

**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: 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: MA, Clinical Mental Health Counseling (CEMM)

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 10/4/2021

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 want to revise the clinical mental health counseling curriculum to 1) add two new courses: CECP 6131 Internship I and CECP 6132 Internship, 2) remove a course: CECP 6130 Field Practicum and 3) reduce the 3-credit elective down to 1 credit so that the program is still a total of 60 credit hours to complete.

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

The Counselor Education faculty submitted a proposal to create two 3 credit-hour courses for internship. Those courses are CECP 6131 Internship I and CECP 6132 Internship II. Since this course is required for all master level programs in counselor education, the clinical mental health counseling curriculum needs to be revised. Additionally, the change to the elective credit hours is to maintain the total credit hour of the program to 60 credits.

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 curriculum change will affect the counselor education programs only.

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

Changing the current 4-credit hour field practicum course to two 3-credit hour courses would allow the department to accurately assign this course at 3-credit hour workload to faculty. It would also allow the counselor education unit to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards which require a 3-credit hour course load for teaching internship courses.

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 clinical mental health counseling program is consistent with CACREP standards, such that, the faculty workload for the internship course meets CACREP standards.

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 first change to the clinical mental health counseling curriculum is adding CECP 6131 Internship I and CECP 6132 Internship II and remove CECP 6130 Field Practicum. Additionally, the faculty wants to reduce the credit hour requirement for the elective down to 1 credit hour. There will be no change to the number of credit hours required to graduate from the CMHC program. The new internship courses would make it easier for a student to move through the internship experience. Currently, nearly all students in the CECP 6130 course receive an incomplete grade at the end of the semester because many of them do not complete the 600 hours of clinical practice required to pass the course in one semester. This large number of students with an incomplete at the end of the semester means they will continue in the same course the next semester. This situation limits the number of new students the department chair can place in the course. This curriculum change will fix that problem. Therefore, faculty believe this course change would allow students to move through the internship experience easier.

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 students in counselor education programs (i.e. clinical mental health counseling; marriage, couple, and family counseling; and school counseling and school counseling certificate program) are the audience as the change to

the internship course applies to all of these programs. All students in counselor education programs must take the internship course to graduate. Regarding external market demand, there are three other CACREP-accredited counselor education programs in Michigan that also have two 3-credit hour courses for the internship experience in their clinical mental health programs. Those institutions are Wayne State University, Andrews University and Spring Arbor University.

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 will be no impact on the department and University resources. The only change to this curriculum revision is add two courses: CECP 6131 Internship I and CECP 6132 Internship II and removing CECP 6130 Field Practicum. The counselor education department typically offers two sections of an internship course only for counselor education students each semester (fall, spring, and summer).

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.

Below are the CACREP learning outcomes for students in the clinical mental health counseling programs. According to CACREP, students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

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.

This revision to the clinical mental health counseling curriculum includes adding CECP 6131 Internship I and CECP 6132 Internship II, removing CECP 6130 Field Practicum, as well as, a reduction in the amount of credit hours for the elective. Therefore, this change to the internship course is the result of informal assessment activities. The faculty examined workload for internship courses and discovered the current course structure did not meet CACREP accreditation standards. The CACREP Standards require internships courses are taught a 3-credit hour teaching load. The previous internship course was a variable credit course and faculty only received 1 credit hour in course load credit for teaching this course. Additionally, faculty believe students would move through the internship experience for the clinical mental health counseling program easier with two internship courses.

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 for the Clinical Mental Health Counseling Program

The Clinical Mental Health Counseling 60-credit hour program trains students to appropriately assess clients so that the correct diagnosis can be made to ensure that the most effective evidence-based counseling intervention is selected to help clients reduce the impact of mental and emotional disorders. As reliable and valid assessments must first be used with clients to make the correct diagnosis and ensure that the most effective counseling intervention is selected, CMHC students are trained in many types of assessments by taking two assessment classes. Because students will work with diverse clients, students learn strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. The program includes a 100-hour practicum and a 600-hour internship in a clinical mental health setting. This option leads to licensure as a professional counselor.

Proposed Catalog Language for the Clinical Mental Health Counseling Program (No Changes)

The Clinical Mental Health Counseling 60-credit hour program trains students to appropriately assess clients so that the correct diagnosis can be made to ensure that the most effective evidence-based counseling intervention is selected to help clients reduce the impact of mental and emotional disorders. As reliable and valid assessments must first be used with clients to make the correct diagnosis and ensure that the most effective counseling intervention is selected, CMHC students are trained in many types of assessments by taking two assessment classes. Because students will work with diverse clients, students learn strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. The program includes a 100-hour practicum and a 600-hour internship in a clinical mental health setting. This option leads to licensure as a professional counselor.