

Date of request: 30-MAR-2021

Request ID: E-2021-CECP-37

College: E

Department: CECP

Initiator name: Jennifer Foster

Initiator email: jennifer.foster@wmich.edu

Proposed effective term: 202210

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:

Not Applicable

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

None

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?

4

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

This new curriculum has been developed to ensure that the M.A. in school counseling at WMU continues to receive CACREP accreditation. The 2016 CACREP standards require all masters programs to be at a minimum

of 60 semester credit hours. To maintain CACREP accreditation, the curriculum must change. Additionally, the 2016 standards are more robust with regard to school counselor training. The addition of the new course Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools addresses the gap in training related to skills for working with children. The addition of the course Foundations of Systemic Family Therapy also meets a gap in training with regard to working with families. Psychopathology: Classification and Treatment, Case Conceptualization, Treatment Planning, and Integrative Health Care, as well as Co-Occurring Disorders and Addictions provide school counselors with basic training to understand the mental health needs of children that they serve and as members of multidisciplinary treatment teams. The course name change from Organization & Principles of Comprehensive School Counseling Program to Foundations of School Counseling: Leadership, Advocacy, and Systems Change better reflects the content of this course as well as the integral role and identity of school counselors.

E. 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.

As a result of the curriculum changes, students completing the program will be able to meet the following CACREP 2016 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

F. 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.

The proposed new curriculum comes as a result of regular reviews of current program requirements compared with the updated standards of CACREP. This proposed curriculum was also developed in consultation with the Michigan Dept of Education and their standards for school counseling academic preparation programs. The added courses will ensure that we are meeting both general professional identity and practice standards as well as school counselor specific 2016 CACREP standards. These standards are evaluated using rubrics for signature assignments which are included in syllabi templates. These signature assignments measure each of the standards more than once and at various points in the program. 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.

G. 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.

Several departments will be impacted by this change as school counseling students without a teaching degree took 15 credits outside of the department and those with a teaching degree took 3 credits outside of the department. The following College of Education and Human Development departments will be impacted: Special Education and Literacy Studies and Teaching, Learning, and Educational Studies, and Educational Leadership, Research, and Technology. Additionally, Psychology in the Schools will no longer be listed, which would impact the College of Arts and Science Department of Psychology. Please note, this impact is small considering the number of school counseling students enrolled in these courses.

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

The removal of electives, which are taught outside the CECP department, and the addition of coursework already offered to Marriage, Couple, and Family and Clinical Mental Health counseling students will positively impact the Core/Non-Core requirement set forth by CACREP (core means courses taught by counselor education faculty and non-core are those taught by faculty outside of the counseling discipline). Our current ratio is not meeting the standard, which is largely due to school counseling taking a substantial number of courses outside of the department. The inclusion of school counseling students in other department courses will provide further opportunity to ensure they are meeting all training standards set forth by CACREP for school counselors. Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools is a revision of an elective course titled Counseling Children and Adolescents, which has been offered in the department for many years. By requiring it for school counselors, we will ensure they have specific skills training in interventions appropriate for children. This course can also serve as an elective for Counseling Psychology, Marriage Couple and Family, and Clinical Mental Health master's students.

I. 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 for school counseling students with the new curriculum. While the program will take longer to complete (12 more credits for teachers and 1 credit for non-teachers), it is necessary to maintain our accreditation. Further, these curricular changes will result in better preparation for school counselors.

J. 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 currently have 56 school counseling students enrolled and 10 who were recently accepted. There has been significant interest in our school counseling program in the past six months (through email contact requesting information about the program). Students are attracted to our program due to our CACREP accreditation and comprehensive approach to training. The increase to 60 credit hours and ongoing accreditation will ensure that students will continue to choose WMU for their school counselor master's program.

K. 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.) There are minimal burdens regarding faculty. Most of the coursework we are requiring is already taught within the department. The former elective "Counseling Children and Adolescents" will now be required with a revised name to reflect the content "Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools." The school program coordinator created a syllabus template for the new course to reflect these changes. Other students within the department will be able to take this as an elective. Additionally, once the program change is approved, the school counseling program coordinator will work with students to determine whether or not they wish to choose the new program of study. This will result in some additional advising time to communicate these changes with current students.

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.

L. 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

M. (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

N. Current catalog copy:

<https://wmich.edu/sites/default/files/attachments/u520/2020/GRAD%202020-21%20catalog.pdf>

'Current Catalog Language'

P. 302

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.

p. 305

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.

P. 591

CECP 6370 - Organization and Principles of a Comprehensive School Counseling Program. The purpose of this course is to enable students to understand, apply, and formulate a comprehensive school counseling program. In particular the history, philosophy, role, function, organization, administration, and development of school counseling will be examined in depth so that the counselor in preparation will have the necessary skills to assume an entry-level position as a professional school counselor.

Credits: 3 hours

O. Proposed catalog copy:

“Proposed Catalog Language”

P. 302

Program Requirements

Program options in Clinical Mental Health Counseling, and Marriage, Couple and Family Counseling, and School Counseling require a minimum of 60 semester hours of course work. 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.

P. 305

Programs in School Counseling incorporate courses 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, postsecondary and college readiness, counseling diverse children and youth and foundations of school counseling. The program includes a 600-hour internship in a school setting. School counseling programs lead to an endorsement as a school 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.

P. 591

CECP 6370 - Foundations of School Counseling: Leadership, Advocacy, and Systems Change. The purpose of this course is to assist students in understanding their role as leaders, advocates and systems change agents within P-12 schools. Students will develop the necessary knowledge and skills to utilize technology within their roles and to promote the academic, career, personal/social development of all students. They will also learn how to formulate a data-driven comprehensive school counseling program that emphasizes educational equity. In addition, the history, responsibilities, and professional associations of school counseling will be examined in depth so that the counselor in preparation will have the competencies to assume an entry-level position as a professional school counselor.

Credits: 3 hours

****TO BE ADDED TO CATALOG**

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 to child development and varying exceptionalities. Students will gain skills in engaging families and learn strategies for developing community partnerships. Students will learn age-appropriate assessment 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.

Credits: 3 hours

Department Curriculum Chair approver: Carla Adkison-Johnson

Department Curriculum Chair comment:

Date: 31-MAR-2021

Department approver: Carla Adkison-Johnson

Chair comment:

Date: 31-MAR-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 assessment 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 assessments and 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
9. Common medications that affect learning, behavior, and mood in children and adolescents

2016 CACREP Standards Addressed in the Class 5C. CLINICAL MENTAL HEALTH COUNSELING	Assignment
1b. theories and models related to clinical mental health counseling	CECP 6460 Exam Rubric
1e. psychological tests and assessments specific to clinical mental health counseling	CECP 6460 Exam Rubric
2a. roles and settings of clinical mental health counselors	CECP 6460 Exam Rubric
2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	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
2j. cultural factors relevant to clinical mental health counseling	CECP 6460 Exam Rubric
3b. techniques and interventions for prevention and treatment of a broad range of mental health issues	CECP 6460 Exam Rubric
3e. strategies to advocate for persons with mental health issues	CECP 6460 Exam Rubric
5F. MARRIAGE, COUPLE, AND FAMILY	
1d. sociology of the family, family phenomenology, and family of origin theories	

2a. roles and settings of marriage, couple, and family counselors	CECP 6460 Exam Rubric
2b. structures of marriages, couples, and families	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

5G. SCHOOL COUNSELING

1e. assessments specific to P-12 education	CECP 6460 Exam Rubric
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

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)
5C2a, 5F2a, 5G2a, 5G2b, 5G2d,	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
5C2f, 5F2g, 5G2e	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 - Impact of crisis and trauma on marriages, couples, and families - Impact of crisis and trauma on individuals with mental health diagnoses 	4	3	2	1
5C1e, 5C3b, 5F1d, 5F3b, 5F3c, 5G1e, 5G3f, 5G3h,	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 	4	3	2	1

5G3l, 5G3m	<ul style="list-style-type: none"> - Strategies for implementing and coordinating peer intervention programs - fostering family wellness - techniques and interventions of marriage, couple, and family counseling - Assessments appropriate for children and adolescents 				
5C1b, 5C2b, 5C2c, 5F2b, 5G2g, 5G2h, 5G2i, 5G2k	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 	4	3	2	1
5C2j, 5C3e, 5F2j, 5F2m,	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 - Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration - Strategies to advocate for persons with mental health issues 	4	3	2	1

[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.]

Course Schedule

Date/Time	Readings Due	In Class Topics and Activities	Assignments Due
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Class 1	Vernon & Schimmel Ch. 1	Expectations Working with children, adolescents, and their parents: Applications of developmental theory Settings and roles of counselors (school, marriage, couple, and family, and clinical mental health)	
Class 2	V & S Ch. 2	Individual counseling process and the continuum of care	
Class 3	V & S Ch. 3	Creative arts interventions	
Class 4	V & S Ch. 4	Play therapy and filial play therapy	
Class 5	V & S Ch. 5-7	Solution-focused brief therapy, Reality therapy, and Rational-Emotive Behavior Therapy with children	
Class 6	V & S Ch. 8	Inclusive practices for counseling children with exceptionalities Qualifications for disability status under IDEA (e.g., sensory, physical, cognitive, emotional, and learning) Introduction to special education law Supporting parents and siblings of a child with a disability	
Class 7	V & S Ch. 9	Counseling children and adolescents from diverse backgrounds Understanding family culture and impact of race and socioeconomic factors Advocacy strategies	
Class 8	V & S Ch. 10	Children and challenges: Counseling from a growth mind-set perspective Community resources and referrals	
Class 9	V & S Ch. 11	Counseling at-risk children and adolescents Mental and behavioral disorders Common medications for children Signs and symptoms of substance abuse	

Class 10	V & S Ch. 12	Small group counseling with children and adolescents	
Class 11	V & S Ch. 13	Working with parents	
Class 12	V & S Ch. 14	Working with families	
Class 13	Supplemental articles/resources	When children experience, trauma, crises, and disaster	
Class 14	Review V & S		
Class 15		Exam	Exam

WESTERN MICHIGAN UNIVERSITY



Department of Teaching, Learning, and Educational Studies
College of Education and Human Development

March 25, 2021

Dear Dr. Carla Adkison-Johnson:

Thanks for informing me about the changes in CACREP accreditation standards that require curriculum changes that impact course offerings in the department of Teaching, Learning and Educational Studies (ED 6700, ES 6030, ES 6340, ES 6730, ED 6360, ED 6760, ED 6060, ED 6140, ED 6280, ED 6100, ED 6160, ED 6040, and ES 6330).

While we understand that you have no control over this policy and must adhere to it to receive accreditation, we are also disappointed about this decision. The CECP students added a richness to TLES class discussions that was extremely valuable to our students. In addition, your students learned how to work in teams and solve problems with educators to enhance their effectiveness as school counselors. As WMU embraces interdisciplinarity as a core value, we hope to find ways to co-teach courses in the future. We welcome the opportunity to discuss this option with you very soon so we can continue this mutually beneficial partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read "Regena F. Nelson".

Regena F. Nelson, Ph.D.

Professor and Chair

Teaching, Learning and Educational Studies

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Western Michigan University
3900 W. Michigan Ave., Kalamazoo, MI 49008-5276
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College of Education and Human Development
Department of Counselor Education and
Counseling Psychology

3/30/21

To Whom It May Concern,

As the training director of the Counseling Psychology programs in the Department of Counselor Education and Counseling Psychology, I have been given opportunity to review the proposed changes to the School Counseling Curriculum. I support my Counselor Education colleagues' efforts to update the School Counseling Curriculum and appreciate the importance of maintaining accreditation for this program. The proposed changes appear unlikely to negatively impact the Counseling Psychology Program.

Sincerely,

A handwritten signature in black ink that reads 'Mary Z. Anderson'.

Mary Z. Anderson, Ph.D., LP
Professor and Director of Training
Counseling Psychology
Western Michigan University
269-998-7324 (cell)

Re: Impact statement request regarding curriculum change proposal for school counseling M.A.

Stephanie M Peterson <stephanie.peterson@wmich.edu>

Thu 3/25/2021 6:33 PM

To: Jennifer M Foster <jennifer.foster@wmich.edu>; Marcia K Feters <marcia.feters@wmich.edu>; Donna M Talbot <donna.talbot@wmich.edu>

Cc: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Hi Jennifer,

Thank you so much for letting us know about this. I have no concerns about this, and it should have limited impact on Psychology.

Again, I greatly appreciate the notice and opportunity for input.

Best,

Stephanie

Stephanie M. Peterson, Ph.D., BCBA-D, LBA
Professor and Chair

Department of Psychology
College of Arts and Sciences
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3740 Wood Hall
Kalamazoo, MI 49008-5439

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E-mail: stephanie.peterson@wmich.edu Website:
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From: Jennifer M Foster <jennifer.foster@wmich.edu>

Date: Thursday, March 25, 2021 at 5:27 PM

To: Marcia K Feters <marcia.feters@wmich.edu>, Donna M Talbot <donna.talbot@wmich.edu>, Stephanie M Peterson <stephanie.peterson@wmich.edu>

Cc: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Subject: Impact statement request regarding curriculum change proposal for school counseling M.A. Dear Drs. Feters, Peterson, and Talbot (cc: Dr. Adkison-Johnson),

The counselor education unit is drafting a curriculum change for our school counseling program, which I am facilitating as the school program coordinator. Following consultation with the MDE and our accrediting body, CACREP, we are proposing revisions to our curriculum. To continue to be accredited, we must move our program to 60 credits (currently teachers take 48 credits and non-teachers take 59). Further, we must align with the 2016 CACREP standards. To date, we have predominately assessed these standards in two school counseling focused courses. We also had different tracks for teachers and non- teachers. The proposed change will offer a single 60 credit hour track that meets the needs of both those with and without teaching backgrounds and addresses the standards across a wider array of counselor education coursework.

This change would impact your program because we will no longer have students take the following courses as electives:

For teachers and non-teachers pursuing a master's in school counseling DELETE:
Introduction to Special Education SPED 5300

*In the new curriculum working with students with special needs will be integrated into all school counseling courses and the counseling children and youth course

For non-teachers pursuing a master's in school counseling
DELETE:

Elective A:

Authority and Autonomy in Schooling ED 6700 Social
& Philosophical Foundations ES 6030

Culture & Politics of Educational Institutions ES 6340 Class,
Ethnicity & Gender in Education ES 6730

Elective B:

Literacy Acquisition and Reading Instruction LS 6180 Reading
in the Content Areas LS 6170

The Art and Science of Teaching ED 6360
Learning in Social Contexts ED 6760

Leadership Development in Career & Technical Ed CTE 6460

Elective C:

School Curriculum ED 6020

Early Childhood Education Methods & Materials ED 6060
Parent Education for Teachers of Young Children ED 6140
Curriculum Theory ED 6280

Instructional Technology for School Leaders EDT 6410

Elective D:

Assessment in Early Childhood Inclusive Educational ED 6110

Play & Young Children's Learning Piaget & Young Children ED 6160
Psychological Foundations of Education ED 6040
Human Nature and Diversity ES 6330
Psychology in the Schools PSY 5170

The reduction of student enrollment in these electives is small as only several students take these courses in any given semester. We currently have 56 school counseling students and 10 recent admits for summer/fall. Many of these students are already teachers and are not required to take the above electives.

Please reach out to me with comments, concerns, and input that I can include in our curriculum proposal. **We plan to submit on March 30th.**

****You may notice TLES courses as well. Dr. Adkison-Johnson has already reached out to Dr. Fails-Nelson regarding these proposed changes.**

Sincerely, Jen

Foster

Associate Professor, Counselor Education
Coordinator, School Counseling

Counselor Education and Counseling Psychology
Western Michigan University