

North Carolina Central University
“Communicating to Succeed”
“Preparing Educators for Diverse Cultural Contexts for the 21st Century”

The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners

COUNSELOR EDUCATION PROGRAM MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is “to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus

CON 8205

Leadership, Advocacy and Social Justice Issues in Counseling

Fall 2025

Instructor: Kyla Marie Kurian, Ph.D., LCMHC, QS
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Office Hours: Monday (10:00am-2:00pm) Virtual; Tuesday (12:00pm-3:00pm); Thursday (12:00pm-3:00pm)

REQUIRED TEXTS:

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow*

you. (Revised & Updated – 10th Anniversary Edition) Harper Collins. ISBN 978-0-7852-8837-4

Chang, C. Y., & Minton, C. A. B. (2021). *Professional Counseling Excellence through Leadership and Advocacy* (2nd Edition). Routledge. ISBN-10: 0367494566.

Stotlie, C. A., & Herlihy, B. (2022). *Counseling Leader & Advocates: Strengthening the Future of the Profession*. ISBN Number: 978-1-55620-401-2 (E-book available)

ATLAS.ti - <https://atlasti.com/> Try ATLAS.ti for [free](#). (Sign up for the free trial as soon as possible.)

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed). Washington, DC: American Psychological Association.

Required Readings on Canvas.

Harrichand, J. J. S., McVay, K. E., Romero, D. E. & Daou, C. (30 Dec 2024): Counselors-in-training experiences with legislative advocacy: expanding the Three-Tiered Legislative Professional Advocacy Model. *Journal of Counselor Leadership and Advocacy*, DOI: 10.1080/2326716X.2024.2445504
To link to this article: <https://doi.org/10.1080/2326716X.2024.2445504>

Counselors for Social Justice. (2020). A Call for Social Justice in the American Counseling Association (ACA). *Journal for Social Action in Counseling & Psychology*, 12(1), 2–12. <https://doi.org/10.33043/JSACP.12.1.2-12>

Godfrey, C., Cicchetti, R. J., Blum, C. R., Szirony, G. M., & Harris, T. (2022). Leadership Skill Development in Master's-Level Counselor Education, *Journal of Educational Research & Practice* 12(1), 352–362 DOI: 10.5590/JERAP.2022.12.1.23

Example of Personal Philosophy of Leadership and Advocacy - Bridger Dale Falkenstien
<https://www.bridgerfalkenstien.com/leadershipandadvocacy-bedford>

COURSE DESCRIPTION:

This course will cover theories and concepts related to leadership and advocacy in the counseling profession. This course is counseling theories that emphasize the social and cultural context and advocacy roles of competent counselors. This course is designed to promote critical self-analysis, cultural understanding, and interpersonal and collective growth through brave and respectful discussions, readings, and assignment.

COURSE PREREQUISITES:

This class has no prerequisites.

COUNSELOR EDUCATION DOCTORAL PROGRAM LEARNING OBJECTIVES

Counseling

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.

Supervision

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

Leadership and Advocacy

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership in the counseling profession.

Teaching

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling.

Research and Scholarship

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship.

Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
<p>6.A.2.f. equipping students to assume positions of leadership in the counseling profession; and</p>	<p>Readings: <i>The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You</i> by John C. Maxwell</p> <p>Chang, C. Y., & Minton, C. A. B. (2021). <i>Professional Counseling Excellence through Leadership and Advocacy</i> (2nd Edition). Routledge. ISBN-10: 0367494566.</p> <p>Stotlie, C. A., & Herlihy, B. (2022). <i>Counseling Leader & Advocates: Strengthening the Future of the Profession</i>. ISBN Number: 978-1-55620-401-2</p> <p>Assignment: Leadership and Advocacy Philosophy Statements with Future Plans</p>	<p>In this course assignments are intentionally designed to equip students to assume leadership roles in the counseling profession, directly addressing CACREP Standard 6.A.2.f. The reading of John C. Maxwell's <i>The 21 Irrefutable Laws of Leadership</i> introduces students to foundational principles of influence, empowerment, and servant leadership, while textbook readings such as Stotlie and Herlihy's <i>Counseling Leaders & Advocates: Strengthening the Future of the Profession</i> and the Chang and Minton's <i>Professional Counseling Excellence through Leadership and Advocacy</i> provide counseling-specific models that highlight multicultural, ethical, and systemic dimensions of leadership and advocacy. Building on these foundations, the <i>Leadership and Advocacy Philosophy Statements with Future Plans</i> assignment requires students to synthesize theory with practice by articulating personal leadership and advocacy philosophies, exploring credentialing pathways, reviewing leadership job descriptions, and creating intentional plans for professional growth and systemic engagement. Presenting these philosophies to peers further develops communication, collaboration, and self-reflection—key hallmarks of counselor-leadership. Collectively, these learning experiences foster a professional identity rooted in service, advocacy, and social justice, preparing students to lead within counseling organizations and act as agents of systemic change.</p>
<p>6.A.8 Current counseling-related research is infused throughout the doctoral counselor education curriculum.</p> <p>Leadership & Advocacy SLO/KPI¹: Doctoral students will articulate theories and models in leadership and advocacy,</p>	<p>Assignment: Theory and Content Analysis of Counseling Leaders and Advocates</p>	<p>Assignment: Students will explore theories and models in leadership and advocacy. More specifically they will study the careers of 13 counseling leaders with a wide range of cultural and intersectional backgrounds. Students will conduct a content analysis of the 13 professionals and discuss the theories that are represented in the Stotlie & Herlihy's text,</p>

¹ Doctoral students must earn an A or B on KPI assignments. In the event that a student does not earn an A or B, faculty will develop an Action Plan and/or student will have to redo the assignment until they earn a B or better.

<p>while demonstrating understanding of ethical and culturally sustaining leadership and advocacy practices</p>		<p><i>Counseling Leader & Advocates: Strengthening the Future of the Profession</i>, and other readings on leadership and advocate theory. Students will develop a paper that: a) discusses the results from the content analysis, b) the theories of leadership and advocacy that were present, c) discuss ethical and culturally sustaining leadership and advocacy practices, and d) a reflection of what they have learned from the counseling leaders and what they want to accomplish in their own careers as it relates to leadership and advocacy.</p>
<p>6.B.5.a. theories, models, and skills of leadership</p>	<p>Reading: Chang (2021) Chapter 2 <i>Foundations of Leadership: Theory, Philosophy, and Research (Week 2)</i></p> <p>Reading: <i>The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You</i> by John C. Maxwell</p> <p>Assignment: Leadership and Advocacy Philosophy Statements with Future Plans</p> <p>Assignment: Theory and Content Analysis of Counseling Leaders and Advocates</p>	<p>Reading: Chapter 2 introduces the foundations of leadership theory and connects them to professional counseling. It highlights how counseling's emerging leadership philosophy aligns with broader leadership concepts across disciplines. Special attention is given to Chi Sigma Iota International and other counseling organizations that emphasize the service leadership model. The chapter concludes with guidance for emerging counseling leaders on applying theory to pursue leadership excellence.</p> <p>"The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You" by John C. Maxwell explores 21 principles that, when applied, can enhance one's leadership abilities and foster followership. The book emphasizes that leadership is not an innate trait, but rather a set of learnable skills and behaviors.</p>
<p>6.B.5.b. leadership and leadership development in professional organizations</p>	<p>Reading: Chang (2021) ~ Chapter 14 <i>Leadership and Advocacy in Professional Organizations</i></p>	<p>Students will engage in conversation about the readings on leadership and advocacy in organizations. Dr. Kurian will share about her leadership of the multicultural group of NCCA, her roles as chair and vice chair of the NC board of licensed clinical mental health counselors, and her role as Vice Chair of the CACREP Board of Directors.</p>
<p>6.B.5.c. leadership in counselor education programs</p>	<p>Reading: Chang text Chapter 10: Leadership and Advocacy in Counselor Education Programs:</p>	<p>Students will engage in conversation about the readings on leadership in counselor education programs. Dr. Kurian will</p>

	Administration, Mentorship, and Culture (Week 8).	share about her 20 years as a counselor educator.
6.B.5.d. accreditation standards and program accreditation processes, including self-studies and program reports	Readings/Lecture: CACREP 2024 Standards, Self-Study, Policy Document, Program reports. (Week 1) Assignment: Leadership and Advocacy Philosophy Statements with Future Plans	During Week 1, students will review CACREP documents and listen to a lecture about the purpose of accreditation and examine documentation such the standards, policy document, self-study, and program reports.
6.B.5.e. management and administration in agencies, organizations, and other institutions	Reading: Chang text Chapter 10: Leadership and Advocacy in Counselor Education Programs: Administration, Mentorship, and Culture (Week 8). Assignment: Leadership and Advocacy Philosophy Statements with Future Plans	Students will engage in conversation about the readings on administration, mentorship and culture as it applies to leadership..
6.B.5.f. leadership roles and strategies for responding to crises and disasters	Readings: Maniss, S., Castillo, Y.A., Cartwright, J, & Yznaga, S. (2021). Crisis counseling self- efficacy: Personal abilities and situational influences. <i>Journal of Human Services: Training, Research, and Practice</i> . Vol. 7: Iss. 2, Article 4. https://scholarworks.sfasu.edu/jhstrp/vol7/iss2/4 Fruetel, K., Duckworth, R., Scott, S. & Fenderson, E. (2021). Exploring the Experiences of Counselors Responding to Crisis in Rural Communities. <i>Journal of Rural Mental Health</i> . 46. 10.1037/rmh0000148. (Week 13)	Students will explore crisis counseling self-efficacy the experiences of counselors who respond to crises in rural communities.
6.B.5.g. strategies of leadership in consultation	Readings: Chang et al text, Chapter 11, entitled <i>Supervision and Consultation: Promoting Advocacy and Leadership</i> . (Week 10)	Students will read and discuss the chapter on supervision and consultation.
6.B.5.h. current sociopolitical and social justice issues and how those issues affect the counseling profession	Assignment: Students are asked to complete a research presentation addressing 1 of 5 standards including 6.B.5.h.	Students will present & discuss what they learned from the scholarly research conducted for the <i>Leadership and Advocacy Research Presentation (Assignment)</i> .
6.B.5.i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity	Assignment: Students are asked to complete a research presentation addressing 1 of 5 standards including 6.B.5.i. (Week 3)	Students will present & discuss what they learned from the scholarly research conducted for the <i>Leadership and Advocacy Research Presentation (Assignment)</i> .

6.B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels	Assignment: Students are asked to complete a research presentation addressing 1 of 5 standards including 6.B.5.j. (Week 3)	Students will present & discuss what they learned from the scholarly research conducted for the <i>Leadership and Advocacy Research Presentation (Assignment)</i> .
6.B.5.k. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues	Assignment: Students are asked to complete a research presentation addressing 1 of 5 standards including 6.B.5.k. (Week 3)	Students will present & discuss what they learned from the scholarly research conducted for the <i>Leadership and Advocacy Research Presentation (Assignment)</i> .
6.B.5.l. culturally sustaining leadership and advocacy practices	Weekly assigned readings/ lectures/ discussions regarding culturally sustaining leadership and advocacy practices strategies counselors can utilize to support diverse communities (Week 3 & 6) Assignment: Leadership and Advocacy Philosophy Statements with Future Plans	Students will engage in weekly class discussions about various culturally sustaining leadership and advocacy practices strategies counselors can utilize to support diverse communities.
6.B.5.m. ethical leadership and advocacy practices	Readings: Chang Chapter 3 <i>Professional Leadership, Leading Well: Characteristics, Principles, and Ethics of Effective Counseling Leaders</i> (Week 4) ACA Code of Ethics	Students will review the American Counseling Association (ACA) Code of Ethics and discuss specific codes that relate to leadership and advocacy.
6.B.5.n. role of self-care in advocacy and leadership	Assignment: Students are asked to complete a research presentation addressing 1 of 5 standards including 6.B.5.n. (Week 3)	Students will present & discuss what they learned from the scholarly research conducted for the <i>Leadership and Advocacy Research Presentation (Assignment)</i> .

COURSE DESCRIPTION

COURSE FORMAT

This course has been designed as a core doctoral course. This course will be delivered in a hybrid format. The course will include different learning modules and each week students will complete a series of learning activities (e.g., readings, media, small group activities, podcasts, forums, round table discussions) and assessments (e.g., discussions, case studies, projects, or presentations). The purpose of this format is to engage students in critical self-analysis, theory, and practice related to leadership and social justice advocacy in the counseling profession.

CON 8205 STUDENT LEARNING OUTCOMES

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

1. understand multicultural counseling theories, social justice and diversity concepts, and identity development and their applicability to diverse populations.
2. examine the process of utilizing decolonized therapeutic interventions through an exploration of the 24 tenets of the emotional-decolonial process within mental health therapy.
3. utilize social justice and counseling advocacy models to demonstrate the ability to advocate for the counseling profession as a leader and social justice-oriented, culturally competent counselor.
4. evaluate evidence-based research literature on current theoretical, identity and sociopolitical issues in social justice and multicultural counseling and how those issues affect the advocacy and leadership work counselors and the counseling profession.
5. evaluate individuals' worldviews and the factors that shape them. This involves movement from ethnocentrism to informed cultural pluralism through acquiring specific information regarding the values, beliefs, and biases of cultural groups other than one's own
6. Students will demonstrate the application of the multicultural social justice counseling competencies (MSJCC) to multicultural and social justice counseling issues occurring globally.

UNITY & RESPECT STATEMENT

This course is taught in a manner that provides a safe, welcoming and inclusive environment for all students. Students are expected to use language and communication that is respectful and values all community members.

COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect doctoral-level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.

5. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical TH. Your attendance and participation are fundamental to the learning process of this course. You contribute unique experiences and resources that are necessary for and valuable to creating an optimal educational and learning environment for yourself and your classmates. Therefore, you are expected to be actively and meaningfully involved in our multicultural learning community. Your attendance and participation are fundamental to the learning process of this course. Your participation grade is based on your active participation in all class discussions, roundtables, and activities.

A. Dispositions

The counselor education program faculty systematically assess each student's professional dispositions throughout the program. (CACREP Standard: 2.C.2.a.-c.) You will be assessed during this class as well. (See disposition section in Student Handbook.)

B. Leadership and Advocacy Research Presentation: For the following topics please develop a professional scholarly presentation addressing the following CACREP standards:

- a. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity (CACREP Standard: 6.B.5.i)
- b. models and competencies for advocating for clients at the individual, system, and policy levels (CACREP Standard: 6.B.5.j)
- c. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues (CACREP Standard: 6.B.5.k.)
- d. role of self-care in advocacy and leadership (CACREP Standard: 6.B.5.n.)
- e. current sociopolitical and social justice issues and how those issues affect the counseling profession (CACREP Standard: 6.B.5.h.)

The presentation must follow the current edition of the APA writing manual. You must utilize scholarly literature that are current within in 10 to 15 years unless it is a seminal study or article. You must identify each standard as you use it. In the slides in your presentation you must have a title page, page numbers, in-text citations and reference section. Eighty-five percent of your presentation slides should have relevant images of at least 300 dpi. This presentation should be 15-20 minutes with time for a few questions. **Assignment Due Week 3.**

C. Showcasing Leadership Presentation Skills (Conference Proposal)

As a doctoral student, you are required to complete challenging assignments that result in learning and the acquisition of useful information. Counseling professionals are expected to share their specialized knowledge and skills with other professionals and the public through conference presentations. Conference opportunities help to give our work meaning and purpose. You will be required to develop and submit a conference proposal on a topic related to leadership or advocacy in counseling. The presentation must include a

leadership or advocacy model that can be used in professional counseling practice. Students will be placed in to groups to both complete and submit this assignment. Criteria and content of the presentation proposal is outlined in the conference call for proposals. Assignment must be completed in consultation with the instructor. (CACREP Standard: 6.B.5.a.) Assignment Due Week 8

D. Theory and Content Analysis of Counseling Leaders and Advocates

Students will explore theories and models in leadership and advocacy. More specifically they will study the careers of 13 counseling leaders with a wide range of cultural and intersectional backgrounds. Students will conduct a content analysis of the 13 professionals and discuss the theories that are represented in the Stotlie & Herlihy's text, *Counseling Leader & Advocates: Strengthening the Future of the Profession*, and other readings on leadership and advocate theory. Students will develop a paper that: a) discusses the results from the content analysis, b) the theories of leadership and advocacy that were present, c) discuss ethical and culturally sustaining leadership and advocacy practices, and d) a reflection of what they have learned from the counseling leaders and what they want to accomplish in their own careers as it relates to leadership and advocacy. (CACREP Standards: 6.A.8; 6.B.5.a.) Assignment Week 13

E. Leadership and Advocacy Philosophy Statements with Future Plans

As a part of our class' immersive discussion of readings and theories related to advocacy and leadership in counseling, you will develop leadership and advocacy statements. In preparation for this assignment students will a) explore career goals and appropriate credentialing for those goals; (CACREP Standard: 6.A.2.e) and b) review counseling leadership job descriptions. Addition to the philosophies, you will also a) develop a plan on how you will develop your leadership and advocacy skills, b) what credentials you plan to acquire, c) develop a plan for engaging in advocacy, (CACREP Standard: 6.A.2.d.) Please describe what advocacy and leadership theories that you will use to guide you in future work (CACREP Standard: 6.B.5.a). Overall this assignment is meant to help equip students to assume positions of leadership. (CACREP Standard: 6.A.2.f.) You will present you philosophies to your colleagues. Assignment Week 15

F. Notes on Readings and Films

Please review [The Cornell Note Taking System](#). As you matriculate through the program it is important that you keep notes on content in coursework. You will be preparing for a comprehensive examination toward the end of your doctoral program. Keeping notes of course content will assist you in preparing for the comprehensive exam. (CACREP 6.A.6: Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the doctoral curriculum standards.) As a part of your assessment for this course you are required to submit notes on readings and films every week. Please upload them to CANVAS. Assignment Weekly

G. Weekly Content Presentation: Students will be assign three weeks to present a summary of content. The student may use creativity



Class Watch: *Intro - 21 Irrefutable Laws of Leadership* (9 minutes 27 seconds)
<https://www.youtube.com/watch?v=CrHgcHGiba8&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=1>



Class Watch: 1: *The Law of the Lid - 21 Irrefutable Laws of Leadership (How well you lead determines how well you succeed.)* (10 minutes 24 seconds)
<https://www.youtube.com/watch?v=UZC7HePt5P8&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=2>



CACREP: Standards:






<https://www.cacrep.org/wp-content/uploads/2024/04/2024-Standards-Combined-Version-4.11.2024.pdf>







Self-study: <https://www.cacrep.org/wp-content/uploads/2024/10/Self-Study-Report-Draft-Template-updated.pdf>






Policy Document: <https://www.cacrep.org/wp-content/uploads/2024/06/CACREP-2024-Accreditation-Policy-Document-.pdf>





Program reports: <https://www.cacrep.org/wp-content/uploads/2025/05/2024-Vital-Statistics.pdf>

Guidance document:
<https://www.cacrep.org/wp-content/uploads/2024/11/2024-CACREP-Standards-Guidance-Document-November-2024-update-1.pdf>

<p>Week 2</p>	<ul style="list-style-type: none">Leadership for the Counseling Profession	<p> Chang <i>Introduction & Chapter 1: Leadership for the Counseling Profession</i>, Thomas J. Sweeney</p> <p> Storlie <i>Chapter 1 - Introduction</i></p> <p> Summary Document: <i>The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You</i>, John C. Maxwell (23 pages)</p> <p> Watch @ Home: <i>Counseling Leadership and Advocacy: Strengthening the Future of the Profession - Part 1</i> (50 minutes 25 seconds) https://www.youtube.com/watch?v=157o_3QrHwk</p> <p> Watch @ Home: <i>Counseling Leadership and Advocacy: Strengthening the Future of the Profession Part 2</i> (52 minutes and 30 seconds) https://www.youtube.com/watch?v=N1m5ButtIo&t=136s</p> <p> Class Watch: 2: The Law of Influence - 21 Irrefutable Laws of Leadership (11:42) https://www.youtube.com/watch?v=rrZkVgl6U</p>		<p>Notes of Readings and Films Due 3PM on Tuesday.</p>
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<p>Week 3</p>	<ul style="list-style-type: none"> • Foundations of Leadership • Culturally Responsive Counseling Leadership • Inclusion, accessibility, diversity, and equity 	<p> Chang Chapter 2 – <i>Foundations of Leadership: Theory, Philosophy, and Research</i></p> <p> Storlie - Chapter 2: <i>Culturally Responsive counseling leadership</i></p> <p> Discussion of <i>Leadership and Advocacy Research Presentation</i>. Students share what they found in the literature.</p> <p> Class Watch: 4: <i>The Law of Navigation - 21 Irrefutable Laws of Leadership</i> (Anyone can steer the ship, but it takes a leader to chart the course) https://www.youtube.com/watch?v=wTQSLFlntM8&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=5</p> <p> Class Watch: 5: <i>The Law of E.F. Hutton - 21 Irrefutable Laws of Leadership</i> https://www.youtube.com/watch?v=e-</p>	<p>6.B.5.a. theories, models, and skills of leadership</p> <p>6.B.5.l. culturally sustaining leadership and advocacy practices</p> <p>6.B.5.k. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues</p> <p>6.B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels</p> <p>6.B.5.i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity</p> <p>6.B.5.h. current sociopolitical and social justice issues and how those issues affect the counseling profession</p>	<p>Notes of Readings and Films Due 3PM on Tuesday.</p> <p>Assignment Due @ 3PM in Canvas: Leadership and Advocacy Research Presentation</p>




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Week 4	<ul style="list-style-type: none"> • Leadership Ethics • Effective Counseling Leaders • Leadership Development of Counselors 	 Chang Chapter 3 <i>Professional Leadership, Leading Well: Characteristics, Principles, and Ethics of Effective Counseling Leaders</i> & Chapter 4 <i>On becoming a leader</i>  Class Watch: 6: The Law of Solid Ground - 21 Irrefutable Laws of Leadership (Trust is the foundation of leadership) https://www.youtube.com/watch?v=tuhydJ5Dp7o&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=7  Class Watch: 7: The Law of Respect - 21 Irrefutable Laws of Leadership (People naturally follow better leaders than themselves) https://www.youtube.com/watch?v=L-kbyZEplOo&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=8	6.B.5.m. ethical leadership and advocacy practices	Notes of Readings and Films Due 3PM on Tuesday.
Week 5	Advocating for the Profession of Counseling	 Chang Ch. 5 <i>Professional Advocacy: Being Allowed to Do Good</i> & 6 <i>Professional Advocacy: A professional Responsibility</i>  Storlie Ch. 3 – <i>Leadership and Advocacy in the field</i>	6.B.5.i models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity	Notes of Readings and Films Due 3PM on Tuesday.

		 Class Watch: 8: <i>The Law of Intuition - 21 Irrefutable Laws of Leadership</i> https://www.youtube.com/watch?v=uMSs13uW-2E&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=9		
		 Class Watch: 9: <i>The Law of Magnetism - 21 Irrefutable Laws of Leadership</i> https://www.youtube.com/watch?v=uMSs13uW-2E&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=9		
Week 6	Social Justice in Counseling Multicultural and Social Justice Counseling Competencies (MSJCC)	 Chang Ch. 7 - <i>Social Justice as the 5th Force in Counseling</i>  Storlie Ch. 4 (<i>Patricia Arredondo</i>)  Storlie Ch. 8 (<i>Sylvia Fernandez</i>)  Storlie Ch. 12 (<i>Courtland Lee</i>) Multicultural and Social Justice Counseling Competencies Lecture ² https://www.youtube.com/watch?v=QqEI4zMjz8 (26 minutes 39 seconds)	6.B.5.1. culturally sustaining leadership and advocacy practices	Notes of Readings and Films Due 3PM on Tuesday.

² **Article:** Multicultural and Social Justice Counseling Competencies (Ratts, et al., 2016).

<https://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/>

		 Class Watch: 10: The Law of Connection - 21 Irrefutable Laws of Leadership https://www.youtube.com/watch?v=vFbBCjfOsd4&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=11		
		 Class Watch: 11: The Law of the Inner Circle - 21 Irrefutable Laws of Leadership https://www.youtube.com/watch?v=AhdiFgeHQcW&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=12		
Week 7	Client Advocacy: Theory and Practice	<p>Chang - Chapter 8 & Chapter 9 <i>Client Advocacy Theoretical Foundations of Client Advocacy</i></p> <p>Storlie Ch. 11 (Gerard Lawson)</p>  Class Watch: 12: The Law of Empowerment - 21 Irrefutable Laws of Leadership https://www.youtube.com/watch?v=OBP7Xmd_bPA&list=PLKsdiUrTmO58jwtcJh8DbS1U0AQ8tdNcS&index=13		Notes of Readings and Films Due 3PM on Tuesday.
	Leadership & Advocacy in	Chang Ch. 10 – <i>Leadership and advocacy in</i>	6.B.5.c	Notes of Readings and

Week 10	Leadership & Advocacy in Supervision and Consultation	<p>Chang - Chapter 11 <i>Supervision and Consultation: Promoting Advocacy and Leadership</i> Storlie - Chapter 7 (<i>Craig Cashwell</i>)</p> <p> Class Watch: 16: <i>The Law of the Big Mo - 21 Irrefutable Laws of Leadership</i> https://www.youtube.com/watch?v=6jy5EuswFCs&list=PLKsdiUrTmO58jwteJh8DbS1U0AQ8tdNcS&index=17</p> <p> Class Watch: 17: <i>The Law of Priorities - 21 Irrefutable Laws of Leadership</i> https://www.youtube.com/watch?v=joskaZeQhMg&list=PLKsdiUrTmO58jwteJh8DbS1U0AQ8tdNcS&index=18</p>	6.B.5.g. strategies of leadership in consultation	Notes of Readings and Films Due 3PM on Tuesday.
Week 11	<p>Leadership & Advocacy in Schools and Universities</p> <p>Leadership & Advocacy in Mental Health Agencies and Community Programs</p>	<p>Chang: Chapter 12 <i>Leadership and Advocacy in Schools and Universities</i> & Chapter 13 <i>Leadership and Advocacy in Mental Health and Community Programs</i> Storlie: Chapter 9 (<i>Sam Gladding</i>)</p> <p> Class Watch: 18: <i>The Law of Sacrifice - 21 Irrefutable Laws of Leadership</i> https://www.youtube.com/watch?v=RB-</p>	6.B.5.e management and administration in agencies, organizations, and other institutions	Notes of Readings and Films Due 3PM on Tuesday.

		<p>SICAHUac&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=19</p> <p> Class Watch: 19: The Law of Timing - 21 Irrefutable Laws of Leadership https://www.youtube.com/watch?v=8hL43Pd64wc&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=21</p>		
Week 12	<p>Leadership & Advocacy in Professional Organizations</p> <p>Leadership & Advocacy through Research and Program Evaluation</p>	<p>Chang (2021) ~ Chapter 14 <i>Leadership and Advocacy in Professional Organizations</i> & Chapter 15 <i>Leadership and Advocacy through Research and Program Evaluation Best practices</i></p> <p>Storlie Chapter 5 (<i>Casey Barrio-Minton</i>) Storlie Chapter 13 (<i>Spencer Niles</i>) Storlie Chapter 15 (<i>Martin Richie</i>)</p> <p> Class Watch: 20: The Law of Explosive Growth - 21 Irrefutable Laws of Leadership https://www.youtube.com/watch?v=CxLUujNpKbQ&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=21</p> <p> Class Watch: 21: The Law of Legacy - 21 Irrefutable Laws of Leadership https://www.youtube.com/watch?v=5nBWMooVcrQ&list=PLKsdiUrTmO58jwtcJh8DbS1UoAQ8tdNcS&index=22</p>	6.B.5.b leadership and leadership development in professional organizations	Notes of Readings and Films Due 3PM on Tuesday.
Week 13	Leadership Roles and Strategies for Responding to Crises and Disasters	<p>Storlie Chapter 6 (<i>Carol Bobby</i>) Storlie Chapter 16 (<i>Thomas Sweeney</i>)</p> <p>Maniss, S., Castillo, Y.A., Cartwright, J, &</p>	6.B.5.f. leadership roles and strategies for responding	Notes of Readings and Films Due 3PM on Tuesday.

		<p>Yznaga, S. (2021). Crisis counseling self-efficacy: Personal abilities and situational influences. <i>Journal of Human Services: Training, Research, and Practice</i>. Vol. 7: Iss. 2, Article 4. https://scholarworks.sfasu.edu/jhstrp/vol7/iss2/4</p> <p>Fruetel, K., Duckworth, R., Scott, S. & Fenderson, E. (2021). Exploring the Experiences of Counselors Responding to Crisis in Rural Communities. <i>Journal of Rural Mental Health</i>. 46. 10.1037/rmh0000148.</p>	to crises and disasters	Assignment Due @ 3PM in Canvas: Theory and Content Analysis
Week 14	Training Counselors to be Leaders & Advocates	<p>Chang Chapter 16 – <i>Leadership Training: Master’s and Doctoral Curricula</i> & Chapter 17 <i>Advocacy Training: Curriculum for Professional and Clinical Advocacy</i></p> <p>Storlie Chapter 10 (<i>Barbara Herlihy</i>)</p>	6.B.5.h. 6.B.5.j.	Notes of Readings and Films Due 3PM on Tuesday.
Week 15	The Future of Leadership & Advocacy in Counseling	<p>Chang Chapter 18 – <i>Leadership and Advocacy: Vision for the Future</i></p> <p>Storlie Chapter 17 - <i>Synthesis</i> & 18 <i>Concluding Thoughts</i></p>		Notes of Readings and Films Due 3PM on Tuesday. Assignment Due @ 3PM in Canvas: Leadership and Philosophies paper

COURSE EVALUATION

Method	Points Available
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Dispositions (Class Participation and Attendance) (10 points x 15 weeks)	150
Leadership and Advocacy Presentation	100
Showcasing Leadership Presentation Skills	100
<i>Theory and Content Analysis</i>	150
Leadership and Advocacy Philosophies Paper	150
Weekly Notes (10 pts per week)	150
Weekly Presentation of Course Content 3 per student 25 points each	75
TOTAL	875

GRADING SCALE

Point Total	Final Letter Grade
875-783	A
782-696	B
695-608	C
Below 607	F

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering attendance information, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

ATTENDANCE VERIFICATION POLICY

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

The Office of Student Accessibility Services (SAS) assists students with disabilities by providing reasonable accommodations that support equal access to both academic and housing environments. These services are available to students with a wide range of access needs, including those related to neurodiversity, psychosocial and physical diagnoses, and other medical conditions. SAS also offers access

coaching and guidance under the Americans with Disabilities Act (ADA). Students can connect with SAS in person by visiting Suite 120 in the Student Services Building, or online by visiting www.nccu.edu/sas. Students who are new to SAS or who are requesting new accommodations should complete the Accessibility Request Form, which can be found at <https://myeol.nccu.edu/Request-SAS-Services#new-student-connecting-with-sas>. If students have any questions or concerns while completing the form, they may contact SAS at (919) 530-6325 or sas@nccu.edu to learn more about the programs and services available to them.

Students who are already registered with SAS and wish to continue using their accommodations must renew previously approved accommodations by logging into the Eagle Accommodate Student Portal at <https://nccu-accommodate.symplicity.com>. The portal can also be accessed through the MyEOL portal. Students are encouraged to submit or renew accommodations before the beginning of each semester (Fall, Spring, and Summer). While accommodation can be requested at any time during the semester, they are not retroactive. Students are encouraged to speak with their professors early in the semester to discuss their approved accommodations and determine the best way to implement them in each course.

Students experiencing pregnancy who need accommodations should contact the Title IX Office. Students with pregnancy-related medical conditions or complications that substantially limit a major life activity may seek support or services through SAS. Further information is available in the SAS website www.nccu.edu/sas.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

§ Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate

University or community resources. Contact Information: Student Services Building, Suite 208 (919) 530-7492, studentadvocacy@nccu.edu.

§ (REVISED) Counseling Center. The NCCU Counseling Center is staffed by mental and behavioral health professionals who provide individual and group counseling, crisis intervention, alcohol and substance use education and intervention, care management, outreach, peer support, and other mental wellness services through multi-tracks for a collaborative care approach. The NCCU Counseling Center also provides confidential resources, a safe, supportive space for students who have experienced sexual harassment or assault, and a peer-focused community for alcohol and substance use support to include students in various stages of recovery, including harm reduction—**contact Information: Student Health Building, 2nd Floor, 919.530.7646, counselingcenter@nccu.edu.**

§ University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. **Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.**

ADDITIONAL RESOURCES

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