

Date of request: 03-OCT-2021

Request ID: E-2021-CECP-130

College: E

Department: CECP

Initiator name: Glinda Rawls

Initiator email: glinda.rawls@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: G

Proposed course data:

New Course CECP 6460

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

CECP 6460

2. Proposed credit hours:

3

3. Proposed course title:

Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

None

10. Classification restrictions:

Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

Freshman, Sophomore, Junior, and Senior

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Counseling Diverse Children

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Seminar

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

The counselor education faculty wanted to develop a course specifically focused on counseling children and adolescents.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The addition of this new course (CECP 6460 Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools) addresses the gap in training related to knowledge and skills for working with children. It uses a systemic lens and emphasizes cultural competence.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. Students will review current literature related child development and varying exceptionalities.

Students will gain skills in engaging families and learn strategies for developing community partnerships.

Students will learn age-appropriate assessments strategies and evidence-based interventions.

Students will increase multicultural competence through examining personal biases and understand how sociocultural systems affect the well-being of children and youth.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Students have shared that their core coursework is predominantly focused on working with adults. This course is open to all counseling students and required for school counseling students to learn specific strategies for working with diverse children and youth within their family, community, and school systems. Additionally, this course will address multiple accreditation standards for school counselors.

H. 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 course is new and will not have an effect on other colleges, departments, or programs.

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

This course will be available to all students within the department and required for school counseling students.

J. 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. If a required course will be offered during summer only, provide a rationale.

There are no program conflicts. Accreditation standards have required all programs move to 60 credits, which impacts time to degree that previously required fewer credits. Time to completion takes 2.5-3 years, including internship. The course will be rotated regularly along with the other courses specific for school counselors and students will be notified in advance prior to the course being offered.

K. 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?

This course is for school counseling students earning a masters in counselor education and can be taken as an elective by other graduate students (e.g., clinical mental health counseling and marriage, couple, and family counseling). This course meets accreditation and credentialing standards. All school counseling students will be required to take this course. This course teaches best practices in the field of counseling.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The resources do not differ from other counseling courses that classroom space will be required. No additional equipment, technology, or library holdings are required. No other faculty or advising will be needed. The course will be offered on an annual basis.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. 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.

Not Applicable

O. Current catalog copy:

There is no current catalog copy because this is a new course.

P. Proposed catalog copy:

CECP 6460 Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools

This course provides a critical analysis of theory, research, and practice for counseling diverse children and youth in community and school settings. Students will review current literature related child development and varying exceptionalities. Students will gain skills in engaging families and learn strategies for developing community partnerships. Students will learn age-appropriate assessments strategies and evidence-based interventions. Students will increase multicultural competence through examining personal biases and understand how sociocultural systems affect the well-being of children and youth.

Department Curriculum Chair approver: Carla Adkison-Johnson

Department Curriculum Chair comment:

Date: 04-OCT-2021

Department approver: Carla Adkison-Johnson

Chair comment:

Date: 04-OCT-2021

Syllabus Template and Signature Assignment for

CECP 6460: Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools

Western Michigan University
Department of Counselor Education and Counseling Psychology

[The material in this template must be included in a syllabus for this course and the weekly schedule must reflect the content in the objectives below.]

Hours of Credit: 3

Prerequisites: None

Instructor and Contact Information [Insert Name, Office Phone, Email and Office Hours]

Course Description from Catalog:

This course provides a critical analysis of theory, research, and practice for counseling diverse children and youth in community and school settings. Students will review current literature related child development and varying exceptionalities. Students will gain skills in engaging families and learn strategies for developing community partnerships. Students will learn age-appropriate assessments strategies and evidence-based interventions. Students will increase multicultural competence through examining personal biases and understand how sociocultural systems affect the well-being of children and youth.

Department Goals Addressed in Course:

1. Students are expected to demonstrate a critical and scholarly approach to theory, research, and practice.
2. Students are expected to demonstrate competency in clinical/intervention skills.
3. Students are expected to demonstrate a thorough integration of science and practice.
4. Students shall demonstrate competence for work with multicultural and diverse populations.
5. Students are expected to practice within a preventive, developmental and/or remedial framework across a wide range of psychosocial functioning.
6. Students are expected to demonstrate a strong knowledge of, and commitment to, the ethics of their profession

Major Topics:

1. Ecological systems and theories related to child development
2. Racially and socio-economically diverse children and youth
3. Children with varying exceptionalities and their families
4. Culturally competent engagement of parents, caregivers, and community members
5. Age and culturally appropriate evidence-based interventions for children and families (e.g., play therapy, clay, bibliotherapy, expressive arts, puppets, games, filial play therapy, music, group work)
6. Adverse childhood experiences, crisis, disasters, and trauma
7. Roles of professionals in various settings working with children and youth
8. Mental health needs of children and families

2016 CACREP Standards Addressed in the Class 5G. SCHOOL COUNSELING	Assignment
2a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CECP 6460 Exam Rubric
2b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	CECP 6460 Exam Rubric
2d. school counselor roles in school leadership and multidisciplinary teams	CECP 6460 Exam Rubric
2e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	CECP 6460 Exam Rubric
2g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CECP 6460 Exam Rubric
2h. common medications that affect learning, behavior, and mood in children and adolescents	CECP 6460 Exam Rubric
2i. 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	CECP 6460 Exam Rubric
2k. community resources and referral sources	CECP 6460 Exam Rubric
3f. techniques of personal/social counseling in school settings	CECP 6460 Exam Rubric

3h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CECP 6460 Exam Rubric
3l. techniques to foster collaboration and teamwork within schools	CECP 6460 Exam Rubric
3m. strategies for implementing and coordinating peer intervention programs	CECP 6460 Exam Rubric

2016 CACREP Standards Addressed in the Class 5F. MARRIAGE, COUPLE, AND FAMILY	Assignment
2a. roles and settings of marriage, couple, and family counselors	CECP 6460 Exam Rubric
2g. impact of crisis and trauma on marriages, couples, and families	CECP 6460 Exam Rubric
2j. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families	CECP 6460 Exam Rubric
2m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	CECP 6460 Exam Rubric
3b. fostering family wellness	CECP 6460 Exam Rubric
3c. techniques and interventions of marriage, couple, and family counseling	CECP 6460 Exam Rubric

2016 CACREP Standards Addressed in the Class 5C. CLINICAL MENTAL HEALTH COUNSELING	Assignment
2a. roles and settings of clinical mental health counselors	CECP 6460 Exam Rubric
2c. 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	CECP 6460 Exam Rubric
2f. impact of crisis and trauma on individuals with mental health diagnoses	CECP 6460 Exam Rubric
3e. strategies to advocate for persons with mental health issues	CECP 6460 Exam Rubric

Methods of Instruction

Methods of Instruction - description (e.g. lecture, seminar) written to specific instructor's plan of methods to be used in course section. Following in parenthesis is example only. (This course will involve lectures, presentations, large and small group discussions, and hands-on activities to engage students with the course content. Instructional methods include power points, discussion topics, case studies, computer assisted assignments, and activity assignments to be completed during and/or outside of class.)

Required Text(s) and Readings (Required text(s) selected from Suggested Texts)

Suggested Texts:

Vernon, A., & Schimmel, C. J. (2019). *Counseling children and adolescents* (5th ed.). Cognella Academic Publishing.

Ziomek-Daigle, J. (2017). *Counseling Children and Adolescents: Working in School and Clinical Mental Health Settings*. Routledge. ISBN-13: 9781138200586

Supplemental Texts:

American School Counselor Association. (2019). *The ASCA National Model: A Framework for School Counseling Programs* (4th ed.). American School Counselor Association. ISBN-13: 978-1929289592

Johnson, A. (2018). *Privilege, Power, and Difference* (3rd ed.). McGraw Hill Education. ISBN-13: 978-0073404226

Tatum, B. D. (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. Basic Books

University and Department Policies

Student Academic Conduct

Students are responsible for making themselves aware of and understanding the policies and procedures in the Graduate Catalog that pertains to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse and can be found in the Graduate Catalog located at: <http://catalog.wmich.edu/>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct (<https://wmich.edu/conduct>). You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with

your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Conduct at www.wmich.edu/conduct

Professional and Ethical Conduct

Students in the Department of Counselor Education and Counseling Psychology are expected to abide by the ethical standards associated with their field of practice. Copies of ethical standards as developed by the American Counseling Association, American Psychological Association, Commission on Rehabilitation Counselor Certification, American School Counselor Association, and American Association for Marriage and Family Therapy are available online from the respective professional organization's webpage. Links to these ethical codes may also be found on the CECP webpage at <http://wmich.edu/cecp/student-resources/ethics>. Students should also review the statement on ethical standards, the CECP Department Retention Policy, and the Professional Conduct Concerns Form in their student handbook. The MA and Ph.D. program handbooks may be found on the CECP webpage at <http://wmich.edu/cecp/student-resources/handbooks>

Documentation of Student Impairment

The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to monitor and respond to the professional conduct of students. As detailed in the department retention policy and documented in doctoral and master's student handbooks, the faculty continuously monitor student adherence to standards of personal and professional conduct set forth in the ethical standards associated with their field of practice. This Professional Conduct Concerns form is designed to assist department faculty in communicating areas of concern to students.

Religious Observances Policy

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith. However, it is the student's responsibility to make arrangements with his/her instructors in advance. You must provide me written notice by e-mail at my @wmich.edu account by the end of the second class of the semester if you will have any religious absences for the semester. Students must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed. Registrar's Office <http://www.wmich.edu/registrar/calendars/interfaith>

Sexual Misconduct

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

Accommodations for Disabilities

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) that will impact the work in this course. If you have a disability and wish to discuss reasonable academic accommodations, please contact your instructor in a timely fashion. Accommodations are not retroactive; they begin after notification. You may also contact the Office of Disability Services for Students at 269-387-2116 or at wmich.edu/disabilityservices.

Diversity & Inclusion Statement

The College of Health and Human Services is an inclusive community of learners that embraces, respects, and advocates for human diversity. The College has a sustained commitment to eliminating disparities in health care and other human services by using dynamic methods to infuse this perspective into curricula, clinical practice, and research. For information about diversity and inclusion, please see: www.wmich.edu/students/diversity.

Civility Statement

Western Michigan University is committed to creating and sustaining an environment that honors the inherent dignity and worth of all members of the WMU community. Respectful behavior expressed verbally, textually, visually, and physically should be the norm in all university communications and venues including classrooms, meetings, offices, workplaces, forums, events, social media, and residential communities. As an institution of higher education, we welcome a diverse range of perspectives and opinions and uphold the importance of civil debate. We fully support the free exchange of ideas and beliefs, as well as the expression of provocative or unpopular ideas. It is through this process that we generate knowledge and deepen our understanding of humanity. Freedom of thought and expression may create conflict, strong emotions, and divergent ideological positions. While these effects are expected and welcomed, all members of the community have a responsibility to behave in a manner that does not harm others nor creates a hostile environment. Behavior that attacks, humiliates, belittles, or conveys hatred towards others diminishes our thriving and safe university environment. Each member of our academic community is encouraged to be thoughtful and sensitive in their choice of words and behaviors. We should be aware of how our behavior affects others. Furthermore, we carry a responsibility to challenge those who communicate intolerance, hatred, and bigotry. Words and actions matter. Everyone is asked to do their part in creating a healthy and positive university community and a culture that truly values each member's uniqueness, experiences, and perspectives.

Family Educational Rights and Privacy Act (FERPA) Guidelines

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Health Insurance Portability and Accountability Act (HIPAA) Guidelines

All healthcare providers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-201) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments, and in process recording.

University Learning Resources:

The Writing Center is a free consultation service for all WMU students, where experienced writing consultants help writers of all levels and all abilities. Our consultants help writers to determine strategies for effective communication and to make academically responsible choices at any stage in the writing process and on assignments in any field of study. Both appointments and drop-in sessions are available. The Writing Center is located in 1343 Ellsworth Hall. To learn more information, including hours of operation, and to make an appointment, visit our website at <https://wmich.edu/writingcenter>.

The Office of Information Technology Help Desk can assist with technological issues related to computer operation, elearning access and other software and hardware needs. They may be reached at (269) 387-4357, option 1 or by email to helpdesk@wmich.edu. To learn more information, visit their website at <https://www.wmich.edu/helpdesk>.

Sindecuse Health Center offers free counseling services for all enrolled WMU students. Counselors help students identify challenges and make changes to manage emotional and social difficulties that might complicate college life. We offer short-term individual, couples and group counseling for a diverse student population facing complicated decisions and/or challenging situations. To learn more information, visit their website at <https://www.wmich.edu/healthcenter/counseling> or call 269-387-1850.

Additional resources are available at Extended University Program (EUP) Campuses. To learn more information, visit the EUP student services website at <https://wmich.edu/extended/services>.

Student Affairs can assist with a variety of academic and non-academic student concerns. There may be times when faculty, staff or students at Western Michigan University find themselves concerned about a student's welfare or observe uncharacteristic behavioral changes, and may refer via a student concern form. To learn more information, visit their website at <https://wmich.edu/studentaffairs/concern> or call (269) 387-2152.

Student Performance Evaluation Criteria and Procedures

[In this section present signature assignment first exactly as presented in the syllabus template. If more than one choice of signature assignment is presented in syllabus template present only the option students will be required to complete.]

Signature Assignment:

Final Exam

Several standards cannot be completely met in the signature assignment and must be assessed separately by observations via quizzes or exams.

Exam(s) Quizzes Rubric: (This rubric is for the professor to enter into TK20 that the standards have been met by the student in the class for comprehensive evaluation by the program. This rubric is NOT how students are directly graded on their exam as part of points earned for their final course grade. This rubric is for internal evaluation purposes only. The instructor has many options for filling out the exam rubric. Two options are listed below.

One potential option: If the instructor has an exam or quiz that only covers some of the standards measured below, you could complete the rubric for those standards based upon how the student performed on each quiz. For example, if you have "Quiz A" cover 10 of the standards listed below and a student earns an 88% you would state that the student "Meets Expectations" for those standards. And if you have "Quiz B" cover the remaining standards and a student earns a 90% you would state that the student "Exceeds Expectations" for those standards.

A second potential option: If all of these areas are tested as part of a comprehensive exam, then simply take the final grade and enter that into all student learning outcomes. For example, if all standards were tested in one exam and the student earned a 72 on the exam, then the instructor would mark "In Development" for that student for all standards.)

6370 Exam Rubric:

CACREP SLOs – Exam(s)		Exceeds Expectations (90-100% accuracy)	Meets Expectations (89-80% accuracy)	In Development (79-70% accuracy)	Does Not Meet Expectations (69-0% accuracy)
5G2a, 5G2b, 5G2d, 5F2a, 5C2a	Roles: <ul style="list-style-type: none"> - School counselor roles as leaders, advocates, and systems change agents in P-12 schools - School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies - School counselor roles in school leadership and multidisciplinary teams - Roles and settings of marriage, couple, and family counselors - Roles and settings of clinical mental health counselors 	4	3	2	1
5G2e, 5F2g, 5C2f	Trauma & Crisis: <ul style="list-style-type: none"> - school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma 	4	3	2	1

	<ul style="list-style-type: none"> - Impact of crisis and trauma on marriages, couples, and families - Impact of crisis and trauma on individuals with mental health diagnoses 				
5G3f, 5G3h, 5G3l, 5G3m, 5F3b, 5F3c	Skills: <ul style="list-style-type: none"> - Techniques of personal/social counseling in school settings - Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement - Techniques to foster collaboration and teamwork within schools - Strategies for implementing and coordinating peer intervention programs - fostering family wellness - techniques and interventions of marriage, couple, and family counseling 	4	3	2	1
5G2g, 5G2h, 5G2i, 5G2k, 5C2c	Child & Familial Mental Health: <ul style="list-style-type: none"> - Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders - Common medications that affect learning, behavior, and mood in children and adolescents - 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 - Community resources and referral sources - 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 				
5F2j, 5F2m, 5C3e	Advocacy and Socio-cultural Factors: <ul style="list-style-type: none"> - Impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families 	4	3	2	1

	<ul style="list-style-type: none"> - Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration - Strategies to advocate for persons with mental health issues 				
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[Individual instructors should include other required course activities/assignments and the respective criteria students will be evaluated on as part of the course in this section on Student Performance Evaluation Criteria and Procedures of the syllabus after presenting the signature assignment instructions. A copy of the rubric for the signature assignment with the respective accreditation standards for rubric criteria should be attached to the syllabus.]

[If you wish to add additional sections to the syllabus not covered in the syllabus sections outlined above and not covered in the Course Schedule section that follows, these may be added after the Student Performance and Evaluation Criteria and Procedures section immediately above and before the final Course Schedule section that follows.]

Course Schedule [This is a component that individual instructors will add. Course schedule should address for each class session: a) the course objectives and provide evidence that all topics identified in the course objectives are covered, b) required readings, c) due dates for assignments, etc.]