

## GRADUATE COUNCIL: NEW COURSE PROPOSAL

**Originating Unit:**

**Type of action:**      New course      Full online course\*\*

**Semester and year course will take effect:**

**New course title:**

**Appropriate computer abbreviation (30 spaces or less):**

**Course instructional methodology:**

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

**New course number:**

**Prerequisites for new course:** *include an attachment if additional space is needed*

**Description of new course (catalog copy):** *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on  
View > Show/Hide > Navigations Panes > Attachments

## **Fully Online Courses\*\***

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

**Supporting evidence or justification:** Modifications to the doctoral program are required to align with CACREP standards. We hope to apply for this accreditation (already earned for one of our master's programs) for the doctoral program in order to increase job opportunities for our graduates. Syllabus is included with proposal.

**Describe the intended outcomes of the course and how they will be assessed:** *include an attachment if additional space is needed*

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### **Additional resources required:**

**Faculty:**

**Space:**

**Equipment:**

**Library:**

**Financial Aid:**

**Other:**

**Change in teaching load:**

**Does this change affect any other units of the University?**      Yes      No

*If yes, submit supporting statement signed by chair of affected unit.*

**If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.**

**Chair of Originating Unit:**

**Name:**

**Unit:**

**Signature:** A handwritten signature in black ink, appearing to read "Brandee", written in a cursive style.

# EDGU 70393: Advocacy and Leadership in a Diverse Society

## DRAFT Syllabus

**Instructor Name:** Cebrail Karayigit, Ph.D.

**Semester and Year:** Spring 2025

**Number of Credits:** 3 Credits

**Class Location:** TBD

**Class Meeting Day(s) & Time(s):** TBD

**Office Location:** Palko 339

**Office Hours:** TBD

**Telephone:** 817.257.5980

**Email:** [c.karayigit@tcu.edu](mailto:c.karayigit@tcu.edu) (email is the best way)

**Response Time:** *I will respond to emails by the end of the next business day. If you email me after Friday at 12 noon, I will respond the following Monday morning.*

## Final Exam Date & Other Important Dates

The Advocacy & Leadership Immersion Project will serve as the final exam/project for this course.

## Course Description

This course aims to provide students with the knowledge, skills, and qualities to succeed as leaders and advocates throughout their careers. The seminar is designed to challenge students to reflect on what they want to accomplish in their own careers and offers a behind-the-scenes look at becoming a culturally responsive leader and effective advocate in a diverse society.

## Learning Outcomes

Students completing this course will be able to:

1. Evaluate leadership models, theories, and skills
2. Identify the counselor's role and ethical obligations related to advocacy and develop advocacy skills and knowledge
3. Apply skills required for culturally relevant leadership and advocacy practices
4. Identify advocacy efforts undertaken by counseling organizations, and various other counseling and mental health advocacy groups.
5. Evaluate institutional and social barriers that impede access, equity, and success for clients.
6. Apply leadership skills required to perform management and administration responsibilities.

## 2024 CACREP Standards Addressed in this Course

3f	integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum	Chapter 7, 17 in Chang & Barrio Minton
3l	culturally sustaining strategies for counselor education	Chapter 7 in Chang & Barrio Minton Chapter 2 in Strolie & Herlihy <i>Cultural Immersion Experience</i>
5a	theories, models, and skills of leadership	Chapters 1, 2, 3, 4, 10, 12, 13, 14, and 15 in Chang & Barrio Minton <i>Leadership style paper</i>
5b	leadership and leadership development in professional counseling organizations	Chapter 14 in Chang & Barrio Minton <i>Counselor Interview</i>
5c	leadership in counselor education programs	Chapter 10 & 16 in Chang & Barrio Minton <i>Counselor Interview</i>
5e	management and administration in agencies, organizations, and other institutions	Chapter 10, 12, 13, 14 in Chang & Barrio Minton
5f	leadership roles and strategies for responding to crises and disasters	Chapters 3, 4 in Chang & Barrio Minton
5g	strategies of leadership in consultation	Chapter 11 in Chang & Barrio Minton <i>Counselor Interview</i>
5h	current sociopolitical and social justice issues and how those issues affect the counseling profession	<i>Advocacy in Action Assignment</i> <i>Counselor Interview</i>
5i	models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity	Chapter 5 & 6 in Chang & Barrio Minton <i>Advocacy in Action Assignment</i> <i>Cultural Immersion Experience</i>
5j	models and competencies for advocating for clients at the individual, system, and policy levels	Chapter 8 & 9 in Chang & Barrio Minton <i>Advocacy in Action Assignment</i> <i>Cultural Immersion Experience</i>

5k	strategies of leadership in relation to diversity, equity, inclusion, and social justice issues	Chapter 2 in Strolie & Herlihy <i>Advocacy in Action Assignment</i> <i>Leadership style paper</i> <i>Cultural Immersion Experience</i>
5l	culturally sustaining leadership and advocacy practices	Chapters 12,13 in Chang & Barrio Minton Chapter 2,3 in Strolie & Herlihy <i>Advocacy in Action Assignment</i> <i>Leadership style paper</i> <i>Cultural Immersion Experience</i>
5m	ethical leadership and advocacy practices	Chapter 12, 13, 18 in Chang & Barrio Minton <i>Leadership style paper</i> <i>Cultural Immersion Experience</i>
5n	role of self-care in advocacy and leadership	<i>Counselor Interview</i>

## Prerequisites

There are no prerequisites for this course other than admission to the COE Counseling & Counselor Education Doctoral Program.

## Required Texts / Materials

**Required** (books can be purchased at the TCU Bookstore or online)

Storlie, C. A., & Herlihy, B. (Eds.). (2022). *Counseling leaders & advocates: Strengthening the future of the profession*. American Counseling Association.

Chang, C.Y., & Barrio Minton, C.A. (Eds.) (2021). *Professional Counseling Excellence through Leadership and Advocacy* (2<sup>nd</sup> edition). Routledge.

\*Membership of Chi Sigma Iota is required (TCU's Tau Chi Upsilon chapter of Chi Sigma Iota).

## Additional / Supplementary Resources

Other readings as assigned, including (but not limited to): Readings/Web links TBA and posted in d2L within each module.

Social justice: A moral imperative for counselors (Lee, 2007) at <file:///Users/ckarayigit/Downloads/ACAPCD-07.pdf>

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <https://doi.org/10.1002/jmcd.12035>

Chan, C. D., DaDiego, A. C., & Band, M. P. (2019). Moving Counselor Educators to Influential Roles as Advocates: an ecological systems approach to student-focused advocacy. *Journal of Counselor Leadership and Advocacy*, 6(1), 20-41. <https://doi.org/10.1080/2326716X.2018.1545614>

Farrell, I. C., Minton, C. A. B. (2019). Advocacy among counseling leaders: the three-tiered legislative professional advocacy model. *Journal of Counselor Leadership and Advocacy*, 6(2), 144-159. <https://doi.org/10.1080/2326716X.2019.1644254>

## Teaching Philosophy

I believe learning takes place through *dialogue, questioning, curiosity, experiential activities, and connecting with previous experiences & applying a new meaning*. I bring enthusiasm to the classroom & expect the same from my students. I have high expectations for my students, including reading and thinking critically, thoughtful & reflective writing, and actively contributing to class discussions & activities. I welcome and support risk-taking. I encourage self-reflection. I strive to achieve a balance of supporting and challenging students to grow. I emphasize professional and personal wellness.

## Instructional Methods

The course will be a combination of lecture instruction, in-class activities and discussions, and out-of-class readings, assignments, and personal reflection. Students will be expected to examine their own cultural influences and biases and will be guided by the instructor through this process.

Instructional activities involve lectures, discussion, media, guest speakers, experiential activities, and personal exploration of your cultural heritage and biases using small groups, student presentations, and counseling practice. Students learn best when allowed to explore personal and professional values in a safe, non-judgmental environment. Since this course is about diversity, this is your opportunity to gain insight into your own cultural background. **Your participation and**



sharing of personal experiences help make this class lively and memorable. Be prepared to discuss the readings, your perceptions, and your experiences.

## Course Policies and Requirements

### Assignments

#### 1. Advocacy in Action (40 points)

In a group of 2 or 3, students will identify a current issue relating to counseling and/or counselor training. This should be an issue you can clearly identify as timely, significant and one that is available for taking action at this time. You may choose any activity that 1) helps to address one or more significant challenges within the counseling profession (this could also include any of the counseling specializations, such as school counseling or rehabilitation counseling). Advocacy for the profession through social, political, economic, or systems change (e.g. inclusion in 3rd party reimbursement; inclusion in laws that specify involvement for various behavioral health professions, participation in professional lobbying activities, etc.). OR You may choose any activity that 2) corrects an injustice or threat to equality, or promotes the empowerment of oppressed individuals through social, political, economic, or systems change. The activity should provide you an opportunity to use what you have learned about social justice advocacy and, challenge you to apply yourselves to an effort that might make a real difference. Please write up a proposal to be submitted by the date indicated on the syllabus that includes the following:

- Title of the project
- Brief Background explaining the issue needing attention/change.
- Planned Action: First, you will work together to determine steps based on Lee's (2007) five personal action steps. This process invites you to reflect on various cultural and personal beliefs in order to emerge from the process with a more culturally sensitive and competent view of the issue. Then, you will work the file "action plan for change", which includes steps to be taken in preparing for action and assignment of responsibility for each step. Once appropriate and achievable steps have been identified, you will work together to put "Advocacy into Action".
- Students will present the issue and the opportunity for action within the class. Your presentation should include evidence of the steps taken (or the hypothetical steps that are proposed). Please see the rubric on D2L for specific requirements.

#### 2. Leadership Style Paper (25 points)

You will write a 4-6 page reflection which includes a brief review of the current literature on leadership and your own personal action plan for leadership. Provide a brief summary of your philosophy of leadership along with your plan of action.

1. The first part will include your personal definition and philosophy of leadership. This should include thoughtful reflections and scholarly references to the

following standards; *Theories and skills of leadership; Strategies for leadership in relation to current multicultural and social justice issues; culturally relevant leadership practices; ethical leadership practices.*

2. Based on your developing philosophy of leadership and the literature reviewed, develop your own personal action plan for leadership. This can include current as well as future leadership endeavors. In your action plan, include action steps for accomplishing those leadership goals as well as the skills that you have that will make you an effective leader.

### **3. Interview with a leader in the Counseling Profession (25 points)**

You will interview someone (via face-to-face or via Zoom) who you have discovered to be a leader in the counseling profession. Identify this 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. Write a 4-6 pages summary of the interview including a rationale for your choice, a brief bio of the individual, their particular area of specialty, how you prepared for the interview as well as your personal reaction to that interview. Include the questions that you prepared for the interview (*a few example questions: What is the role of self-care in advocacy and leadership? How do counselor educators utilize consultation to develop and strengthen leadership competency and effectiveness in areas of research, teaching, or as professional counselor? What is the role of counselors or counselor educators advocating on behalf of the profession and on behalf of the client? The role of a counselor educator with regard to leadership, management, and administration of counseling organizations (such as ACA, CSI, state chapters, etc.) as well as their role in institutions such as universities (program, department, or campus) or such as CACREP. What are current topical and political issues and how those issues affect the counseling profession*). Consideration should be given to their leadership development through professional organizations, their university systems, 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. In your report, also briefly discuss: How did the interview support or challenge your definition of leadership and also 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?

### **4. Leadership and Advocacy Immersion Project and Paper (50 points)**

As this is a doctoral course, you will be delving deeper into this project by actively engaging and volunteering with a group or organization to gain deeper immersion and provide advocacy products for them. To this end, you will identify a group, community, or organization that represents a diverse population that you are not a member of, contact them (coldcalling, if you will), and offer your skills as a doctoral-level counselor, educator, supervisor, researcher, etc. to fulfill some need they identify or that you mutually develop together. Thus, this is a multi-level service learning project that will directly place you within a diverse culture different from your own and will permit you to engage leadership and advocacy skills, including respectfully entering into a group to provide services that they desire. You may have to make a few attempts before you successfully locate and gain entry to a willing group or organization. Once engaged, you will commit to offering at least 15 hours or more of service to this organization based on

their needs (you might be directly volunteering at events, providing research assistance, helping with fundraising, providing consultation services, or any of a number of things). It's hoped that you will develop a good relationship, possibly including continued volunteering, etc. beyond the semester. You must seek approval from the instructor for the experience in this assignment prior to contacting your proposed group or organization and explain how this represents a diverse group different from your own.

It's recommended you start this project ASAP to meet time commitments! As part of this project, you will complete a 9-12 page (minimum) major paper (not counting cover page, references, etc.) describing your experience in detail. In addition to explaining the project (11 questions to address), you will provide self-reflection on the experience and connect and synthesize the experience with learning and materials from the course. Be certain to cite any references you use. Please see the rubric on D2L.

### Immersion Project Guidelines

1. A description of the process/factors/data that influences the choosing of this particular group or organization (i.e., topic or issue).
2. A description of the actual leadership and advocacy action/project.
3. A description of how the project/action was aligned with the mission and/or goals of the group/organization.
4. Share the baseline data or starting point prior to your leadership and advocacy action/project (and/or explain what has previously been tried to address this issue)
5. Share the goal(s) of your leadership and advocacy action/project
6. Discuss ethical and culturally relevant leadership and advocacy practices that you applied.
7. Explain the impact of the action/project on the group/organization and/or its members. Share data if possible.
8. Explain how you were able to offer ethical and culturally relevant counseling in this setting.
9. Discuss your role in advocating, through the project, on behalf of the profession and professional identity
10. Discuss your suggestions on how the site can apply models and competencies for advocating for clients at the individual, system, and policy levels
11. Give a final self-evaluation of the project/action's effectiveness. Include an explanation of what worked and what you would do differently in the future.

### Example of Projects:

- Working with international Work/Travel participants in your area to negotiate the process for applying for graduate study at a U.S. university
- Working with the Judeo-Christian Outreach Center to develop mental health resources and reference list for their clientele
- Working with an LGBTQ Center to develop a young professional mentorship program and also develop a youth choir and sex education programs.
- Advocating for access to athletic facilities for urban youth
- Working with staff to train them and assist in assessing the effects of trauma and determining the mental health needs of children living in a crisis shelter
- Co-founding an organization to promote services to suicidal youth
- Providing job-seeking skills training to persons in a shelter

- Working to empower residents who receive food supplements from an agency

**Advocacy Competencies in Class Exercise (10 points)**

a. Using the ACA Advocacy Competencies, in a group of 2 or 3, develop class lessons or activities representing each of the competencies. You may choose from any of the eight core subject areas: Assessment, Research, Development, Theories, Techniques, Career, Multicultural, Group. Core subject areas will be decided by the group. Collaboration on ideas is perfectly acceptable but the final product should be your own work. Format should include:

1. Competency Addressed;
2. Core Subject Area;
3. Specific Topic Being Addressed;
4. Purpose of lesson;
5. Materials needed and other considerations;
6. Detailed instructions;
7. Processing questions.

\*Use APA formatting throughout the document (e.g., cover page, page number, double spaced, 12 points Times New Roman, Reference page if needed).

**Other weekly essays/quizzes/discussions on D2L** There might be additional essays/quizzes/discussions on D2L that include questions that challenge you to explore ways to deal with diversity situations as related to the topics discussed in class and the assigned readings and media.

**Participation (50 Points):** Please see the below explanation for this assignment.

**Attendance/Active participation** is essential and will be evaluated in the following way:  
**Excellent (45-50 points)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others. Missed no more than 1 class throughout the semester.

\*Remember that the first absence = no point deduction; 2<sup>nd</sup> absence = you lose 10% of your attendance/participation points, meaning that the maximum points you can get from your attendance/participation are 45 out of 50. Also, 45 out of 50 is not guaranteed and depends on your active participation. 3<sup>rd</sup> absence = you lose 15% of your attendance/participation points, which automatically lowers your grade to a minimum of one letter grade.

\*\* An absence is missing more than one-half of the scheduled class. A person is considered “tardy” if (a) you are more than 15 minutes late or (b) you leave class more than 15 minutes before the schedule permits. Two “tardies” = one absence. Professionalism is expected. Monitor yourself, please, so this does not become a problem.

**Satisfactory (40-44 points)**- *Reactive participation*: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others or reflect opinion rather than study, thought, and contemplation.

**Minimally Acceptable (35-39 points)** – *passive participation*: present, awake, alert, attentive, but not actively involved.

**Unsatisfactory (0-34 points)** – *Uninvolved*: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion

**\*Note:** A grade of A is earned when students earn points in the A range on both average grade points and participation/attendance grade (Although a grade of A for participation/attendance does not guarantee an overall A grade in this class, you cannot earn an A if you do not demonstrate active participation/attendance and do not get an A (45-50 points) in your attendance/participation points). If you have questions or concerns related to this policy, please see me.

## Grading

### Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
	Attendance/Participation Points	25%	50
	Leadership & Advocacy Immersion	25%	50
	Advocacy in Action Presentation	20%	40
	Leadership Style Paper	12.5%	25
	Counselor Ed Interview	12.5%	25
	Advocacy class-exercise	5%	10
	Total	100%	200

### Grading Scales

Grade	Score
A	90–100
B	80–89.99
C	70–79.99
F	0-69.99

### Late Work

**Type your policy on late work here.**

Assignments must be turned in on time. Here are the guidelines: (a) 1-24 hours late = 10% grade deduction; (b) 24-48 hours late = 20% grade deduction; (c) more than 48 hours late = not accepted.

### Grading Concerns

If you have a grading concern, please contact me as soon as possible. I am open to re-reading assignments and re-grading them.

## Attendance

All students are expected to attend every class for the entire specified time as scheduled and participate in discussions and activities. Failure to attend class will affect your full experience in this class. Attendance and participation are considered in calculating your final grade.” If you miss more than two class meetings, you may be required to retake the course.

\*Exception: When a student is absent to represent the university (as in athletics, chorus, band, national or state meetings of organizations represented at TCU), then an Official University Absence may be granted by the Dean of Students Office. Faculty members are required to permit students to make up work missed because of Official University Absences. Therefore, excused absences defined by TCU or excused absences defined by State and Federal Regulations (Holy Day, Active Military Service) cannot be factored into determining a student’s final grade.

<https://deanofstudents.tcu.edu/students/university-attendance-policy/>

## Participation

Active participation is expected in a doctoral-level content class. Because this course relies heavily upon the ongoing experience of class members with one another in understanding in-class exercises, every effort should be made to attend all classes and to prepare assignments as instructed. Students are further expected to take an active role in class activities. As a doctoral-level class, your preparation for class, attentiveness, reflection, integration of reading into class discussion, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the reading, and new learning are expected. You are expected to be engaged in your own learning and be an active participant in the classroom. While one cannot participate if one has not attended class, attending class does not necessarily mean that one is participating in class. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. If you have questions or concerns related to your class participation, please see me.

## TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.



## Tentative Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

<b>Date</b>	<b>Topic</b>	<b>Preparation/Readings/Assignments</b>	<b>CACREP Standard</b>
Week 1		Syllabus Review & Expectations	
Week 2	Leadership for the Counseling Profession & Foundations of Leadership: Theory, Philosophy, and Research	Chapter 1 & 2 in Chang & Barrio Minton	5a
Week 3	Professional Leadership, Leading Well: Characteristics, Principles, and Ethics of Effective Counseling Leaders & On Becoming a Leader: A Journey	Chapter 3 & 4 in Chang & Barrio Minton	5a; 5f
Week 4	Professional Advocacy: Being Allowed to Do Good & Professional Advocacy: A Professional Responsibility	Chapter 5 & 6 in Chang & Barrio Minton	5i
Week 5	Social Justice as the 5 <sup>th</sup> Force in Counseling	Chapter 7 in Chang & Barrio Minton	3f; 3l;
Week 6	Theoretical Foundations of Client Advocacy & Client Advocacy: In Action	Chapter 8, 9 in Chang & Barrio Minton	5j
Week 7	Leadership Training: Master's and Doctoral Curricula & Advocacy Training: Curriculum for Professional and Client Advocacy & Leadership and Advocacy in Counselor Education Programs: Administration, Mentorship, and Culture	Chapter 10, 16, 17 in Chang & Barrio Minton	3f; 5e; 5c
Week 8	No Class	Spring Break, Enjoy	
Week 9	Supervision and Consultation: Promoting Advocacy and Leadership	Chapter 11 in Chang & Barrio Minton	5g
Week 10	Leadership and Advocacy in Schools and Universities & Leadership and Advocacy in Mental Health	Chapter 12, 13 in Chang & Barrio Minton	5a; 5e; 5l; 5m

<b>Date</b>	<b>Topic</b>	<b>Preparation/Readings/Assignments</b>	<b>CACREP Standard</b>
	Agencies and Community Programs		
Week 11	Leadership and Advocacy in Professional Organizations & Leadership and Advocacy through Research and Program Evaluation Best practices	Chapter 14, 15 in Chang & Barrio Minton	5a; 5e; 5b
Week 12	Advocacy in Action Presentations		5i; 5j; 5k; 5l
Week 13	Advocacy in Action Presentations		
Week 14	Advocacy in Action Presentations		
Week 15	Leadership and Advocacy: Vision for the Future	Chapter 18 in Chang & Barrio Minton  Final Advocacy & Leadership Immersion Project Due	5m  5i; 5j; 5k; 5l; 5m
Week 16	Final Week – Miscellaneous Topics – Wrap-Up		