

**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 Interim Curriculum Manager Nicolas Witschi at 7-4356 or nicolas.witschi@wmich.edu

DEPARTMENT: CECIP

COLLEGE: Education and Human Development

PROPOSED EFFECTIVE FALL YEAR:

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 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* | | |
| <input checked="" type="checkbox"/> Other (explain**) ** Other: Revised Graduate Certificate | | |

Title of degree, curriculum, major, minor, concentration, or certificate: School Counseling Graduate Certificate (SCNC)

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

Date 10/04/2021

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*

Date 10/04/2021

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
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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:

The Counselor Education faculty is proposing several changes to the School Counseling Certificate curriculum. These changes include 1) adding two new courses: CECP 6131 Internship II and CECP 6132 Internship II, 2) adding a title change to a course: CECP 6370 Foundations of School Counseling: Leadership, Advocacy, and Systems Change, 3) removing one course: CECP 6130 Field Practicum and 4) adding CECP 6480 Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools,

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

The Counselor Education faculty submitted a proposal to revise the School Counseling Program. Because of the change to the school counseling program, the faculty need to make changes to the School Counseling Graduate Certificate Program.

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.

Changes to this curriculum will not affect any other department, college, or program.

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

This curriculum change involves adding two 3-credit hour internship courses: CECP 6131 Internship I and CECP 6132 Internship II. These courses were added to all master level counselor education programs, so there will not be a significant effect on the department. This change in the internship course will allow students to move through the internship experience much easier.

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

The revised school counseling certificate 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. Further, the revised school certificate 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, which keeps our school counselor training aligned with best practices. Additionally, the updated curriculum fits CEHD's mission of advancing knowledge through teaching, scholarship, creative works, and service by meeting 2016 CACREP standards. School counselors' role in schools to be a leader and advocate, and the updated curriculum emphasizes these roles, particularly related to diversity and equity. Finally, the revised 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. The revised coursework will help our students to be better prepared to meet the needs of those they serve.

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 no program conflicts for students with the new curriculum. However, the number of credit hours to complete the certificate has increased by 2 credits to reflect the change from a 4-credit hour internship course to two 3-credit hour internship courses.

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?

Students are attracted to the school counseling certificate due to our CACREP accreditation and comprehensive approach to training. These curriculum changes will not only mirror the changes to the school counseling curriculum but also ensure that students will continue to choose WMU for their school counseling training.

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 minimal burdens regarding faculty. Most of the coursework is already taught within the department.
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.

CACREP 2016 SCHOOL COUNSELING STANDARDS

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling

- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

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.

The proposed new curriculum comes as a result of regular reviews of current school counseling program requirements compared with the updated standards of CACREP. Because of the changes to the school counseling program, this curriculum for the certificate program was updated. This proposed curriculum was also developed in consultation with the Michigan Dept of Education and their standards for school counseling academic preparation programs. As we move from the 2009 to the 2016 standards, it is necessary to meet these requirements across the curriculum. These changes will align the coursework with what is now required in the school counseling program.

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.

N/A

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 (2021-22)

The School Counseling Certificate program must include a minimum of 13 credit hours.

- [CECP 6370 - Organization and Principles of a Comprehensive School Counseling Program](#) **Credits:** 3 hours
- [CECP 6380 - School Counseling for Postsecondary and Career Readiness](#) **Credits:** 3 hours
- [SPED 5300 - Introduction to Special Education](#) **Credits:** 3 hours
- [CECP 6130 - Field Practicum](#) **Credits:** 1 to 6 hours (4 hours)

Note

In addition to these 13 credit hours, prior to admission to the program, students will need to meet with a school counseling faculty advisor to determine if any additional foundational or school counseling curricular coursework will be required to be completed if not already met by the student's earned counseling master's degree from a CACREP accredited program. Additional coursework credit hours may be in the range of 3 to 12 credit hours.

Proposed Catalog Language (2022-23)

The School Counseling Certificate program must include a minimum of 15 credit hours.

- CECP 6370 – Foundations of School Counseling: Leadership, Advocacy, and Systemic Change **Credits:** 3 hours
- CECP 6380 - School Counseling for Postsecondary and Career Readiness **Credits:** 3 hours
- CECP 6480- Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools **Credits:** 3 hours
- CECP 6131- Internship I **Credits:** 3 hours
- CECP 6132- Internship II **Credits:** 3 hours

Note

In addition to these 15 credit hours, prior to admission to the program, students will need to meet with a school counseling faculty advisor to determine if any additional foundational or school counseling curricular coursework will be required to be completed if not already met by the student's earned counseling master's degree from a CACREP accredited program. Additional coursework credit hours may be in the range of 3 to 12 credit hours.