Fantastic Woman • The Kids are Alright • The Laramie Project • The Wedding Banquet • TransAmerica 	<ul style="list-style-type: none"> • Queer Eye (Netflix) • The Death and Life of Marsha P Johnson (Netflix) • We Were Here 	A Very English Scandal		
Multi-racial	<ul style="list-style-type: none"> • Anomaly • Mixing Nia 			<ul style="list-style-type: none"> • The Loving Project 	<ul style="list-style-type: none"> • <i>Born a Crime: Stories from a South African Childhood</i>, Noah
Poverty	<ul style="list-style-type: none"> • A Raisin in the Sun • Coal Miner's Daughter • Freedom Writers • Man Push Cart • Precious • Pursuit of Happyness • Set It Off • The Florida Project • The Ron Clark Story • Winter's Bone 	<ul style="list-style-type: none"> • Period. End of Sentence. (Netflix) 			<ul style="list-style-type: none"> • <i>Educated</i>, Westover • <i>Hillbilly elegy: A memoir of family and culture in crisis</i>, Vance • <i>Appalachian reckoning: A region responds to Hillbilly Elegy</i>, Harkens, & McCarroll • <i>Just Mercy</i>, Stevenson • <i>Unequal childhoods: Class, race, and family life</i>, Laureau • <i>Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap</i>, Richard Rothstein • <i>When helping hurts: How to alleviate poverty without hurting the poor... and yourself</i>, Fikkert & Corbett
Women	<ul style="list-style-type: none"> • Erin Brockovich • Light in the Shadows • Precious • Real Women Have Curves • Take it From Me • The Way Home • Thelma and Louise 		<ul style="list-style-type: none"> • Grace and Frankie • Jessica Jones • Killing Eve • Shrill • The Golden Girls • The Handmaid's Tale 	<ul style="list-style-type: none"> • Unladylike 	<ul style="list-style-type: none"> • <i>How to be a woman</i>, Moran • <i>Hunger</i>, Gay • <i>I know why the caged bird sings</i>, Angelou • <i>Landwhale</i>, Baker • <i>My life on the road</i>, Steinem • <i>Shrill</i>, West • <i>The Handmaid's Tale</i>, Atwood • <i>Wild</i>, Strayed • <i>The Bluest Eye</i>, Toni Morrison • <i>The Moment of Lift</i>, Melinda Gates
Other	<ul style="list-style-type: none"> • American History X • Bamboozled • Crash 		<ul style="list-style-type: none"> • Dear White People 	<ul style="list-style-type: none"> • This American Life • "Tell Me I'm Fat" • Caught 	<ul style="list-style-type: none"> • <i>Critical race theory: An introduction (2nd ed.)</i>, Degado, R. & Stefancic • <i>Everyday antiracism: Getting real about race in school</i>, Pollock

	<ul style="list-style-type: none"> ● District 9 ● Malcolm X ● The Color of Fear ● The Lunch Date 				<ul style="list-style-type: none"> ● <i>Microaggressions in everyday life: Race, gender, and sexual orientation</i>, Sue ● <i>On being included: Racism and diversity in institutional life</i>, Ahmed ● <i>Pedagogy of the oppressed</i>, Freire ● <i>Teaching to transgress: Education as the practice of freedom</i>, hooks ● <i>Transformative leadership in education: Equitable change in an uncertain and complex world</i>, Shields ● <i>Waking up White and finding myself in the story of race</i>, Irving ● <i>White fragility: Why it's so hard for White people to talk about racism</i>, DiAngelo ● <i>Writings for a liberation psychology</i>, Martín-Baró ● <i>The Big Fix</i>, Tracey Helton Mitchell ● <i>In the Realm of Hungry Ghosts: Close Encounters with Addiction</i>, Gabor Mate
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ESCE 8191

DOCTORAL INTERNSHIP IN COUNSELOR EDUCATION

3 credit hours per semester (12 credits needed total),

GRADUATE LEVEL

Instructor: TBD

Email: TBD

Phone: TBD

Office Hours: TBD

Course Information

Course times and location:

Mode of delivery: IN PERSON

Course Overview

Description / Rationale

Doctoral students in counselor education are expected to develop the knowledge, skills, and awareness to become counseling supervisors, counselors, educators, researchers, and leaders. This course will be supervision of your varied internship experiences in supervision, teaching, researching, leadership, and counseling. Over 4 semesters, you need to dedicate 720 hours in total to service and experience with the topics of internship: counseling (required), supervision, teaching, leadership, and research, all through a social justice lens. Counseling is required, then minimum of two of other four topics will be documented. The hour calculation is 720 divided by 4 semesters = 180 hours per semester, or 13-14 hours per week of effort dedicated to direct service or direct experience with the topics of internship: counseling (required), supervision, teaching, leadership, and research, all through a social justice lens.

Internship will be taken each semester for the first two years. Students record hours in each of the internship topics (counseling, supervision, teaching, leadership, and research) to track time. Individual supervision is provided by "site supervisor" (faculty of class being taught, faculty leader of research group, or counseling site supervisor). Group supervision in internship would take place in case study format and hours of supervision of supervision are to be counted in internship hours.

Relation to Other Courses

This course is taken concurrently with content courses of the PhD program.

Prerequisites: Admission to Counselor Education and Supervision doctoral program.

Prerequisite Knowledge: Knowledge of the counseling profession

Learning Objectives

According to CACREP 2024 Section 6, B (p. 27), “Doctoral programs in counselor education address professional roles in five areas: (1) counseling, (2) supervision, (3) teaching, (4) research and scholarship, and (5) leadership and advocacy. These five areas represent the minimal knowledge required of doctoral graduates in counselor education.”

By the end of this course, students will be able to:

1. Students will demonstrate advanced social justice counseling-related skills.
2. Students will demonstrate a personal model of supervision grounded in social justice and decolonization of Counselor Education and the counseling profession.
3. Students will develop advanced research, teaching, and/or leadership skills that are grounded in social justice.

Course Materials

Required

TBD

Supplemental / Optional

TBD

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Experience Timesheet	TBD
TBD	TBD
TBD	TBD
TOTAL	Points/100%

See below for assignment descriptions and due dates.

Late Assignments

TBD

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

Timesheet for Hour Tracking

You must keep a spreadsheet for hour tracking of your internship experiences. This can be logged in weekly periods, as seen below. Please note, you must have your individual supervisor

sign off on the hours at the end of the semester. You should keep a separate tab/timesheet for each topic (Counseling, Supervision, Research, Teaching, and Leadership).

Example of Spreadsheet for hour tracking:

SEMESTER	WEEK DATES	ACTIVITY	HOURS COMPLETED	SIGNATURE OF SUPERVISOR AT END OF SEMESTER
FALL 202X	OCT 23- OCT 27	<ul style="list-style-type: none"> • SUPERVISED STUDENT A, STUDENT B, AND STUDENT C. • ATTENDED SUP OF SUP. • READ ON CBT THEORY. 	15	
	OCT 30-NOV 3	<ul style="list-style-type: none"> • SUPERVISED STUDENT A, STUDENT B, AND STUDENT C WAS OUT SICK. • ATTENDED SUP OF SUP. 	10	
			12	
			10	
			8	
			15	
			TOTAL 180	Professor xxx
SPRING 202X	JAN 8-JAN...	
		
		
			TOTAL 140	Professor yyy
FALL 202X	AUG – AUG...			
			TOTAL 210	Professor zzz

Course Schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	During each week, interns will bring in questions and issues for discussion in the class. The instructor will focus each week on one of the internship practice areas for discussion. This means that a list of topics would be counter to the co-constructed nature of the internship experience.				
2					
3					
4	In addition, each week will include group supervision of internship activities, including reviewing tapes, discussing case studies, and other supervision-related activities.				
5					
6					
7					
8					
9					
10					
11					
12					
13					

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Appendix

References:

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