

Date of request: 03-OCT-2021

Request ID: E-2021-CECP-70

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 7121

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

2. Proposed course prefix and number:

CECP 7121

3. Proposed credit hours:

3

4. Proposed course title:

Doctoral Internship I: Supervision and Counseling

5. Proposed course prerequisites:

CECP 6910 Supervision in Counseling and Psychotherapy

6. Proposed course corequisites:

None

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

None

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

C

9. Major and/or minor restrictions:

Include

10. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
CEDD Counselor Education Doctoral Program

11. Classification restrictions:
Exclude

12. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
Freshman, Sophomore, Junior, Senior

13. Level restriction:
Include

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

15. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

16. Is this a multi-topic course?
No

17. Proposed course title to be entered in Banner:
Doctoral Internship I

18. Is this course repeatable for credit?
No

19. Is this course mandatory credit/no credit?
Yes

20. Select class type:
Supervision or Practicum

21. 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 would like to create a new course: CECP 7121 Doctoral Internship I: Supervision and Counseling. This course will replace CECP 7120 Professional Field Experience.

Professional Field Experience is an internship capstone course offered for the doctorate in counselor education. In this course, students are required to complete a 600-hour internship. The course is currently offered for variable credit up to a total of 4. The faculty would like to create two 3-credit hour courses where by students are required to complete a 300-hour internship in each course. This proposal is for one of those two new courses.

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

There are two reasons the Counselor Education want to create two 3-credit hour courses for the doctoral internship experience. Both involve meeting the Council on Accreditation of Counseling and Related Education Programs (CACREP) standards. First, CACREP standards indicate that internship courses must be the equivalent of a 3-credit hour teaching load. The current internship course is 4-credit hours (variable). When faculty teach variable courses, then the Banner system issues a teaching workload that is at the minimum contact hours for the course. CECP 7120 Professional Field Experience is 1 credit hour of teaching load since it is a variable credit course. Creating a 3-credit hour course for internship would fix that problem and help the counselor education unit meet standards. Second, CACREP requires that doctoral internships have five core areas which are supervision, counseling, leadership/advocacy, teaching, and research. The current CECP 7120 Professional Field Experience course does not allow the counselor education unit to effectively demonstrate how doctoral students are completing internships in these five areas. Creating internship courses that reflect the five core doctoral areas would allow the counselor education unit to better meet that standard.

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.

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

CACREP Doctoral Core Areas:

1. COUNSELING
 1. scholarly examination of theories relevant to counseling
 2. integration of theories relevant to counseling
 3. conceptualization of clients from multiple theoretical perspectives
 4. evidence-based counseling practices
 5. methods for evaluating counseling effectiveness
 6. ethical and culturally relevant counseling in multiple settings
2. SUPERVISION
 1. purposes of clinical supervision
 2. theoretical frameworks and models of clinical supervision
 3. roles and relationships related to clinical supervision
 4. skills of clinical supervision
 5. opportunities for developing a personal style of clinical supervision
 6. assessment of supervisees' developmental level and other relevant characteristics
 7. modalities of clinical supervision and the use of technology
 8. administrative procedures and responsibilities related to clinical supervision
 9. evaluation, remediation, and gatekeeping in clinical supervision

10. legal and ethical issues and responsibilities in clinical supervision
11. culturally relevant strategies for conducting clinical supervision
3. TEACHING
 1. roles and responsibilities related to educating counselors
 2. pedagogy and teaching methods relevant to counselor education
 3. models of adult development and learning
 4. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
 5. effective approaches for online instruction
 6. screening, remediation, and gatekeeping functions relevant to teaching
 7. assessment of learning
 8. ethical and culturally relevant strategies used in counselor preparation
 9. the role of mentoring in counselor education
4. RESEARCH AND SCHOLARSHIP
 1. research designs appropriate to quantitative and qualitative research questions
 2. univariate and multivariate research designs and data analysis methods
 3. qualitative designs and approaches to qualitative data

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.

The development of this new course is the result of informal assessment activities involving an examination of faculty workload and meeting CACREP accreditation standards. Additionally, through our informal assessment, faculty believe students may move through the program easier as a result of the change. Doctoral students could take the internship course much earlier in the program after they have completed the prerequisite associated with the course. This change would also help the faculty demonstrate to CACREP that doctoral students are completing internships within the five doctoral core areas which are supervision, leadership/advocacy, counseling, teaching, and research. This change would help the doctoral program maintain its accreditation.

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 new course is for the doctoral program in counselor education only; however, it would affect Counseling Psychology. The Counseling Psychology doctoral students would no longer take CECP 6930: Doctoral Practicum in Clinical Supervision, a shared course between the two disciplines within the department. Counselor Education doctoral students would take the CECP 7121 Doctoral Internship I: Supervision and Counseling instead. This course would help Counselor Education meet CACREP standards, such that, supervision is an internship experience counselor education. Doctoral students are taking a practicum course for clinical supervision which is not consistent with CACREP standards. Moreover, the doctoral practicum course is taught by counseling psychology faculty. This is also inconsistent with CACREP standards whereby the internship course must be taught by counselor education faculty members.

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

Developing this new course would allow the department to accurately assign this course to faculty with the appropriate workload. This change would also allow the faculty to demonstrate to CACREP that doctoral students are completing internships within the CACREP five doctoral core areas which are

supervision, leadership/advocacy, counseling, teaching, and research. This new course would help the doctoral program meet accreditation standards.

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.

This curriculum change will not affect how students register for this course since they have to submit an application to register. This course is typically offered fall and spring only according to the doctoral handbook. Additionally, doctoral students must take this course to graduate. This change would benefit doctoral students, such that, they could progress through the program easier with this change. Students could take the internship course much earlier in the program after they complete the prerequisite course, CECP 6910 Supervision in Counseling and Psychotherapy. Students typically take this course at the end of the program.

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?

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

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.)

This new course will affect the department or university resources (i.e. faculty, equipment, space, technology, and library holdings). A counselor education faculty would need to teach this course since a counseling psychology faculty member taught the supervision practicum course. The department chair will secure resources to ensure this course is taught by counselor education faculty members. No other resources would be affected.

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:

N/A

P. Proposed catalog copy:

CECP 7121 Doctoral Internship I: Supervision and Counseling

Doctoral students are required to demonstrate professional competencies through supervised experiences. Doctoral students must complete a minimum of 300 hours in supervision and counseling which are two of the five doctoral core areas. Doctoral students must be covered by individual professional counseling liability insurance while enrolled in a counseling or supervision internship.

Prerequisite Course: CECP 6910 Supervision in Counseling and Psychotherapy.

Credits: 3 hours

Notes: Graded on a Credit/No Credit Basis. Open to counselor education doctoral students only.

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

**Western Michigan University
Department of Counselor Education and Counseling Psychology**

Course Number and Title: CECP 7121 Doctoral Internship I: Supervision and Counseling

Credit: 3 Semester Hours

Prerequisite: CECP 6910 Supervision in Counseling and Psychotherapy

Course Time & Location:

Instructor:

Phone Hours:

Office Location:

Course Description from Catalog

Doctoral students are required to demonstrate professional competencies through supervised experiences. Doctoral students must complete a minimum of 300 hours in supervision and counseling which are two of the five doctoral core areas. Doctoral students must be covered by individual professional counseling liability insurance while enrolled in a counseling or supervision internship. Prerequisite Course: CECP 6910 Supervision in Counseling and Psychotherapy. Designed for graduate students nearing completion of their degree who wish to pursue internships or apprenticeships. Effective internships relate to the student's professional goals, require the student to function within the standard procedures of the setting, and require the student to assume increased specified professional activities. Because the work for a 7120 is ordinarily a culminating experience, students may enroll for 7120 only when the departmental graduate advisor or director deems that they have completed all appropriate course work and any other requirements that should precede the field experience. Permission to elect 7120 can be granted only when the student's graduate advisor or committee deems that the project is integral to the student's program of study and approves a prospectus outlining goals, rationale, activities, and methods of evaluation of the proposed field experience. 7120 should not supplant required or expected courses in the graduate program. If a graduate program has a required internship or field experience, approved by the university curricular review process, a maximum of 12 hours of 7120 may be applied to the graduate degree.

Course Description from Program (Handbook and 2016 CACREP Standards)

Internships represent a major learning investment for graduate students and should be carefully selected in consultation with the Doctoral Committee. During the first internship experience, students must accumulate a minimum of 300 clock hours through supervised experiences in supervision and counseling, two of the five core doctoral areas. Individual supervision of at least one hour per week must be provided by the internship site supervisor and group supervision with other students will be provided on a regularly scheduled basis by a program faculty member. Students enrolled in internships must provide proof by a University liability policy. Verification of coverage under a University liability policy is available through the Business Services Office of WMU. Many students also have policies through professional organizations, which often offer reduced group rates for students.

**Department Goals Addressed in Course [Vary by Internship Area Chosen]:
Teaching**

1. Competency to teach Counselor education courses.
6. Competency in understanding and practicing with sensitivity to diversity issues.

7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association's (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations' codes of ethics.
 11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
 12. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
 13. Competency to identify, select, and achieve professional goals which relate to life-long education.
 14. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

Supervision:

2. Competency to teach and practice counseling supervision.
6. Competency in understanding and practicing with sensitivity to diversity issues.
7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association's (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations' codes of ethics.
11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
12. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
13. Competency to identify, select, and achieve professional goals which relate to life-long education.
14. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

Counseling:

1. Competency to educate and counsel individuals and groups for the purpose of assisting them to achieve personal growth.
6. Competency in understanding and practicing with sensitivity to diversity issues.
7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association's (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations' codes of ethics.
11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
12. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
13. Competency to identify, select, and achieve professional goals which relate to life-long education.

14. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

Leadership and Advocacy:

2. Competency to serve as a leader in educational and counseling settings.
6. Competency in understanding and practicing with sensitivity to diversity issues.
7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association's (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations' codes of ethics.
11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
12. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
13. Competency to identify, select, and achieve professional goals which relate to life-long education.
14. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

Research:

5. Competency to conduct research and to utilize research findings in the examination of new ideas and achievements.
6. Competency in understanding and practicing with sensitivity to diversity issues.
7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association's (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations' codes of ethics.
11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
12. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
13. Competency to identify, select, and achieve professional goals which relate to life-long education.
14. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

CACREP Standards Addressed for Students Completing Counseling Internship:

CECP 7120 Prof Field Experience

2016 CACREP Standards Addressed in the Class		Assessment
6B1 COUNSELING		
1a. scholarly examination of theories relevant to counseling		Counseling Rubric
1b. integration of theories relevant to counseling		Counseling Rubric
1c. conceptualization of clients from multiple theoretical perspectives		Counseling Rubric
1d. evidence-based counseling practices		Counseling Rubric
1e. methods for evaluating counseling effectiveness		Counseling Rubric
1f. ethical and culturally relevant counseling in multiple settings		Counseling Rubric

Major Topic/Content Areas:

Internship in Counselor Education provides doctoral students an experientially intensive opportunity to develop and demonstrate their professional competency within multiple doctoral core areas, including supervision and counseling. Individual and group supervision provide the primary setting in which students seek direction, consultation, and feedback on topics specific to their chosen core areas of focus. Students are expected to use the individual and group supervision experiences to further develop the knowledge and competencies within the various professional role domains of counselor educators.

Course Objectives/Knowledge and Skill Outcomes:

1. To provide supervised professional field experience consistent with standards established by professional associations and accrediting agencies.
2. To provide an experience for doctoral students that bridges classroom theory and professional practice.
3. To develop the student's professional practice consistent with the standards and ethical practices of the profession under the tutelage of an experienced practitioner.

More specific competencies for the Field Practicum experience are included in the CECP 7120 Field Practicum Evaluation Forms in TK-20.

Methods of Instruction:

Internship in Counselor Education is an advanced course for all PhD students in CE. It is expected that internship sites will offer experiences that are appropriate to facilitate the student's development across at least two of the five doctoral core areas (counseling and supervision). For the supervision aspect of internship, doctoral students will work with master level students enrolled in the practicum experience. Advisors may consult with the Clinical Coordinator for Counselor Education if assistance is needed in determining the viability of a site.

The site supervisor is responsible for providing the weekly individual/triadic supervision throughout the Internship in Counselor Education. Site supervisors are also responsible for completing formative and summative evaluations, including the end of semester evaluation, as well as certifying the hours that the student completed under their supervision. Site supervisors should consult with a student's academic advisor, the CECP 7121 faculty supervisor/instructor, and/or the Clinical Coordinator for Counselor Education as needed related to a student's progress or any student concerns.

CECP 7121 Internship Instructors are responsible for providing group supervision and for assigning the final grade for the course. Students are responsible for attending and participating in all individual and group supervision meetings, conducting themselves in a professional and ethical manner throughout the internship experience, and for ensuring that all paperwork required for the Internship in Counselor Education is submitted to the faculty instructor/supervisor as soon as possible after, but not before,

completing the internship experience. In the next section, the details of the supervision requirements are specified.

Supervision Requirements:

Students involved in the Counselor Education doctoral program must participate in group supervision on a regularly scheduled basis with the faculty instructor/supervisor. Students must also meet with their approved Site Supervisor for weekly individual or triadic supervision that averages one hour per week throughout the internship experience. Triadic supervision is defined as a supervision relationship consisting of one supervisor and two students. Students are required to attend all individual/triadic and group supervision sessions.

Instructor's Roles/Responsibilities:

1. Be available during posted office hours and by appointment.
2. Return assignments, emails, and phone calls in a timely manner.
3. Create a learning climate that encourages dialogue, discussion, safe self-exploration, constructive feedback exchange and learning.
4. Encourage students to explore thoughts, reactions, beliefs, and skills.
5. Evaluate mindfully and compassionately student work/performance as described in this syllabus.
6. Be a role model, demonstrating safety, ethical practice, respect and regard of each person and of tasks undertaken in this class.

Students' Roles/Expectations:

1. Attend classes punctually and consistently.
2. Complete assignments and return communications in a timely manner.
3. Contribute to a learning environment that encourages dialogue, creative thinking, safe self-exploration, constructive feedback and learning.
4. Explore beliefs, experiences, attitudes, reactions, concerns and skills to heighten self-awareness.
5. Intentionally engage in all assignments as provided by the instructor.
6. Advance the values of safety, respect, ethical practice, and regard of each person in the completion of tasks undertaken in this class.

Required Text(s) and Readings:

American Counseling Association (2014). Code of ethics and standards of practice. Retrieved from <http://www.counseling.org>.

Counsel for Accreditation of Counseling and Related Educational Programs (2016). CACREP standards. Retrieved from <http://www.cacrep.org/>.

Other required reading selections (e.g., journal articles, supplemental text chapters) may be assigned and distributed in class. Students are expected to read assigned chapters/articles prior to each class meeting.

University and Department PoliciesStudent 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/disability_services.

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

Assignments

Signature Assignment: The signature assignment for CECP 7121 is the ongoing professional activities performed during the field experience course. Students, Site supervisors, and the CECP 7121 Internship I in Counselor Education Instructor will design experiences during the field experience that will facilitate the development of competencies specific to students' chosen doctoral core areas of focus. Students will be evaluated by their site-supervisors to assess for competency in the identified learning outcome domains. Students should review the 7121 Evaluation rubric for their internship area in tk-20 for more information.

Case Conceptualization and Presentation: Students will complete a case conceptualization and presentation of their supervisees. Case conceptualization is a critical step in understanding supervisee's clinical strengths and areas for improvement. Furthermore, doctoral students should consistently demonstrate awareness and application of appropriate ethical codes and theories of supervision throughout the conceptualization. The case conceptualization and presentation will serve as one of the sources of data for determining the student's grade of credit/no credit.

Method(s) of Evaluation/Grading Formula: The course is graded Credit/No Credit. Credit is assigned upon successful completion of the case presentation, required hours, demonstrated competency as determined by the site supervisor and faculty instructor/supervisor, and the submission of all required forms* (see below). Throughout the Internship, site supervisors may consult with a student's academic advisor, the Clinical Coordinator, or the Faculty Instructor/Supervisor regarding student progress and/or concerns. CECP 7121 Faculty Instructors/Supervisors will consider site supervisor evaluations, individual and group supervision participation, and any assigned activities during CECP 7121 when assigning Credit or No Credit.

Students must complete a minimum of 300 clock hours during the CECP 7121 Doctoral Internship I in Counselor Education. Students shall maintain a log of activities including amount of time spent in each

activity. A summary of activities and time spent in each activity signed by the Site Supervisor must accompany the Site Supervisor's completed evaluation. Students are also required to submit a separate evaluation of each of their internship sites and supervisors (see Appendix G in the doctoral student handbook). The CECP 7121 Internship I Instructor is responsible for reviewing all materials from the student's field practicum experience and assigning the course grade. In order to receive credit for CECP 7121, students must demonstrate the knowledge and skills expected of an entry-level counselor educator.

* Required Forms for Submission at the beginning of Internship in Counselor Education:

- Site Supervisor/Supervisee Agreement Form
- Supervisor Qualifications Form (only if supervisor has not already submitted – contact Clinical Coordinator for Counselor Education for more information)

*Required forms for submission at the conclusion of Internship in Counselor Education.

- Log Summary signed by the Site supervisor and Faculty Instructor
- Signed Site Supervisor's Internship in Counselor Education evaluation(s) (Printed from TK20)
- Student Evaluation of Internship in Counselor Education Site and Supervisor
- Permission to Record

Professional Dispositions and Behaviors: In accordance with CACREP standards, students will be evaluated on their professional dispositions and behaviors.

Important information for your success in this class:

1. **Due Dates:** All assignments must be turned in at the designated location, on the due date, and at the appropriate time (generally, the start of class). Unless otherwise indicated on the course schedule, assignments will be due on our class meeting date by the start of class. Late assignments will not be accepted. If you have concerns about completing the assignments and/or meeting due dates, please contact the instructor **prior** to the due date.
2. **Amendments to the Syllabus:** The instructor reserves the right to amend the course requirements and syllabus, including the agenda, assignments, and weighting of requirements subsequent to the original distribution of the syllabus. While every attempt will be made to follow the original syllabus, these amendments may occur in order to tailor the course to the specific needs of the class and/or address scheduling anomalies.
3. **Online Learning Environment:** Participation in online learning requires that students have appropriate access to necessary technology, including a web-enable device, stable internet access, and any appropriate assistive technology. For Webex meetings specifically, students will need to utilize a device that has a video camera and headphone capabilities (to prevent noise feedback). Use of Webex also requires that students have a relatively strong and stable internet connection. During Webex meetings, students should locate themselves in a quiet, private setting that has limited potential distractions. Students should leave their cameras on at all times but should mute their microphones unless they are speaking. If you need technology support for online learning, please visit the following site: <https://wmich.edu/elearning/students>. Personal technology should be silenced during class time and students should ensure that it does not become a distraction to the learning/clinical environment.
4. **Professionalism (Confidentiality & Ethics):** To create a safe atmosphere, it is expected that students will maintain confidentiality pertaining to information that is shared by peers in class or supervision with the exception of concerns in which breaching confidentiality is warranted due to risks of self or other harm, abuse and neglect of vulnerable individuals, and/or academic, professional, or ethical misconduct. If a student has concerns within these domains, they should speak to the instructor. Students must follow their professional code of ethics, state law, and CCPS procedures pertaining to the privacy and confidentiality of the clients/students

they serve over the course of the semester. Revealing such information in a manner inconsistent with these standards will result in a grade of No Credit for the course.

5. **Student Conduct and Academic Integrity:** You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Integrity [See University and Department Policies Above]. You should consult with the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

6. **Other Considerations:** As part of this profession, you are strongly encouraged to join a professional organization as a student member (e.g. ACA, APA, ASCA). Membership in a professional organization has many benefits and provides a number of valuable resources to its members.

From: Glinda J Rawls
Sent: Friday, October 8, 2021 9:39 AM
To: Laura R Ciccantell
Subject: Fw: CPTC Response to CE's Curriculum Proposals

Hello Laura

I need to add this letter to the CECP 7121 and CECP 7122 proposals. I forgot to forward it on to you on Monday.

Glinda Rawls, Ph.D., LPC (MI), NCC, SCL (MI), ACS
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From: Samuel T. Beasley <samuel.beasley@wmich.edu>
Sent: Monday, October 4, 2021 12:01 PM
To: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>; Glinda J Rawls <glinda.rawls@wmich.edu>
Cc: Joseph R Morris <joseph.morris@wmich.edu>; Kelly A McDonnell <kelly.mcdonnell@wmich.edu>; Tangela Roberts <tangela.roberts@wmich.edu>; Eric M Sauer <eric.sauer@wmich.edu>; Mary Z Anderson <mary.anderson@wmich.edu>; Mark W St Martin <mark.stmartin@wmich.edu>; Samuel T. Beasley <samuel.beasley@wmich.edu>
Subject: CPTC Response to CE's Curriculum Proposals

Drs. Adkison-Johnson and Rawls:

I am writing on behalf of the Counseling Psychology Training Committee (CPTC) to respond to the curriculum proposals that we received from the Counselor Education unit.

The CPTC expressed significant concern about the process used to share these curriculum proposals with us since it is inconsistent with prior and longstanding practice within the department. Typically, major curriculum changes like these are discussed (often multiple times) by the entire faculty. We normally receive formal curriculum proposals in advance and have an opportunity to provide input about the impact of all proposed curriculum changes on the Counseling Psychology program.

The CPTC is also concerned about the timeline offered for us to review these curriculum proposals. While the CPTC was alerted about pending curriculum proposals earlier in the week of September 19th, we did not receive the full proposals until Saturday, September 25, 2021. We were initially asked to provide feedback by Monday, September 27, 2021, but were provided with an extension to review the proposals and respond by Monday, October 4, 2021. Thus, we were given only 5 business days to review and respond to the proposed

curriculum changes. Furthermore, the initial proposals that were received were altered during the review process, which contributes to the concerns identified by the CPTC about having time to review and deliberate on finalized curriculum proposals. We were left with limited time to meet and discuss the proposals and evaluate their impact on the Counseling Psychology program. Given the process and the constricted timeline being used to provide feedback, we are concerned that our feedback will have limited impact. We questioned the rationale being used to justify the rushed process for these major curriculum changes.

Additionally, the CPTC is concerned about the adverse impact of the curriculum proposals on Counseling Psychology graduate students. We disagree with the Counselor Education unit's characterization that the proposed curriculum changes will have limited impact on Counseling Psychology students. For example, the CE unit argues that removing CE doctoral students from the CEC 6930: Doctoral Practicum in Supervision course will provide more space for Counseling Psychology doctoral students to take the course. However, given that CE and CP doctoral students take this course together, removing CE students from the enrollment could impact the regular offering of the course for CP students. The combination of students from both CE and CP that helped it be offered in fall and spring semesters. This allowed CP students multiple opportunities to take this pivotal course that has limited enrollment (i.e., 5 students). Again, based on the limited time provided to solicit input, we were not able to collaborate with our CE colleagues to identify strategies to satisfy accreditation standards without negatively impacting the Counseling Psychology program.

Taken together, the CPTC believes that it would be premature to provide feedback for these curriculum proposals given the absence of a typical curriculum change process and being able to see the finalized curriculum proposals with sufficient time to review and discuss them. This restricted timeline also contributes to difficulty meaningfully reviewing the proposals.

Sincerely,
Dr. Beasley

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To schedule an appointment with me, please use the following link: <https://drstbeasley.youcanbook.me/>