

**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 checked="" type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input 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: College Counseling (CELM)

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
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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
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FOR PROPOSALS REQUIRING REVIEW BY:

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

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
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1. Explain briefly and clearly the proposed improvement:

We are removing/eliminating the College Counseling (CC) program from the MA counselor education degree programs offered by the Counselor Education and Counseling Psychology Department.

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

We are removing/eliminating the College Counseling program for several reasons. First the program has 11 students currently enrolled, and there has been a 50% drop in enrollment over the last 5 years. Every year there are fewer and fewer students enrolling: Fall 2016 22, Fall 2017 20, Fall 2018 17, Fall 2019 14, and Fall 2020 11.

Second, we are concerned about achieving the full-time equivalent (FTE) and core counseling faculty ratios needed to maintain Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation.

Third, there are only 2 classes required for the College Counseling program that are not required for our other master's counselor education concentrations: CECP 6230 College Student Development and CECP 6350 Foundations of College Counseling. With student enrollment falling every year, we are concerned about achieving the minimum classes sizes needed to be able to run these two classes so that students can complete this specific degree program within a reasonable period of time.

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.

No students from other colleges, departments, or programs are required to take the two classes dedicated to the CC program: CECP 6230 College Student Development and CECP 6350 Foundations of College Counseling.

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

While we are removing/eliminating the College Counseling (CC) program, students can enroll in the Clinical Mental Health Counseling degree and use their elective credit hours in that program to take classes that will train them in working specifically with college students. For example, students could take EDLD 6530 - The College Student.

This course examines the theoretical and research literature on contemporary college students from a variety of perspectives; demographic changes, patterns of growth and change during the college years, and the educational needs of diverse student groups. The impact of campus environments and various institutional contexts on students is explored, particularly focusing on the design of administrative and educational policy and practice.

Credits: 3 hours

Additionally, students could take EDLD 6510 - Foundations of Student Affairs in Higher Education

This course is designed to introduce students to: (a) the history and development of U.S. higher education; (b) history and philosophical foundations of the student affairs profession; (c) the college and university settings where the profession is practiced; (d) professional development and professional organizations in the field; and (e) the skills and competencies necessary to be a successful professional in student affairs.

Credits: 3 hours

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

First, we are looking out for the college's and department's financial resources. There are only 2 classes required for the College Counseling program that are not required for our other master's counselor education concentrations: CECP 6230 College Student Development and CECP 6350 Foundations of College Counseling. With student enrollment falling every year, we are concerned about achieving the minimum classes sizes needed to be able to run these two classes so that students can complete this specific degree program within a reasonable period of time.

Second, we are concerned about achieving the full-time equivalent (FTE) and core counseling faculty ratios needed to maintain Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation. Maintaining accreditation for MA programs is part of the college's and department's strategic plan, mission, and vision.

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.

There are currently 11 students enrolled in the WMU College Counseling program. There are only 2 classes required for the College Counseling program that are not required for our other master's counselor education concentrations: CECP 6230 College Student Development and CECP 6350 Foundations of College Counseling.

Five of the 11 students currently enrolled in the WMU College Counseling program have completed both courses.

Despite repeated contacts over Spring 2020 and Summer 2020 for College Counseling program students to take CECP 6230 College Student Development Fall 2020, two students did not take the class. Those students will take an equivalent class in a different WMU department to complete the degree requirement. Please see the email of support.

EDLD 6530 - The College Student

This course examines the theoretical and research literature on contemporary college students from a variety of perspectives; demographic changes, patterns of growth and change during the college years, and the educational needs of diverse student groups. The impact of campus environments and various institutional contexts on students is explored, particularly focusing on the design of administrative and educational policy and practice.

Credits: 3 hours

EDLD 6530 - The College Student is currently running Fall 2020 and there are 13 open seats in the class.

Six students need to take CECP 6350 and we have let those students know that they must register for CECP 6350 in Fall 2021 to complete that degree program.

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?

We are closing the CC program because it has 11 people currently enrolled, and there has been a 50% drop in enrollment over the last 5 years. Every year there are fewer and fewer students enrolling: Fall 2016 22, Fall 2017 20, Fall 2018 17, Fall 2019 14, and Fall 2020 11.

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.

As we are removing/eliminating the College Counseling (CC) program from the MA counselor education degree programs offered by the Counselor Education and Counseling Psychology Department, learning outcomes do not seem required.

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.

Several aspects of assessment data led to this decision. We considered the CC program's dropping enrollment and the faculty regularly review of courses. The faculty have undertaken a thorough review of courses and programs based on budget restrictions and best use of decreased department and faculty resources

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 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”

Master of Arts in Counselor Education

Advisors: Carla Adkison-Johnson, Mary L. Anderson, Mary Z. Anderson, Samuel Beasley, Stephanie T. Burns, Andrew Clay, Stephen Craig, Jennifer M. Foster, LaShonda Fuller, Phillip Johnson, Kelly McDonnell, Joseph Morris, Patrick Munley, Glinda J. Rawls, Tangela Roberts, Eric Sauer, Beverly J. Vandiver, Jennipher Wiebold
Department Office, Room 3521, Sangren Hall.

The program options leading to a Master of Arts in Counselor Education are designed to prepare individuals for entry level positions in counseling, rehabilitation, and student affairs practice in a variety of educational and non-educational settings. The program options are:

Clinical Mental Health Counseling ^{a, d}

School Counseling: K-12 ^{a, b, d} or School Counselor License, K-12 ^{a, c, d}

College Counseling ^{a, d}

Marriage, Couple, and Family Counseling ^{a, d}

Rehabilitation Counseling ^{a, d, e} is offered as a stand alone degree and as part of the Rehabilitation Counseling/Teaching program (RCTM) which is jointly administered by the Department of Counselor Education and Counseling Psychology and the Department of Blindness and Low Vision Studies.

Certificate in School Counseling ^{b, c}

Superscript ^(a,b,c,d,e,f) Definitions

^a Leads to Michigan license as a professional counselor.

^b Leads to endorsement as a counselor on a current, valid Michigan teaching certificate.

^c Prepares students who do not hold a valid Michigan Teaching Certificate for school counselor license recommendation in Michigan.

^d Accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

^e Leads to eligibility for certification by the Commission on Rehabilitation Counselor Certification (CRCC) as a Certified Rehabilitation Counselor (CRC).

Admission Requirements

Admission to one of the options above is based upon grade point average, educational background, counseling and/or related experiences and/or rehabilitation related experiences, as well as other factors. Prior to consideration by the M.A. Admissions Committee, applicants are required to complete and return a questionnaire indicating, among other things, the program option desired. Interviews, letters of recommendation, test scores, and other material may be required.

The Department has three different application deadlines for M.A. program admissions during the year: January 15, for ensuing Summer and Fall semesters, May 15, also for the ensuing Fall semester, and September 15 for the following Spring semester. Applicants interested in beginning their graduate master's degree studies in the Fall semester are encouraged to meet the January 15 application deadline. This allows applicants to receive admission offers well in advance of the fall semester. Also, applicants who plan to seek assistantships or campus employment beginning in the fall semester should apply by January 15 to be competitive for such assistance or positions. Applicants must complete a WMU graduate application through the online application system.

Application materials are available on-line through links on the WMU Office of Admissions and department webpages. Upon admission, each student is assigned an advisor who will assist in preparing a program of study. It is recommended that the program of study be completed during the first semester or session of enrollment.

The department recognizes the importance of increasing the educational opportunities of racial minority students, as well as the importance of ensuring an increased diversity of role models in the fields represented by its training programs. Therefore, the department strives to create an atmosphere conducive to the concerns of racial minorities and diverse populations, to integrate these concerns into programs and course offerings, and to fulfill its commitment to recruit, admit, support, and graduate a diverse population of students prepared for their chosen careers.

Program Requirements

Program options in Clinical Mental Health Counseling, and Marriage, Couple and Family Counseling require a minimum of 60 semester hours of course work. Program options in School Counseling and College Counseling require a minimum of 48 semester hours of course work. The program option in Rehabilitation Counseling requires a minimum of 53 semester hours of course work. Curriculum guides for the program options are available from the department office or online at wmich.edu/cecp/student-resources.

Students are expected to work with advisors in order to be informed of policies, course offerings, prerequisites, and applications required for designated courses. A student's performance and progress will be evaluated throughout the program. This process includes "check points," such as the program of study, assignment of a grade below "B" in any course, and final evaluation prior to graduation. The student is referred to the department's Policy on Retention.

The Clinical Mental Health Counseling program incorporates coursework in research methods, group dynamics, assessment and measurement, counseling theory, counseling techniques, professional issues and ethics, multicultural counseling, lifespan development, career development, psychopathology, substance abuse, case conceptualization and treatment planning, family systems, and foundations of clinical mental health counseling. The program includes a 600-hour internship at a clinical mental health setting which offers opportunities to interact with professionals from multiple disciplines. Graduates of this program are prepared to work in a variety of professional counseling settings. This option leads to licensure as a professional counselor.

Programs in School Counseling incorporate courses emphasizing counseling theory and practice, ethics, testing/appraisal, career development, and psychoeducational consultation. School counseling programs lead to an endorsement as a counselor on a valid Michigan Teaching Certificate or prepare students who do not hold a valid Michigan Teaching Certificate for school counselor license recommendation in Michigan. A license as a professional counselor may be earned through this option.

The College Counseling program is designed to prepare counselors to work in post-secondary educational settings (universities, four-year colleges, community colleges and technical institutes/colleges). The College Counseling option accents college student development, individual and group counseling, ethics, and foundations of college counseling. The program includes a 600-hour supervised counseling internship experience in a college setting. This option leads to licensure as a professional counselor.

The Marriage, Couple and Family Counseling option is offered in collaboration with the Department of Family and Consumer Sciences. In addition to the core counseling courses, this 60-hour program emphasizes an understanding of the issues faced by contemporary couples and families and a family systems approach to

the conceptualization and treatment of couples and families. The program includes a 600-hour internship at a community setting in which students have adequate exposure to couple and family cases. Graduates of this program are prepared to work with individuals, couples and families in a variety of professional counseling settings. This option leads to licensure as a professional counselor. Working with an advisor, the option can also lead to licensure as a marriage and family therapist.

The Rehabilitation Counseling option is a 53 credit hour program designed to prepare generalist rehabilitation counselors for employment in vocational rehabilitation settings serving persons with disabilities. The rehabilitation counseling program incorporates coursework in small'n'research design and analysis, services for persons with disabilities, computer technology in rehabilitation, job development and placement, psychosocial aspects of disability, medical and functional aspects of disability, and foundations of rehabilitation counseling. The program includes a 600 hour supervised rehabilitation counseling internship in a vocational rehabilitation employment setting. This option leads to licensure as a professional counselor and eligibility for national rehabilitation counselor certification. The rehabilitation counseling program is also offered in conjunction with the Master of Arts in Vision Rehabilitation Therapy as a dual Master of Arts degree program in rehabilitation counseling specializing in blindness and low vision. The Rehabilitation Counseling/Teaching (RCTM) dual degree program is a 76 credit hour program. Upon completion of the RCTM program, the individual earns a Master of Arts in Counselor Education Rehabilitation Counseling (CERM) and a Master of Arts in Vision Rehabilitation Therapy. In the online application system, please apply for the Masters of Arts in rehabilitation counseling (CERM), by selecting Counselor Education: Rehabilitation Counseling. To apply for the dual Master of Arts degrees in rehabilitation counseling/teaching (RCTM) select Counselor Education: Rehabilitation Teaching.

The School Counseling Certificate is intended for individuals who already have a master's degree in counseling and are seeking to obtain additional graduate coursework and internship training to be eligible to become a credential school counselor in Michigan.

"Proposed Catalog Language"

Master of Arts in Counselor Education

Advisors: Carla Adkison-Johnson, **Gary H. Bischof**, Stephanie T. Burns, Andrew Clay, Stephen Craig, Jennifer M. Foster, LaShonda Fuller, Phillip Johnson, Glinda J. Rawls, Jennipher Wiebold
Department Office, Room 3521, Sangren Hall.

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