

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: Counselor Education and Counseling Psychology
Education and Human Development

COLLEGE: College of

PROPOSED EFFECTIVE FALL YEAR: Fall 2021

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|---|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input checked="" type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Ph.D in Counselor Education (CEDD)

Chair, Department Curriculum Committee: *Carla Adkison-Johnson, PhD*

Date 10/10/2020

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: *Carla Adkison-Johnson, PhD*

Date 10/10/2020

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:

Date

FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

☐ Return to Dean

☐ Forward to:

Curriculum Manager:

Date:

*needs review by

☐ Approve ☐ Disapprove

Chair, GSC/USC:

Date

☐ Approve ☐ Disapprove

Chair, EPGC:

Date

☐ Approve ☐ Disapprove

Graduate College Dean:

Date:

☐ Approve ☐ Disapprove

Faculty Senate President:

Date

*needs review by

☐ Approve ☐ Disapprove

Provost:

Date

NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

We need to make changes to the classes required as part of the Counselor Education Ph.D. program to comply with the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation standards. We will send in the self-study for our next accreditation cycle this summer, 2021, under the 2016 CACREP standards.

Our current Counselor Education Ph.D. program is 69 credits. After the revisions, our Counselor Education Ph.D. program will be 63 credits.

Courses Eliminated:

CECP 6750 Counseling Theories and Practices	3
CECP 6940 Vocational Development Theory	3
Electives in Specialization Courses	<u>15</u>
	21

Coursed Added:

CECP 6850 Advanced Theories, Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors	3
EMR 6650 Data Analytics II: Correlation Studies	3
EMR 6580 Qualitative Research Practicum	3
EMR 6500 Survey Research	3
EMR 6420 Evaluation I: Theory, Methods, and Program Evaluation	<u>3</u>
	15

Current Curriculum

CECP 6810 Professional Seminar in Counselor Education	3
CECP 6750 Counseling Theories and Practices	3
CECP 6910 Supervision in Counseling and Psychotherapy	3
CECP 6950 Doctoral Practicum in Counselor Education	4
CECP 6930e Doctoral Practicum in (e) Clinical Supervision	4
CECP 6840 College Teaching in Counseling	3
CECP 6940 Vocational Development Theory	3
CECP 6820 Advanced Multicultural Counseling	3
CECP 7120 Professional Field Experience	4
EMR 6450 Data Analytics I: Designed Studies	3
EMR 6550 Experimental and Quasi-experimental Design	3
EMR 6480 Qualitative Research Methods for Applied Research and Evaluation	3
CECP 6990 Dissertation Seminar	3
CECP 7300 Doctoral Dissertation	12
Electives in Specialization Courses	<u>15</u>
	69

Proposed Curriculum

CECP 6810 Professional Seminar in Counselor Education	3
CECP 6850 Advanced Theories, Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors	3
CECP 6910 Supervision in Counseling and Psychotherapy	3
CECP 6950 Doctoral Practicum in Counselor Education	4
CECP 6930e Doctoral Practicum in (e) Clinical Supervision	4
CECP 6840 College Teaching in Counseling	3
CECP 6820 Advanced Multicultural Counseling	3
CECP 7120 Professional Field Experience	4
EMR 6450 Data Analytics I: Designed Studies	3
EMR 6650 Data Analytics II: Correlation Studies	3
EMR 6550 Experimental and Quasi-experimental Design for Applied Research and Evaluation	3
EMR 6480 Qualitative Research Methods	3

EMR 6580 Qualitative Research Practicum	3
EMR 6500 Survey Research	3
EMR 6420 Evaluation I: Theory, Methods, and Program Evaluation	3
CECP 6990 Dissertation Seminar	3
CECP 7300 Doctoral Dissertation	<u>12</u>
	63

2. Rationale. Give your reason(s) for the proposed improvement.

This new curriculum has been developed to ensure that the Counselor Education (CE) doctoral program at WMU continues to receive CACREP accreditation. The 2009 CACREP doctoral standards included 36 knowledge and skills standards to be measured. The 2016 CACREP doctoral standards include 50 knowledge and skills standards. The changes proposed to the curriculum reflect the required shift in the new 2016 CACREP doctoral standards. To maintain CACREP accreditation, the curriculum must change.

Program faculty have observed during both the comprehensive exam and dissertation phases of evaluation that students' competencies in areas of research and scholarship could be enhanced through strengthening of the scientific inquiry requirements. The proposed changes, then, serve to address this area for program improvement and further enhance the program's alignment with current accreditation standards.

Further, CE program faculty have also observed during both the comprehensive exam and dissertation phases of evaluation that students' competencies in 6B1 Counseling could be enhanced through strengthening of the 6 standards that fall under 6B1. The proposed changes, then, serve to address this area for program improvement and further enhance the program's alignment with current accreditation standards

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This new curriculum does not impact other colleges.

In terms of other CEHD departments/programs, only Evaluation, Measurement and Research (EMR) is impacted with four classes in the new curriculum (EMR 6580, 6650, 6500, and 6420). However, most CE doctoral students have taken these classes for the last three years as their electives. As such, demand for these classes is unlikely to change much from current demand. Please see attached documentation of support from EMR.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

On average over the last 5 years, we have added 4 new doctoral students a year.

The faculty informally agreed to make changes in the curriculum three years ago. Much of the faculty have been having students take the new curriculum classes for the last three years as their electives or with course substitutions.

CECP 6750 Counseling Theories and Practices has been replaced in the new curriculum with CECP 6520 Case Conceptualization and Treatment Planning. Many doctoral students over the last three years have already made this change with advisor approval. As such, current class sizes in both classes should be very similar.

CECP 6940 Vocational Development Theory has been replaced in the new curriculum with EMR 6500 Survey Research. This change has occurred because Vocational Development is not a requirement of the 2016 CACREP standards, but the Survey Research class helps us meet 2016 CACREP standards. Over the last three years, many doctoral students have already made this change with advisor approval, and others have taken Survey Research as an elective. As such, current class sizes in both classes should be very similar.

This curriculum change technically creates a new doctoral level course, CECP 6850 Advanced Theories, Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors. CECP 6850 is to be a "meet together" with the Master's level CECP 6520 Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors class. If we were to have both master's and doctoral students take the same class with the same course number, we would not be able to demonstrate how the master's level signature assignments for the class are significantly different from the doctoral level signature assignments for the class. It would appear that we are having students take a master's class as part of their doctoral program. Many doctoral students over the last three years have already made this change with advisor approval. As such, current class size should be very similar.

5. Alignment with college's and department's strategic plan, mission, and vision.

The new CE doctoral curriculum fits CEHD's vision of being the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally, and internationally recognized programs by maintaining our CACREP accreditation.

The new CE doctoral curriculum fits CEHD's mission of developing exceptional education and human development professionals who positively impact our global society by meeting 2016 CACREP standards. CACREP standards are updated every 8 years so that training programs produce graduates who are exceptional at their jobs and make a helpful and healthy impact on society.

The new CE doctoral curriculum fits CEHD's mission of advancing knowledge through teaching, scholarship, creative works, and service by meeting 2016 CACREP standards. With training standards updated every 8 years, we will be able to produce graduates who can teach, research, supervise, and provide exceptional counseling services to a diverse population both nationally and globally.

The new CE doctoral curriculum fits CECP's mission of developing competent, ethical and culturally sensitive counselor education professionals through graduate education and scholarship by meeting 2016 CACREP standards. By updating our training standards, we will be better positioned to produce graduates who can teach, research, advocate, lead, supervise, and provide exceptional counseling services to a diverse population both nationally and globally.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

The faculty informally agreed to this change in curriculum three years ago. Much of the faculty have been having students take the new curriculum classes for the last three years as their electives and/or by approving class substitutions.

There are no program conflicts for CE doctoral students with the new curriculum.

It will be easier for CE doctoral students to complete the new curriculum as it is 6 credit hours less. The program will be shorter.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

On average over the last 5 years, we have 4 new CE doctoral students a year.

The vast majority of students who attend the Counselor Education doctoral program at WMU do so because few CE doctoral programs in Michigan are CACREP accredited. All students currently enrolled in the Counselor Education doctoral program at WMU expect that we will continue to have CACREP accreditation. Our enrollment would drop dramatically without CACREP accreditation.

The Occupational Outlook Handbook does not include data about Counselor Educators specifically, although they do address postsecondary teaching in general. Occupational Outlook Handbook states that "Overall employment of postsecondary teachers is projected to grow 9 percent from 2019 to 2029, much faster than the average for all occupations. Projected employment growth varies by academic field."

Counselor Educators specifically train Mental Health Counselors. The Occupational Outlook Handbook says that "new job opportunities are very likely in the future because Mental Health Counselor job demand is expected to grow much faster than average." As such, there will need to be Counselor Educators who can train Mental Health Counselors.

This occupation is:

Expected to grow much faster than average

Currently, there are 12 elective hours as part of the curriculum. CE doctoral students are often surprised to find that we have tremendous expectations for what they will take for these elective hours. The new curriculum will help them understand before admission their required course requirements.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There are no known additional burdens regarding faculty.
There are no known additional burdens regarding equipment.
There are no known additional burdens regarding space.
There are no known additional burdens regarding technology.
There are no known additional burdens regarding library holdings.
There are no known additional burdens regarding advising.
There are no known additional burdens regarding one-time costs.
There are no known additional burdens regarding ongoing base-funding costs.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

2016 CACREP Doctoral Standards

6B 1. Students will show knowledge and competence in COUNSELING as evidenced by measurements taken based on assignments in the following domains

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

6B 2. Students will show knowledge and competence in SUPERVISION as evidenced by measurements taken based on assignments in the following domains

- a. purposes of clinical supervision
- b. theoretical frameworks and models of clinical supervision
- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision
- e. opportunities for developing a personal style of clinical supervision
- f. assessment of supervisees' developmental level and other relevant characteristics
- g. modalities of clinical supervision and the use of technology
- h. administrative procedures and responsibilities related to clinical supervision
- i. evaluation, remediation, and gatekeeping in clinical supervision
- j. legal and ethical issues and responsibilities in clinical supervision
- k. culturally relevant strategies for conducting clinical supervision

6B 3. Students will show knowledge and competence in TEACHING as evidenced by measurements taken based on assignments in the following domains

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. models of adult development and learning
- d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e. effective approaches for online instruction
- f. screening, remediation, and gatekeeping functions relevant to teaching
- g. assessment of learning
- h. ethical and culturally relevant strategies used in counselor preparation
- i. the role of mentoring in counselor education

6B 4. Students will show knowledge and competence in RESEARCH AND SCHOLARSHIP as evidenced by measurements taken based on assignments in the following domains

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding

I. ethical and culturally relevant strategies for conducting research

6B 5. Students will show knowledge and competence in LEADERSHIP AND ADVOCACY as evidenced by measurements taken based on assignments in the following domains

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

CECP 6850 Advanced Theories, Case Conceptualization and Treatment has been added to ensure that we can document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:

6B1. COUNSELING

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

Further, CE program faculty have also observed during both the comprehensive exam and dissertation phases of evaluation that students' competencies in 6B1 Counseling could be enhanced through strengthening of the 6 standards that fall under 6B1. The proposed changes, then, serve to address this area for program improvement and further enhance the program's alignment with current accreditation standards

EMR 6580 Qualitative Research Practicum has been added to ensure that we can document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:

6B4 RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative and qualitative research questions
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- l. ethical and culturally relevant strategies for conducting research

EMR 6500 Survey Research has been added to ensure that we are able to document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:

6B4 RESEARCH AND SCHOLARSHIP

- e. models and methods of instrument design
- j. design and evaluation of research proposals for a human subjects/institutional review board review

EMR 6650 Data Analytics II: Correlation Studies has been added to ensure that we can document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:

6B4 RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods

Revised Sept. 2018. All previous forms are obsolete and should not be used.

- d. emergent research practices and processes
- g. research questions appropriate for professional research and publication
- i. ethical and culturally relevant strategies for conducting research

EMR 6420 Evaluation I: Theory, Methods, and Program Evaluation has been added to ensure that we can document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:

6B4 RESEARCH AND SCHOLARSHIP

- f. models and methods of program evaluation

Program faculty have observed during both the comprehensive exam and dissertation phases of evaluation that students' competencies in areas of research and scholarship could be enhanced through strengthening of the scientific inquiry requirements. The proposed changes, then, serve to address this area for program improvement and further enhance the program's alignment with current accreditation standards.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

This curriculum change is not for undergraduates.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

"Current Catalog Language"

Doctor of Philosophy in Counselor Education

The doctoral program in Counselor Education is designed to provide advanced-level preparation for counselors in various mental health and school settings as well as preparing counselors for the counselor education professorate in colleges and universities. Preparing counselors to work as counselor educators and supervisors is the program's highest priority. Doctoral students pursuing this degree are expected to demonstrate 1) a wide range of individual and group counseling skills; 2) a sound theoretical foundation in counseling; 3) teaching and supervision competencies; 4) advanced multicultural counseling skills; 5) research skills; 6) competencies associated with being an educational leader, and 7) an understanding of academic program development, curriculum and administration. Students are expected to involve themselves in appropriate activities of the Department, College, University, and of relevant professional associations. The doctoral program in Counselor Education is not intended to meet the educational requirements of those who seek to be licensed psychologists. It assumes that applicants have or are about to complete their master's degree in counseling or a closely related field. Persons with a master's degree in a related field may be asked to complete an additional master's degree in counseling.

Program Requirements

All students enrolled in this doctoral program must complete the following set of requirements in addition to course work related to a particular specialty:

1. Doctoral Core (30 hours)

1. Professional Seminar Counselor Education (3 hours)
2. Advanced Counseling Theory and Practices (3 hours)
3. Supervision in Counseling & Psychotherapy (3 hours)
4. Doctoral Practicum: Clinical Supervision (4 hours)
5. Doctoral Practicum in Counselor Education (4 hours)
6. College Teaching in Counseling (3 hours)
7. Vocational Development Theory (3 hours)
8. Advanced Multicultural Counseling (3 hours)

9. Internship in Counselor Education (4 hours)
2. Scientific Inquiry Core (27 hours)
 10. Research Design and Analysis (6 hours)
 11. Qualitative Research (3 hours)
 12. Elective in Research Design or Data Analysis (3 hours)
 13. Communication Skills Research Tool Competency
 14. Dissertation Seminar (3 hours)
 15. Doctoral Dissertation (12 hours)
3. Emphasis (12 hours)

Courses focused around a theme or particular interest approved by the student's doctoral committee. These emphases may include, but are not limited to: School Counseling; Clinical Mental Health Counseling; College Counseling; and Marriage, Couple and Family Counseling.

Counselor Education doctoral students are required to demonstrate professional competencies through supervised experiences. These experiences include research, teaching, and counseling. All doctoral candidates must pass a comprehensive examination over doctoral course work before admission to candidacy. The doctoral committee is responsible for the development and evaluation of the doctoral comprehensive examination. Students must also meet the general residency requirement for doctoral students of one academic year (two consecutive semesters) of full-time study on campus.

"Proposed Catalog Language"

Doctor of Philosophy in Counselor Education

The doctoral program in Counselor Education is designed to provide advanced-level preparation for counselors in various mental health and school settings as well as preparing counselors for the counselor education professorate in colleges and universities. Preparing counselors to work as counselor educators and supervisors is the program's highest priority. Doctoral students pursuing this degree are expected to demonstrate 1) a wide range of individual and group counseling skills; 2) a sound theoretical foundation in counseling; 3) teaching and supervision competencies; 4) advanced multicultural counseling skills; 5) research **and scholarship** skills; 6) competencies associated with being an educational leader **and social justice advocate**, and 7) an understanding of academic program development, curriculum and administration. Students are expected to involve themselves in appropriate activities of the Department, College, University, and of relevant professional **counseling** associations. The doctoral program in Counselor Education is not intended to meet the educational requirements of those who seek to be licensed psychologists. It assumes that applicants have or are about to complete their master's degree in counseling or a closely related field. Persons with a master's degree in a related field may be asked to complete an additional master's degree in counseling.

Program Requirements

All students enrolled in this doctoral program must complete the following set of requirements:

1. Doctoral Core (**27** hours)
 1. Professional Seminar in Counselor Education (3 hours)
 - 2. Advanced Theories, Case Conceptualization & Treatment Planning (3 hours)**
 3. Supervision in Counseling & Psychotherapy (3 hours)
 4. Doctoral Practicum: Clinical Supervision (4 hours)

5. Doctoral Practicum in Counselor Education (4 hours)
6. College Teaching in Counseling (3 hours)
7. Advanced Multicultural Counseling (3 hours)
8. Internship in Counselor Education (4 hours)
2. Scientific Inquiry Core (36 hours)
 10. Quantitative Research Design and Analysis (9 hours)
 11. Qualitative Research (6 hours)
 12. Survey Research (3 hours)
 13. Program Evaluation (3 hours)
 14. Dissertation Seminar (3 hours)
 15. Doctoral Dissertation (12 hours)

Students may take courses focused around a theme or particular interest approved by the student's doctoral committee.

Counselor Education doctoral students are required to demonstrate professional competencies through supervised experiences. These experiences include research, teaching, counseling, leadership, advocacy, and supervision. All doctoral candidates must pass a comprehensive examination over doctoral course work before admission to candidacy. The comprehensive exam committee is responsible for the development and evaluation of the doctoral comprehensive examination.

Re: Please let me know CP's thoughts by 10/9

Mary Z Anderson <mary.anderson@wmich.edu>

Fri 10/9/2020 6:36 PM

To: Stephanie T Burns <stephanie.burns@wmich.edu>

Cc: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Dear Stephanie,

Thank you for the opportunity for CP faculty to comment on the proposed CE doctoral program curriculum changes. CP faculty have not expressed any pressing concerns about the proposal going forward -- though we did note that over me it may be useful to begin looking at courses the two doctoral programs could share.

Best Wishes,
Mary

Re: Need a letter of support for a curriculum change due Oct 13

Donna M Talbot <donna.talbot@wmich.edu>

Mon 10/5/2020 3:15 PM

To: Stephanie T Burns <stephanie.burns@wmich.edu>

Stephanie-

As you can see from the email from Dr. Brooks Applegate, Unit Head of EMR programs, we are ready and able to support your use of our EMR courses (listed below) in the Counselor Ed doc program.

Let me know if you need anything else.

Donna

Donna M. Talbot, Ph.D.

**Chair and Professor, Department of Educational
Leadership, Research and Technology*

Western Michigan University

3571 Sangren Hall

Kalamazoo, MI 49008-5283

Email: donna.talbot@wmich.edu

Main Office: (269) 387-3896

Fax: (269) 387-3696

Connectedness*Strategic*Learner*Intellection*Responsibility

For current faculty, staff, and students, you can schedule an appointment with me by going to this website: <http://meetme.so/DonnaTalbot>

If you are a prospective student or outside the university, please email me directly before scheduling so that I can direct you to the best person to meet with given your situation/request.

From: Edward B Applegate <brooks.applegate@wmich.edu>

Sent: Monday, October 5, 2020 2:33 PM

To: Donna M Talbot <donna.talbot@wmich.edu>; Stephanie T Burns <stephanie.burns@wmich.edu>

Subject: Re: Need a letter of support for a curriculum change due Oct 13

Thank you for the information – Yes, EMR is willing and able to support the changes in the CE program.

Brooks Applegate, Ph.D.

Professor and Program Coordinator for Graduate Programs in Evaluation, Measurement, & Research

Department of Educational Leadership, Research, and Technology

College of Education and Human Development

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