

**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: CECF

COLLEGE: Education and Human Development

PROPOSED EFFECTIVE FALL YEAR: Fall 2022

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* | | |
| <input type="checkbox"/> Other (explain**) ** Other: | | |

Title of degree, curriculum, major, minor, concentration, or certificate: PhD, Counselor Education (CEDD)

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
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

The Counselor Education faculty want to revised the counselor education doctoral program curriculum in the following ways: 1) add two courses: CECP 7121 Doctoral Internship I: Supervision and Counseling and CECP 7122 Doctoral Internship II: Teaching, Leadership, Advocacy and Research and 2) remove two courses: CECP 6930 Doctoral Practicum in Clinical Supervision and CECP 7120 Professional Field Experience.

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

The Counselor Education faculty submitted a proposal to add two new courses: CECP 7121 Doctoral Internship I: Supervision and Counseling and CECP 7122 Doctoral Internship II: Teaching, Leadership, Advocacy and Research. Since these courses required for the doctoral program in counselor education, the curriculum needs to be revised. Since doctoral students will take CECP 7121 Doctoral Internship I: Supervision and Counseling course, they will no longer need to take CECP 6930 Doctoral Practicum in Clinical Supervision or CECP 7120 Professional Field Experiences. Therefore, these courses will be removed from the curriculum.

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 change to add two new courses to the curriculum is for a doctoral level course in counselor education only. However, the removal of CECP 6930 Doctoral Practicum in Clinical Supervision will affect counseling psychology as Counselor Education doctoral students will no longer at this course. The CECP 7120 Professional Field Experience is a counselor education course and will not affect the counseling psychology program.

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

Adding two new internship courses to the doctoral program curriculum would allow the department to accurately assign the internship courses to faculty with a 3-credit hour workload. It would also allow the department to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards which requires a 3-credit course load for teaching field practicum/internship courses. Also, the two new internship courses reflect the five CACREP doctoral core areas for doctoral internship. When counselor education doctoral students take CECP 7121 Doctoral Internship I: Supervision and Counseling, the course would be taught by counselor education faculty which is another area the counselor education unit needs to meet standards.

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

The mission of the Department of Counselor Education and Counseling Psychology is to develop competent, ethical and culturally sensitive counselor education and counseling psychology professionals through graduate education and scholarship. To accomplish this mission, the counselor education department has to maintain its quality graduate programs through CACREP accreditation. This change will ensure the doctoral program in counselor education is consistent with CACREP standards, such that, the faculty workload for the internship course complies with these standards. Moreover, the supervision would be an internship experience and taught by counselor education faculty.

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 curriculum change to the doctoral program in counselor education involves creating two new internship courses that are 3-credit hours each and removing two other courses. This curriculum change will not affect how students register for this course since they have to submit an application to register for the internship courses. Internship courses are typically offered fall and spring only according to the doctoral handbook. This curriculum change would benefit doctoral students, such that, they could progress through the program easier with this change. Students could take the internship courses much earlier in the program after they complete the prerequisite courses. Students typically take the internship course at the end of the 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?

All doctoral students in the counselor education program must take the internship course. This course is required for graduation; therefore, all doctoral students must take it. The enrollment for this course is typically up to 12 students in each course since CACREP standards indicate the course must have a 1:12 faculty/student ratio for internship. Additionally, in regards to external market demand, Wayne State University also has two doctoral level internships within its CACREP accredited-doctoral program in counselor education.

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.)

This curriculum changes in this program revision will not affect the department or university resources (i.e. faculty, equipment, space, technology, and library holdings). The counselor education department typically offers an internship course in fall and spring based on the number of student applications received for the course, so the change would not affect the current course offerings.

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.

The five doctoral core areas listed below are the student learning outcomes for CACREP accredited doctoral programs in counselor education. According to the CACREP standards, counselor education programs must document where each of the standards listed below is covered in the curriculum. Additionally, doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

CACREP Doctoral Core Areas:

1. COUNSELING
 1. scholarly examination of theories relevant to counseling
 2. integration of theories relevant to counseling
 3. conceptualization of clients from multiple theoretical perspectives
 4. evidence-based counseling practices
 5. methods for evaluating counseling effectiveness
 6. ethical and culturally relevant counseling in multiple settings

2. SUPERVISION

1. purposes of clinical supervision
2. theoretical frameworks and models of clinical supervision
3. roles and relationships related to clinical supervision
4. skills of clinical supervision
5. opportunities for developing a personal style of clinical supervision
6. assessment of supervisees' developmental level and other relevant characteristics
7. modalities of clinical supervision and the use of technology
8. administrative procedures and responsibilities related to clinical supervision
9. evaluation, remediation, and gatekeeping in clinical supervision
10. legal and ethical issues and responsibilities in clinical supervision
11. culturally relevant strategies for conducting clinical supervision

3. TEACHING

1. roles and responsibilities related to educating counselors
2. pedagogy and teaching methods relevant to counselor education
3. models of adult development and learning
4. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
5. effective approaches for online instruction
6. screening, remediation, and gatekeeping functions relevant to teaching
7. assessment of learning
8. ethical and culturally relevant strategies used in counselor preparation
9. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

1. research designs appropriate to quantitative and qualitative research questions
2. univariate and multivariate research designs and data analysis methods
3. qualitative designs and approaches to qualitative data analysis
4. emergent research practices and processes
5. models and methods of instrument design
6. models and methods of program evaluation
7. research questions appropriate for professional research and publication
8. professional writing for journal and newsletter publication
9. professional conference proposal preparation
10. design and evaluation of research proposals for a human subjects/institutional review board review
11. grant proposals and other sources of funding
12. ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY

1. theories and skills of leadership
2. leadership and leadership development in professional organizations
3. leadership in counselor education programs
4. knowledge of accreditation standards and processes
5. leadership, management, and administration in counseling organizations and other institutions
6. leadership roles and strategies for responding to crises and disasters
7. strategies of leadership in consultation
8. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
9. role of counselors and counselor educators advocating on behalf of the profession and professional identity
10. models and competencies for advocating for clients at the individual, system, and policy levels
11. strategies of leadership in relation to current multicultural and social justice issues
12. 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.

The curriculum change is related to adding two internship courses to the doctoral program curriculum and removing the CECP 6930 Doctoral Practicum in Clinical Supervision and CECP 7120 Professional Field Experience. This change is the result of informal assessment activities involving an examination of faculty

workload and meeting with accreditation standards. CACREP does not recognize supervision as a practicum experience, only an internship. Additionally, supervision must be taught by a counselor education faculty according to CACREP standards. Through our informal assessment, faculty believe students may move through the doctoral program easier as a result of adding the two internship courses. Doctoral students could take the internship courses much earlier in the program after they have completed the requisite courses associated with the course. This change would also help the faculty demonstrate to CACREP that doctoral students are completing internships within the five doctoral core areas which are supervision, leadership/advocacy, counseling, teaching, and research. This change would help the doctoral program maintain its accreditation.

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 Curriculum for the Counselor Education Doctoral Program in Graduate Catalog (2021-22)

Doctoral Core (27 hours)

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

Scientific Inquiry (36 hours)

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	12

Total Hours: 63

Proposed Curriculum Change to Counselor Education Doctoral Program Catalog Copy (2022-23)

Doctoral Core (25 hours)

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 6840 College Teaching in Counseling	3
CECP 6820 Advanced Multicultural Counseling	3
CECP 7121 Doctoral Internship I: Supervision and Counseling	3
CECP 7122 Doctoral Internship II: Teaching, Leadership, Advocacy, and Research	3

Scientific Inquiry (36 hours)

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	12

Total Hours: 61