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**EVALUATION OF THE PROGRAM**..... 112

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## SECTION 1: THE LEARNING ENVIRONMENT

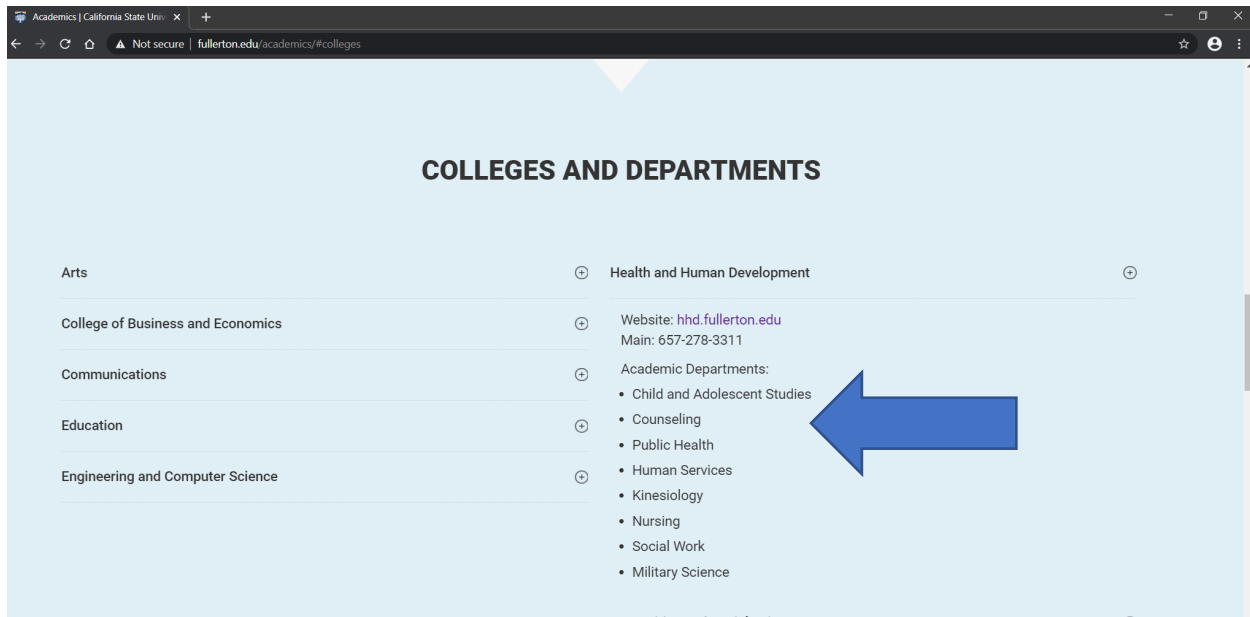
The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

### THE INSTITUTION

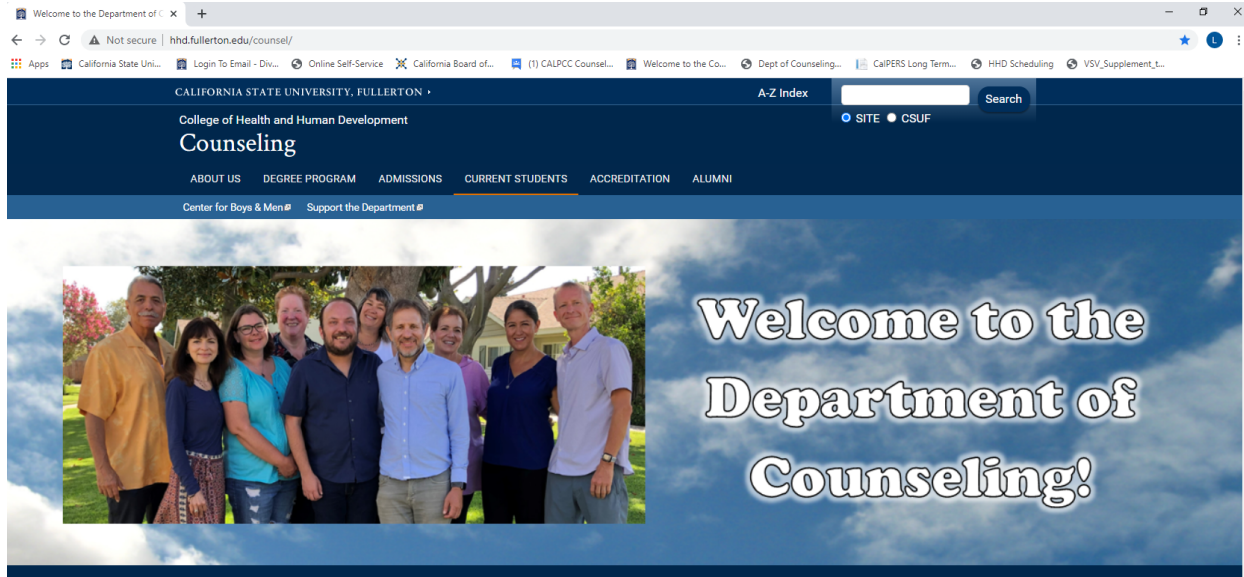
**A. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.**

The Academic Unit of the Department of Counseling is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. The Department of Counseling is housed within the College of Health and Human Development (HHD).

Below is a screenshot of the Colleges & Departments with a list of all the departments within HHD including the Department of Counseling (right column).



Below is a screen shot of the Department of Counseling webpage.



Below is a screenshot of Counseling (at the bottom of this page) listed under the Graduate Studies webpage.

Program	Degree	Phone	Contact	Term
American Studies	M.A.	278-5899	Adam Golub	Fall
Anthropology	M.A.	278-5697 278-5763 278-5764	Barbra Erickson (Cultural) John Patton (Evolutionary) Carl Wendt (Archaeology)	Fall
Art	M.A., M.F.A.	278-7633 278-7753	Christina Smith contact: Laura Garcia	Fall & Spring
Athletic Training	M.S.	278-8540	Jason Bennett	Fall
Biology	M.S.	278-3614	Paul Stapp contact: Karen Lau	Fall & Spring
Business Administration	M.B.A.	278-4841 278-3114	Jenny Zhang contact: Cherie Youngblood	Fall & Spring
Chemistry	M.S., M.A.	278-3594	Nicholas Salzameda	Fall & Spring
Civil Engineering	M.S.	278-2805 278-4268	Uksun Kim contact: Jennifer Chang	Fall & Spring
Communications	M.A.	278-5434 278-3518	Andi Stein contact: Cristina Prado	Fall & Spring
Communication Studies	M.A.	278-4197	Summer Martin	Fall & Spring
Communicative Disorders	M.A.	278-5307	Ying-Chiao Tsao	Fall
Computer Engineering	M.S.	278-8171	John Faller	Fall & Spring
Computer Science	M.S.	278-7304 278-3119	Mikhail Gofman contact: Sandra Boulanger	Fall
Counseling	M.S.	278-3327 278-3042	David Shepard contact: Ginamarie Scherzi	Fall & Spring

Counseling

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**B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

The primary form of media for the Department of Counseling is our website, which was built and is maintained by the Department. Thus, it accurately represents the Department. Below are pictures demonstrating that we meet each area:

*The Academic Unit*

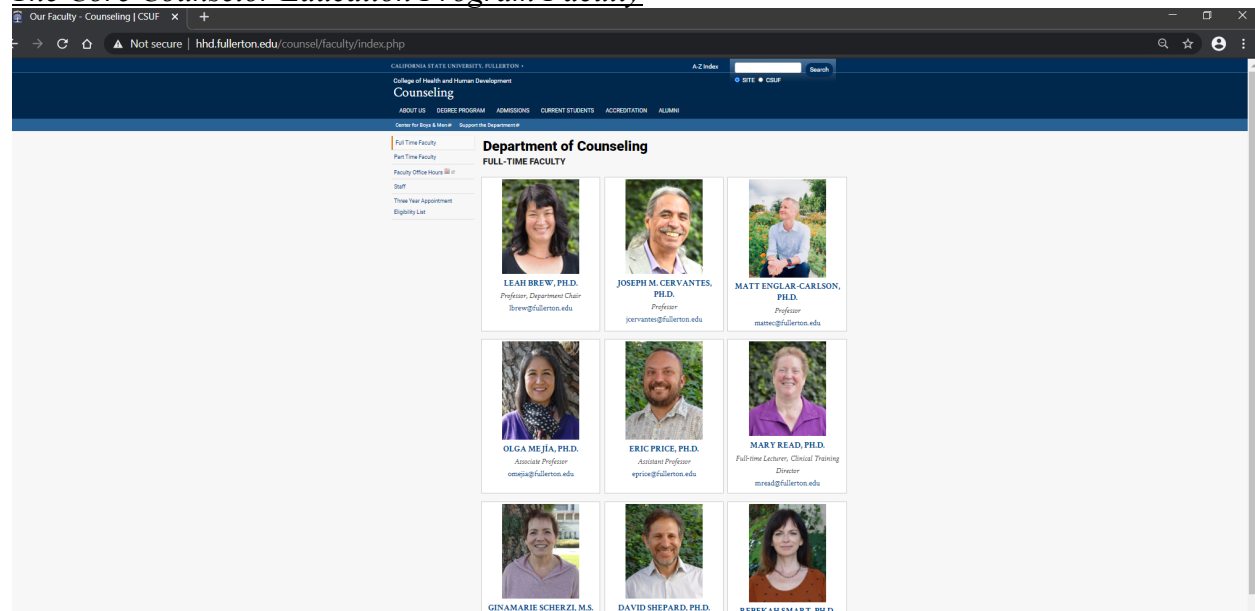


The screenshot shows a web browser displaying the website for the Department of Counseling at California State University, Fullerton. The page title is "Mission Statement" and the URL is "hhd.fullerton.edu/counsel/about-us/index.php". The navigation menu includes "ABOUT US", "DEGREE PROGRAM", "ADMISSIONS", "CURRENT STUDENTS", "ACCREDITATION", and "ALUMNI". The "ADMISSIONS" link is highlighted. The main content area features the heading "Mission Statement" and a paragraph describing the faculty's commitment to training competent professionals. To the right of the text is a photograph of a group of people standing in a circle on a paved surface.

**Mission Statement**










The faculty in the Department of Counseling are committed to training competent professionals who are eligible for licensure as Marriage and Family Therapists or Professional Clinical Counselors in clinical mental health settings in the state of California. We work with students from diverse cultural and economic backgrounds who are committed to improving the quality of life for children and adults in the community. We utilize an integrated approach in conceptualizing prevention, assessment, treatment, and research. Practice-based student learning is constructed through partnerships with nonprofit agencies in diverse communities. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. We collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. We strive to create an education that is guided by relevant community needs and research on learning.

*The Core Counselor Education Program Faculty*



The screenshot shows a web browser displaying the website for the Department of Counseling at California State University, Fullerton. The page title is "Our Faculty - Counseling | CSUF" and the URL is "hhd.fullerton.edu/counsel/faculty/index.php". The navigation menu includes "ABOUT US", "DEGREE PROGRAM", "ADMISSIONS", "CURRENT STUDENTS", "ACCREDITATION", and "ALUMNI". The "ADMISSIONS" link is highlighted. The main content area features the heading "Department of Counseling" and "FULL-TIME FACULTY". Below the heading is a grid of nine faculty members, each with a portrait photo, name, degree, and title.

**Department of Counseling**  
**FULL-TIME FACULTY**

 <b>LEAH BREW, PH.D.</b> Professor, Department Chair lbrew@fullerton.edu	 <b>JOSEPH M. CERVANTES, PH.D.</b> Professor jcervantes@fullerton.edu	 <b>MATT ENGLAR-CARLSON, PH.D.</b> Professor menc@fullerton.edu
 <b>OLGA MEJIA, PH.D.</b> Associate Professor omejia@fullerton.edu	 <b>ERIC PRICE, PH.D.</b> Assistant Professor eprice@fullerton.edu	 <b>MARY READ, PH.D.</b> Full-time Lecturer, Clinical Training Director mread@fullerton.edu
 <b>GINAMARIE SCHERZI, M.S.</b>	 <b>DAVID SHEPARD, PH.D.</b>	 <b>REBEKAH SMART, PH.D.</b>



## Degree Program

**Degree Program**

**ABOUT THE PROGRAM**

The Department of Counseling offers a Master of Science in Counseling, with an emphasis in clinical mental health settings. Our program is approved by the California State Board of Behavioral Sciences (BBS) to meet all of the educational requirements preparing students for state licensure as Licensed Marriage and Family Therapists (LMFT) and as Licensed Professional Clinical Counselors (LPCC). We are also nationally accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Our emphasis is on the training of clinicians who can serve the needs of individuals and families in their communities. We train students to provide evidence-based brief and long-term counseling while maintaining professional identities as counselors and marriage and family therapists.

The program strongly emphasizes a multicultural perspective. We prepare counselors who will be sensitive to the diverse ethnic and religious heritages, lifestyles and special needs of individuals and families. Both our student body and our faculty encompass a wide range of backgrounds and values.

Each year, we accept approximately 60 students to our M.S. in Counseling Traditional Program and every three years, we accept approximately 24 students to our M.S. in Counseling Evening Cohort. For the 2014-2015 academic year, we had 60 students graduate from the Fullerton campus. Annually we typically graduate 60 students. In the past year, our completion rate was 94% and the LMFT exam pass rate was 66% and 80% for the written and clinical vignette exams, respectively. About 79% of our alumni who respond to our annual survey find employment in the mental health field after graduation.

Our theoretical orientation is grounded in humanistic, relational, and integrative principles. This means that we are respectful of different counseling philosophies, flexible in our approaches depending on client and student needs, and united in our belief that relationships remain at the core of all helping encounters. We also believe that counselors can best help people by understanding the relationship of emotional distress to family dynamics and to the social and cultural contexts that shape our lives.

**Note:** The CSUF Clinical Mental Health Counseling M.S. program in the College of Health and Human Development is distinct and different from another CSUF program, The CSUF Clinical Psychology M.S. program in the College of Humanities and Social Sciences.

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Graduate Schems, EC-429, (657) 278-3042.

**PROGRAM OBJECTIVES**

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. Professional Orientation and Identity – Demonstrate an understanding of the counseling profession, develop an identity as a counselor of choice, a willingness to accept a reasonable number of clients who reflect a wide range of the population.

## Specialty Areas

The Department of Counseling does not have specialty areas. All courses are required. However, we do have an *Ánimo* emphasis. Students must first be admitted into the program and then can apply to the *Ánimo* emphasis. Evaluation into the *Ánimo* emphasis is based upon a minimum ability to speak Spanish to serve the Spanish speaking community. We have 5 courses that have been modified to infuse cultural and language related issues in counseling. The *Ánimo* emphasis was developed by Dr. Olga Mejía, who envisioned and developed the program. Below are pictures of the website that explains the program more thoroughly.

**Ánimo: Latinx Counseling Emphasis**

This is a new, and only, emphasis within the M.S. Department of Counseling designed to address the various professional, curricular/training, and community needs related to providing mental health services to Latinx and Spanish-speaking clients. The *Ánimo: Latinx Counseling Emphasis* will provide trainees course curriculum that meets requirements to pursue licensure as Professional Clinical Counselors and Marriage and Family therapists in California; is grounded in nationally-approved competencies (Council for Accreditation for Counseling and Related-Educational Programs, CACREP, and the American Counseling Association, ACA) and; focuses on developing self-awareness as a bilingual and bicultural counselor, knowledge of Latinx-cultures and familiarity with interventions appropriate to Latinx and Spanish-speaking clients.

**NEED FOR CULTURALLY COMPETENT TRAINING**

The new *Ánimo: Latinx Counseling Emphasis* meets three important needs. First, within the professional mental health fields (e.g., counseling, psychology, social work) there is a high need for graduate programs to provide culturally-competent and linguistically-appropriate curriculum, training, and supervision. Second, within the Latinx community, there is also a high need for clinicians who are culturally-competent and have therapeutic-Spanish speaking skills, all of which contributes to improve all aspects of the therapeutic process— Engagement, Assessment, and Treatment. Finally, there is an equally high need for culturally-competent and linguistically-appropriate training and supervision for Master's level trainees. Given the demographics of the Latinx population at the local, state, and national levels, this much-needed program will be one of a handful of programs nationwide to provide this important instruction, training, and supervision geared to serve the mental health needs of the Latinx community.



### DESCRIPTION OF THE NEW EMPHASIS

The new *Ánimo*: Latinx Counseling Emphasis within the M.S. Department of Counseling will consist of 5 core courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) and an exit requirement of intermediate-level *therapeutic* spoken Spanish skills. Students will share a cohort style enrollment for the 5 courses taught by professors who are bicultural and bilingual in English/Spanish. The number of units required for graduation will remain the same as for non-emphasis students: 63-units.

#### *Language Competency Requirement*

Students applying to this emphasis will need to meet a pre-requisite of basic spoken Spanish skills. The prerequisite and exit-requirement language components may be met a number of ways. The prerequisite may be met by completing: (1) a comparable undergrad Spanish-language course, (2) a competency verbal/spoken test with Counseling and Spanish bilingual faculty, or (3) SPAN 280. The exit requirement may be met by completing: (1) SPAN 280, (2) SPAN 302 (if both SPAN 280 and SPAN 302 are completed, both CSUF courses, the student may earn the *Spanish for Health and Human Services Professions Certificate*), or (3) a competency verbal/spoken test with Counseling and Spanish bilingual faculty.

#### *Courses*

The 5 courses are currently already being taught (non-emphasis) and the content of the courses will remain the same; however for the *Ánimo* Emphasis the focus of the discussion and applications of the concepts will be within the context of the Latinx clients/community. The *Ánimo* Emphasis courses are as follows:

#### FALL (first semester)

COUN 511B: Pre-Practicum for *Ánimo* Emphasis

#### SUMMER

COUN 522B: Diagnosis and Treatment Planning for *Ánimo* Emphasis

COUN 527B: Systems of Family Counseling for *Ánimo* Emphasis

#### SEMESTER VARIES

COUN 530B: Practicum for *Ánimo* Emphasis

COUN 584B: Advanced Practicum for *Ánimo* Emphasis

The *Ánimo* Emphasis will focus on clinical issues related to Latinx and Spanish-speaking clients, including acculturation theory and process, immigration background/history, cultural value systems, intergenerational family conflict, ethnic identity models, similarities and differences among Latinx sub-groups, and intersection of various other diversity dimensions (gender, religion, sexual orientation, disability, social class, etc.).

At the completion of the *Ánimo* Emphasis, students will have their accomplishment noted on their degree/transcript and receive a special scarf/pin to be worn during graduation.

For further information contact: Olga Mejía, PhD, Associate Professor, omejia@fullerton.edu

### *Admissions Criteria*

Below is a picture of our admissions criteria on our website.

Admission Requirements - Coun | x +

Not secure | hhd.fullerton.edu/counsel/admissions/index.php

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

**Counseling**

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men # Support the Department #

Admission Requirements

Program Requirements

How to Apply

## Admission Requirements

The Department of Counseling accepts students once-a-year for its M.S. in Counseling Traditional Program and every three years for the evening cohort program.

- Applications for the Fall 2021 M.S. in Counseling program will be accepted October 1, 2020 through February 1, 2021.
- At this time, we do not have dates for the opening and closing of the application period for the Spring 2022 M.S. in Counseling Evening Cohort. Please revisit our website in early 2021 for the actual dates. For more detailed information regarding the program and upcoming information sessions please visit the M.S. in Counseling, University Extension and International Programs website.

The Department welcomes applicants from diverse academic, social, and cultural backgrounds. International, minority, underrepresented, older students, and students with disabilities are encouraged to apply.

Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's development in interpersonal, self-reflective, and academic realms. Admission is therefore based upon indicators of the applicant's potential for becoming an effective counseling practitioner, including but not limited to grade point average (GPA), letters of reference, personal statement and Departmental interview. Admission is not based upon any single factor but on a composite assessment of all factors. The following are required for consideration to the program:

- An acceptable Bachelor's Degree (or equivalent) from a regionally accredited institution.
- A minimum GPA of 3.0 for the undergraduate degree.
- A minimum GPA of 3.0 for four prerequisite courses in behavioral science courses (or equivalents): counseling theory, research methods or statistics, abnormal psychology, and human development.
- At least two of the four prerequisites must be completed at the time of entrance; any remaining prerequisite(s) must be completed during the first semester of enrollment.
- Three letters of recommendation. These letters should address the author's assessment of your suitability for pursuing graduate studies and entering the counseling profession. At least one letter must be academic (i.e., written by a professor or an instructor). The Department understands that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also appropriate.
- An interview with Department faculty.
- The GRE is not required.
- A detailed personal statement (approximately 750 words) should be filed with the application.

## Accreditation Status:

Accreditation - Counseling | CSU | x +

Not secure | hhd.fullerton.edu/counsel/accrreditation/index.php

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

**Counseling**

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men # Support the Department #

CACREP

Student Learning Outcomes


Student Learning Outcome

Assessment Results

## Accreditation

### CACREP ACCREDITATION STATEMENT

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation until March 31, 2023, to the following program in the Department of Counseling at California State University, Fullerton: Clinical Mental Health Counseling (M.S.). For more information on CACREP, please visit their web site, [www.cacrep.org](http://www.cacrep.org).



Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP)

CALIFORNIA STATE UNIVERSITY  
FULLERTON

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Resources: [Adobe Reader](#) [Microsoft Viewers](#) [Report An AT Issue](#) [Accessible @ CSUF](#)

### Methods of Instruction & Minimum Degree Requirements

The methods of instruction and minimum degree requirements are under the website under “The Degree.”

#### THE CURRICULUM

The Curriculum comprises of 63 units, most of which are in a traditional face-to-face format. The one exception is COUN 538 Crisis Intervention and Trauma Treatment, which is a hybrid modality and requires students to attend two full day Saturdays; for this particular class, all other coursework will be completed on-line. Students can attend full time or part time, depending on their individual needs. Students can choose to take up to two courses per semester. The one course all students must take in the summer is COUN 590 Advanced Counseling Techniques, which must be taken in the year students are seeing clients during their practicum experience. Students complete the program in three to five years depending on their study plan.

The list of courses can be found here in the same section under “The Degree”:

The screenshot shows the website for the Counseling program at California State University, Fullerton. The page title is "The Curriculum". The navigation menu includes "ABOUT US", "DEGREE PROGRAM", "ADMISSIONS", "CURRENT STUDENTS", "ACCREDITATION", and "ALUMNI". The main content area lists 28 units of the curriculum:

- COUN 500 The Counseling Profession
- COUN 511 Pre-Practicum (basic counseling skills)
- COUN 518 Human Development & Functioning
- COUN 502 Career Counseling
- COUN 520 Modes of Individual Counseling
- COUN 522 Diagnosis and Treatment Planning
- COUN 523 Counseling & Culture
- COUN 524 Child & Adolescent Counseling
- COUN 525 Psychopharmacology
- COUN 526 Professional Ethics & Legal Issues in Counseling
- COUN 527 Systems of Family Counseling
- COUN 528 Groups: Process and Practice
- COUN 535 Addictions
- COUN 562 Couples Counseling
- COUN 530 Beginning Practicum (fieldwork in a community agency)
- COUN 521 Research in Counseling (first half of the final research project)
- COUN 538 Crisis Intervention & Trauma Treatment
- COUN 560 Appraisal in Counseling
- COUN 590 Advanced Counseling Techniques
- COUN 584 Advanced Practicum
- COUN 597 Final Project (second half of the final research project)

### Matriculation Requirements

Students are informed of advancement through the program in two ways. First, we have information about Advising. Second, we have information about Classification and Advancement to Candidacy. Both of these are under “The Degree Program.”

Program Overview	<h2>Advisement</h2> <p>All successful applicants are initially admitted to the program as conditionally classified graduate students. They are expected to attend an orientation session before classes begin and are encouraged to join the Graduate Counseling Students Association (GCSA).</p> <p>Each student will have various advisors throughout the program. The role of the faculty advisor is to provide information to the student about the educational opportunities within the Department, to address concerns of the student as a whole person and on all issues that impinge upon the student's academic success. Each faculty advisor has a unique style of advising and educating. The advisor is the person to see if students feel confused about University policies, registration procedures, course selection, licensure and career options, or the need to talk confidentially with someone about educational situations. Therefore, students should address all personal and Departmental concerns to their assigned advisor. Developing a good faculty-advisor-student relationship involves meeting periodically, discuss the student's evolving interests, reviewing the student's academic and experiential background, and exploring the student's short-term and long-term goals. It is the student's responsibility to contact the appropriate advisor to schedule an appointment.</p> <h3>REQUIRED ADVISEMENT</h3> <p>Students are required to meet during their first semester with the New Student Advisor, Leah Brew for completion of their study plan, leading to University designation as a classified student. The Department requires that students take at least six units per semester. Students working full-time are strongly advised against taking more than six units per semester because of the demanding nature of the program; however, students should be aware of time limits for completion of the degree and of the possibility that they may be unable to enroll in a specific course the semester they wish to because of class size limits or other factors. Students are not guaranteed admission to any classes during the program.</p> <p>Beginning in the second semester, David Shepard, the Graduate Advisor will meet with students needing help with scheduling or other issues. Students are required to meet with the Graduate Advisor regarding Advancement to Practicum standing the fall or spring semester prior to taking the first practicum class (COUN 530). Periodically, the study plan should be reviewed and updated to ensure that course sequencing and graduation requirements are being met. Maintaining this study plan form will make further application and petition procedures less time-consuming and should positively impact time to graduation.</p> <p>In the fall or spring semester prior to graduation, students are required to meet with the Advancement to Final Project Advisor, Matt Englar-Carlson for approval to enroll in COUN 597 (Final Project).</p> <p>Students are required to attend the Exit Interview with Mary Read the semester they plan on graduating to understand procedures for graduation and licensure.</p> <p>Students are invited to meet with advisors every semester, especially if they are unable to follow the study plan developed with an advisor.</p>
Ánimo: Latinx Counseling	
Emphasis	
LMFT & LPCC Licensure Info	
Advisement	
Curriculum	
Classification and Advancement to Candidacy	

And Classification and Advancement to Candidacy is here:

Program Overview

Ánimo: Latinx Counseling

Emphasis

LMFT & LPCC Licensure Info

Advisement

Curriculum

Classification and Advancement  
to Candidacy

## Classification and Advancement to Candidacy

Admission into the Department as a conditionally classified student does not guarantee advancement to classified standing. Each student undergoes three comprehensive evaluations: one after the completion of six units to move to classified standing; one prior to taking Practicum in order to Advance to Practicum; and one at the completion of Practicum for Advancement to Final Project.

Advancement to classified standing or to candidacy requires completion of all undergraduate pre-requisites to the program, a 3.0 GPA, a completed Advisement Log demonstrating a meeting with an Advisor, the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, and ethical and professional conduct. A student in classified graduate standing may be declassified if their current academic, personal, and professional development shows a lack of suitability for continued training counseling. (See the "Graduate Regulations" section of the University catalog for details concerning advancement to classified standing or candidacy.)

Advancement to Practicum requires the completion of all pre-requisite courses, a 3.0 GPA, a minimum grade of B in Legal & Ethical Issues in Counseling (COUN 526), a meeting with the Advancement to Practicum advisor, the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, and ethical and professional conduct. A student who has been Advanced to Practicum may be declassified and placed on probation if their current academic, personal, or professional development show a lack of suitability for continued training in counseling.

Advancement to Final Project requires the completion of all courses except what will be taken in the last semester with Final Project (COUN 597), a minimum GPA of 3.0, a meeting with the Advancement to Final Project advisor, and a demonstration of fitness for the profession. Students who are advanced to Final Project will be in their last year of the program and ready for graduation.

### PROBATION

A student will be placed on academic probation if their graduate grade-point average falls below 3.0. A student may also be placed on probation for reasons other than grade-point average; this is known as administrative-academic probation. See the "Graduate Regulations" section of the catalog for details on both forms of probation.

### DISQUALIFICATION

A student will be disqualified from the program at any time if (a) the student receives more than two grades below (B-) (2.7) or (b) the faculty has determined that a student has failed to demonstrate a level of professional competence or fitness commensurate with the standards of the counseling discipline, and that this failure requires removal from the program, rather than placement on administrative-academic probation. See the "Graduate Regulations" section of the catalog for additional details on disqualification.

*Financial Aid Information (this is housed on the financial aid website)*

Office of Financial Aid - Office of Financial Aid

COVID-19 and CSUF Financial Aid

CALIFORNIA STATE UNIVERSITY, FULLERTON

Division of Student Affairs  
Office of Financial Aid

UNDERGRADUATE CREDENTIAL GRADUATE SPECIAL GROUPS SUMMER FORMS & APPEALS CONTACT US

Parent FAQs Consumer Information Disbursement FA Terms & Conditions FAFSA Dream Act Freshmen Guide Transfer Guide CSUF Net Price Calculator

Welcome To CSUF Office Of Financial Aid!

A Message From The Office Of Financial Aid

Dear Titans, in these unprecedented and challenging times, our strength shines through in how we care for each other. As a result of the continued COVID 19 concerns, along with caring for the safety of our staff and students, the Office of Financial Aid is now serving students virtually, with full service availability to meet all of your financial aid needs.

Our Financial Aid Staff are available to you by phone at (657) 278-3125, by email at [financialaid@fullerton.edu](mailto:financialaid@fullerton.edu), or by using our **New Ask Financial Aid Questions** below. Our Financial Aid Counselors are also available for in-depth Financial Aid counseling.

The Office of Financial Aid thanks you for your understanding and patience during this time, and we look forward to hearing from you, Titans. And as always, remember Titans.

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**C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.**

In this section, I have separated out the personnel budget from the non-personnel budget items. The quick answer is that we have been given an adequate budget, meaning we could use more funding for personnel. At the same time, we are given a more generous personnel budget than the other departments within our College. The university's formula to pay for part time faculty members is \$4747 per 3 unit course and our department is funded by the Dean at \$5028, which is the median cost of our current part time faculty members.

*Personnel Budget*

The Department of Counseling is funded appropriately during normal budget years relative to the rest of our HHD College. Our student-to-faculty ratio (SFR) is much lower than the undergraduate programs (which are at about 24-25). The Department of Counseling has an SFR at 13. We are budgeted for 165 Full Time Equivalent Students (FTES) each year; that is one student taking 4 classes or 4 students taking one class. (Note: The undergrad programs FTES is based upon one student take 5 classes.) These numbers provides us with a Full Time Equivalent Faculty (FTEF) of 12.69.

$$\begin{aligned} \text{FTES/SFR} &= \text{FTEF} \\ 165/13 &= 12.69 \end{aligned}$$

Currently we have seven tenure/tenure track faculty members, and we have two full time lecturers, but one of the full time lecturers teaches only undergraduate classes. So, we have eight full time faculty teaching graduate students. This brings the department to 71% of our full time potential. Additionally, our part time faculty are funded at \$5,028/three-unit class. The University funds each part time faculty member at \$4747. The Dean has increased our number since our instructors must have a doctoral level education. However, the actual mean base is \$5271. Consequently, the department has to use creativity to make up the difference \$243/course.

One method to make up the difference is that we teach some undergraduate classes such as COUN 252 Career Development. In addition, we cross list courses with the Human Services (HUSR) undergraduate program to increase our FTES; the departments get paid by the number of students enrolled. There are two such classes: HUSR/COUN 350 Leadership and HUSR/COUN 380 Counseling Theories. For the sections/faculty that are funding by the Counseling Department, we have 90% and HUSR has 10% enrollment. When HUSR funds the section/faculty, then the numbers are reversed. The Human Services Department has been generous to help out the Department of Counseling. The one full time lecturer who teaches only undergraduate classes normally teaches two sections of COUN 350 Leadership (6 units). She also receives release time to be the Admissions Coordinator (9 units). Note: Full time lecturers teach a load of 5/5 or a total of 30 units for fall and spring semesters. Tenured/tenure track faculty (TTF) teach of load of 4/4 or a total of 24 units for fall and spring semesters. The remaining six units for the year for TTF are automatically released for service and writing.

Additional funding is through our University Extension program where students pay full fee, rather than being matriculated through the state supported program. The University Extension program is run through CSUF Extension and International Programs (EIP). Every three years in the spring, we recruit a new cohort. We call this program the “Evening Cohort Program,” and classes are located on the Fullerton campus in the same location as students matriculated through state funding. The difference (other than how they pay tuition) is that they take classes on Mondays and Wednesdays at 7pm, they are required to attend every summer, and they take all classes together as a cohort. We do not allow students to move between programs unless someone from the evening cohort needs to take a leave of absence and cannot continue with the cohort. In these rare instances, they continue to pay through EIP, but attend classes with the students who are matriculated through state funding. This program yields about \$30,000-\$50,000/year to the department, but can only be used for this program. So, some of the Chair salary, Clinical Training Director salary, travel, and other administrative expenses can be charged to this funding source.

Below is a snapshot of our pre-COVID19 personnel budget numbers from our HHD (College) Database.



**COUN Target Overview AY1920**

Select an Academic Year:

AY20-21  
 AY19-20  
 AY18-19

Department: COUN

GO!

Target (annual)							Scheduled		Achieve/Actual (semester)				
FTES	FTEF	SFR	FTF Time Base	PTF Budgeted	GSI		FTES	FTEF	SFR	Part-time\$	Reimbursement\$ (Units)	Balance\$	
165.00	12.69	13.00	9.00	\$214,153.85	\$5,028.00		203.65 (123%)	172.23 (106%)	18.99	\$153,248.40	\$28,482.00 (\$5.00)	\$94,415.45	

Target (annual)							Scheduled		Achieve/Actual (semester)				
FTES	FTEF	SFR	FTF Time Base	PTF Budgeted	Balance (Fall)		FTES	FTEF	SFR	Part-time\$	Reimbursement\$ (Units)	Balance\$	
165.00	12.69	13.00	9.00	\$214,153.85	\$94,415.45		183.20 (111%)	157.37 (95%)	19.50	\$115,818.00	\$9,494.00 (\$6.00)	(\$11,908.55)	

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Post-COVID19, most numbers have changed. The state provided 10% less to all 23 campuses within the CSU (due to anticipated tax revenue losses) for 2020-2021, and the University has additional shortfalls due to teaching remotely (losses in parking revenues, dorms, and food purchases; increased expenses for the university in renting laptops, MyFi for internet access, and more IT staff to help with remote instruction).

For AY 2020-2021, we had to make a 10% reduction, and it worked well for us this AY. Students did not want to start their clinical experience, so we did not have the usual 5 sections of practicum, reducing the number of part time instructors we needed to hire. We also gave up GA/TA/RA positions for students and gave up any stipends for additional work.

For AY 2021-2022, we will return to our normal budget, but the Dean's office has asked us to explore ways in which we can reduce our budget going forward. Currently, only one change has been made to remove a single release time for advising.

### Non-Personnel Budget

Our non-personnel budget is sufficient for our small department. Below is from AY 2019-2020:

- OE Budget \$10,000 – this takes care of long distance charges, office supplies, etc.
- Miscellaneous Course Fees (collected from students) \$5000 – this pays for testing supplies, play therapy toys, or any other classroom related materials.
- Travel \$7000 – we are provided \$1000 per tenure/tenure track faculty member. We share this with our full time lecturer who teaches in the graduate program to support their presentations at conferences. Money from our EIP evening cohort program supplements travel for all full time faculty who attend a conference each year.

For AY 2020-2021, we made budget cuts to address the shortfalls. For AY 2020-2021, miscellaneous course fees remain the same but we had cuts in the other two areas:

- OE Budget - we only received an OE Budget of \$5000 since we are not on campus using those resources.

- Travel was \$1000 in total to pay for no more than \$500 for one conference registration per each of our two faculty members who are seeking promotion (one currently at Associate's level, and the other currently at Assistant level).

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**D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.**

The Department of Counseling has its own budget, and no additional funding is given to departments specifically for graduate assistants (GAs), research assistants (RAs), or student assistants (SAs). This document will refer to all of these positions as GAs henceforth. There are some options for obtaining funding for GAs. First, the Department can increase class sizes to reduce the number of part time faculty required to be hired to make room for GAs, but then we do not meet our SFR requirements for CACREP.

Second, the College has recently offered research funding to help support GAs (among other things), and faculty must apply for these. I do not know how competitive these are, but a few of our faculty have applied for and won these awards. Third, if we can justify some of the funds will support our EIP evening cohort program, we can use some of those funds to pay for GAs. This has been our most frequent method to support a few GA positions. With the new budget cuts due to COVID for 2020-2021, funding for GAs was cut. Below is a sample of what has been funded in the past few years:

- For AY 2019-2020, we supported one student using EIP funds who helped a faculty member re-conceptualize and modify COUN 523 Counseling and Culture class. The faculty member was the lead for the class and shared the changes with part time instructors who modified their classes as well. [See Line 50 on the Budget Report.](#)
- For AY 2018-2019, we supported one student to support a faculty research project. The funding came from the College; the faculty member applied for it and was awarded this amount. [See Line 35 and 95 of the Budget Report.](#)
- For AY 2017-2018, we supported two students to support a faculty research project. Some funds came from the College where the faculty member applied for it. Some funds were supported by the Department. [See Lines 8, 38, and 99 of the Budget Report.](#)

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**E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.**

The Dean of the College of Health and Human Development (HHD) distributes the budget to each Department, and she has historically set the travel budget at \$1000/TTF (tenure/tenure track) faculty member in normal budget years. Of course, this budget was drastically reduced due to COVID, as noted above, to \$500/faculty member/year only for faculty members who were seeking promotion and who presented at a conference. The HHD Chairs Leadership Council (CLC – the Chairs and one Director of our College) made this decision with the Dean as a way to support faculty seeking promotion, and the CLC assumed that conferences would be held remotely.

The standard teaching load within CSUF is 5/5 (five classes in fall, five classes in spring). However, TTF faculty are assigned a 4/4 load with the assumption that one release time is given each semester for faculty to participate in professional activities, scholarly activities, and service to the profession; this is calculated to be 8 hours per week with the assumption that all other service and teaching responsibilities require 32 hours per week.

Release times are provided for heavy service requirements such as intensive advising roles (3 units/semester for three different advisors), the Clinical Training Director (9 units/semester), the Admissions Coordinator (3 units/semester), the Assessment Coordinator (3 units/semester), and the Department Chair (6 units/semester). Our full time lecturer who teaches only at the undergraduate level gets release time for Admissions Advising (9 units/semester).

Below is a sample of our workload report from our HHD Database for fall 2019 and then another picture from spring 2020 (pre-COVID). Please note that 12 units/semester is in the final column for all full time (FT) faculty, except the FT Lecturers whose load is 15 units/semester.

- The “Class” column refers to the number of units they are teaching; each class is 3 units.
- The “AT Dept” column refers to the number of units the Department is supporting.
- The “AT Campus” column refers to reimbursement from the campus (e.g., for fall 2019: Eric Price received 3 units of release time after being awarded a campus Jr/Sr Grant; and Rebekah Smart was awarded sabbatical).

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

COUN Faculty Workload Fall 2019

Class Schedule Assigned Time Faculty Workload

Select a Semester:  
 Fall 2021  
 Spring 2021  
 Fall 2020  
 Spring 2020  
 Fall 2019

Export Faculty Workload in Excel

Name	Status	Rank	Class	AT Dept	AT College	AT Campus	AT External	Total Units	
Eric Price	FT	Assistant	9	3				12	Details
Olga Mejia	FT	Associate	9	3				12	Details
Leah Brew	FT	Full	6	6				12	Details
Joseph Cervantes	FT	Full	12					12	Details
Matt Englar-Carlson	FT	Full	9	3				12	Details
David Shepard	FT	Full	6	6				12	Details
Rebekah Smart	FT	Full	0			12		12	Details
Mary Read	FT	Lecturer	6	9				15	Details
Ginamarie Scherzi	FT	Lecturer	6	9				15	Details
Cheryl Crippen	PT		12					12	Details
Jacquelyn Gerali	PT		3					3	Details
Michelle Gottlieb	PT		6					6	Details
David Hart	PT		6					6	Details
Alina Hernandez	PT		10					10	Details
Julie Lee	PT		6					6	Details
Lea Beth Lewis	PT		3					3	Details
Nancy Nguyen	PT		15					15	Details
Thuy Nguyen	PT		6					6	Details
Maryam Sayyedi	PT		6					6	Details
Debra Stout	PT		15					15	Details

And below is the HHD Database Workload Report for Spring 2020:

COUN Faculty Workload Spring 2020

Class Schedule Assigned Time Faculty Workload

Select a Semester:  
 Fall 2021  
 Spring 2021  
 Fall 2020  
 Spring 2020  
 Fall 2019

Export Faculty Workload in Excel

Name	Status	Rank	Class	AT Dept	AT College	AT Campus	AT External	Total Units	
Eric Price	FT	Assistant	9	3				12	Details
Olga Mejia	FT	Associate	10	2				12	Details
Leah Brew	FT	Full	6	6				12	Details
Joseph Cervantes	FT	Full	12					12	Details
Matt Englar-Carlson	FT	Full	3	3		6		12	Details
David Shepard	FT	Full	6	6				12	Details
Rebekah Smart	FT	Full	9	3				12	Details
Mary Read	FT	Lecturer	6	9				15	Details
Ginamarie Scherzi	FT	Lecturer	6	9				15	Details
Cheryl Crippen	PT		9					9	Details
Jacquelyn Gerali	PT		3					3	Details
Michelle Gottlieb	PT		6					6	Details
David Hart	PT		6					6	Details
Julie Lee	PT		3					3	Details
Lea Beth Lewis	PT		3					3	Details
Nancy Nguyen	PT		6					6	Details
Thuy Nguyen	PT		6					6	Details
Maryam Sayyedi	PT		6					6	Details
Debra Stout	PT		15					15	Details

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**F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.**

CSUF provides scholarly (and teaching) resources to all faculty through our Faculty Development Center. Within this website, faculty are able to find support for scholarly inquiry and research activities.

Below are five different types of support:

- Workshops and faculty learning communities on research, writing, presenting, and funding work;
- Group consultations and workshops for a department;
- Individual assistance on writing, research and scholarly productivity;
- Help finding faculty partners for collaborate research ; and
- Graphic design and printing services in support of faculty scholarly and creative activity.

The screenshot shows the website for the Faculty Development Center at California State University, Fullerton. The page is titled 'Scholarly and Creative Activities' and features a navigation menu with options like 'FDC SUPPORT', 'TEACHING', 'SCHOLARLY & CREATIVE ACTIVITY', 'SERVICE', 'DIVERSITY', 'AWARDS', 'ABOUT', and 'CERTIFICATES'. A sidebar on the left lists categories: 'Grants', 'Research', 'Writing, Presenting, and Publishing', and 'Graphic Resources'. The main content area is titled 'Overview of Support' and states: 'The FDC offers numerous resources to support faculty scholarly and creative activity. These include:'. Below this text is a vertical list of five items, each in a box connected to a central vertical line with a circle at the top and bottom:

- workshops and faculty learning communities on research, writing, presenting, and funding your work
- group consultations and workshops conducted in your department
- individual consultations and assistance on writing, research, and scholarly productivity
- help finding faculty partners for collaborative research
- graphic design and printing services in support of faculty scholarly and creative activity

At the bottom of the page, there is a section titled 'CSU RESOURCES TO REVIEW' with a partial image of a person's head visible on the right.

In addition, our College of Health and Human Development (HHD) provides funding support for faculty to conduct research:

There are five different resources from HHD:

- Research support program (RSP) – small grants (up to \$1500) to support purchasing software, hiring students, or other needs
- Achieving successful proposals in research (ASPIRE) – one course release time to help support writing a large external grant

- Faculty external award support program (FEASP) – one course release time to help manage a large external grant
- Statistical and research design support – one-on-one consultation to help faculty with research
- Redistribution of indirect costs – utilization of some of the costs required by the institution to be returned back to the faculty member, department or college for research related activities.

CALIFORNIA STATE UNIVERSITY, FULLERTON • A-Z Index Search

College of Health and Human Development SITE • CSUF

ABOUT US ACADEMICS FACULTY RESEARCH & SCHOLARSHIP CENTERS/INSTITUTES FACULTY & STAFF

Support the College # Future Students Student Success Community Engagement Scholarships # Alumni # Lab Reservations

Faculty Research & Scholarship  
HHD Expertise Resource #  
**Faculty Research Support Programs and Initiatives**  
HHD Lunch & Learn Series  
Applying for Grants

## Faculty Research Support Programs and Initiatives

The following programs and initiatives aim to support the research and scholarly activity of our faculty. We welcome feedback on how we can improve our programs and make these resources better serve faculty needs. Email HHD Sr. Research Development Officer, Dr. Lisa Lopez, with questions or feedback about any of these programs or initiatives, [lisalopez@fullerton.edu](mailto:lisalopez@fullerton.edu)

- ▶ **Research Support Program (RSP)**
- ▶ **Achieving Successful Proposals in Research (ASPIRE)**
- ▶ **Faculty External Award Support Program (FEASP)**
- ▶ **Statistical and Research Design Support**
- ▶ **Redistribution of Indirect Costs**

CSUF also has library resources for all faculty and students and many of the resources are offered electronically. The library has laptops and space to work. The CSU system (23 campuses) shares electronic and paper resources. Below is a snapshot of the top of the Pollok Library's homepage:

Updates on Library Services and Resources

CALIFORNIA STATE UNIVERSITY, FULLERTON • A-Z Index Search

Pollak Library

DATABASES GUIDES BOOKS / MEDIA GET HELP

Services Visiting About My Library Hours 01-21-2021 8 a - 5 p

OneSearch ADVANCED SEARCH

Check out AVON, one of our newest databases!

ACADEMIC VIDEO ONLINE Over 66,000 titles! Documentaries, films, and more

1 2 3 4 5 6

[Return to Table of Contents](#)

**G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.**

CSUF has the Division of Information Technology (IT). IT is responsible for the distribution, maintenance and help with desktops, laptops, and iPads (see Help Desk info below on right). All full time faculty are provided with laptops and iPads. IT provides free software packages to faculty and students. They also provide technology help to students. During COVID, they distributed laptops to students along with MiFi boxes for students (or faculty) who did not have WiFi access at home.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Division of Information Technology

ABOUT IT SERVICES SOFTWARE EVENTS & PROJECTS IT STRATEGIC PLAN PASSWORD POLICY

**TITANS TOGETHER**  
Striving for Justice, Equity and Inclusion

**IT COVID-19**

**ANNOUNCEMENTS**

- 01/20/2021 New Software – NVivo
- 01/11/2021 O365 Login will Require DUO 2FA
- 01/11/2021 Faculty Student Success Dashboard (FSSD) New Features
- 12/17/2020 External Emails
- 12/15/2020 Working from Home Security
- 12/11/2020 TITANium System Status

**STUDENT SERVICES**

- student password policy
- software
- help desk

all student services

**FACULTY & STAFF SERVICES**

- faculty/staff password policy
- email
- dropbox
- IT Purchasing

**Contact Us**

Student IT Help Desk:  
(657) 278-8888

Faculty / Staff IT Help Desk:  
(657) 278-7777

**Service Status**

- Campus Website
- Canvas
- Email (Faculty/Staff)
- Portal
- Telephone Services
- Titan Online
- TitanCard
- Titanium
- Wired Network
- Wireless Network

Normal Maintenance Degraded Outage

**Help Desk**

### Learning Management System

IT provide resources for our learning management systems (LMS). In 2020-2021, we had the option to transition from a Moodle LMS platform (we called TITANium) to a Canvas LMS platform. Some faculty were early adopters in summer 2020, and faculty had the choice when in the year they wanted to transition. All faculty were required to transition by summer 2021. IT has moved all class information from TITANium to Canvas to make the transition easier.

### Classroom Hardware & Software

IT maintains the hardware & software in the classrooms. Each room has a Windows computer, DVD player, and projector/screen.

In addition, the Department of Counseling has a small lab with a control room holding TV screens and DVD players for each of the six small rooms so students can record sessions. The rooms all have bug-in-the-ear technology as well. Instructors use this control room to provide supervision in skills-based classes. These rooms are supported by our HHD College IT staff, who report directly to the Division of Information Technology and our Dean.



## Research Software

























IT provides many different research software packages, such as NVivo and SPSS. The below list includes some of what they currently provide because the full list is voluminous. However, IT provides support on purchasing any research software that is not already available for our faculty.

Search Table:

Logo	Software Title	Helpdesk	Get Online	At-Home Allowed	Cloud Based Software / Storage
	Adobe Creative Cloud				
	Adobe Sign				
	Autodesk				
	AWS Educate				
	Beyond Compare				




























Division of Information Technology

ABOUT IT SERVICES TITANWARE SOFTWARE EVENTS & PROJECTS IT STRATEGIC PLAN

	NVivo				
	Office 365				
	PitchVantage				
	Proctorio				
	Qualtrics				
	Rguroo				
	SAS				
	Skype for Business				
	Slack Enterprise				

Division of Information Technology

ABOUT IT SERVICES TITANWARE SOFTWARE EVENTS & PROJECTS IT STRATEGIC PLAN

	SAS				
	Skype for Business				
	Slack Enterprise				
	Snagit				
	SolidWorks				
	SPSS				
	Tableau				
	VoiceThread				
	Windows 10				
	Zoom				

[Return to Table of Contents](#)

**H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.**

CSUF has Counseling and Psychological Services (CAPS) to provide psychotherapy for students who need support. Below are two screenshots so you can see the essential parts of the homepage.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Student Wellness  
**Counseling & Psychological Services**

COVID-19 RESPONSE SERVICES RESOURCES OUTREACH REQUESTS TRAINING PROGRAM MEET THE STAFF

Contact Us / Make an Appointment Health Services TitanWell SHAC Advocacy You@Fullerton

## Welcome to Counseling & Psychological Services

Counseling and Psychological Services (CAPS) provides a variety of clinical services designed to meet the many different concerns experienced by CSUF students. The clinical needs of students range from normative developmental changes to more serious emerging or on-going mental health concerns; from a disrupting life event to a life-threatening crisis; or from supportive counseling and psychoeducation to ongoing psychotherapy. Our licensed clinical staff is specifically trained in college student mental health therapeutic approaches and committed to providing professional services that meet the specific needs of undergraduate and graduate students. CAPS takes pride in being an agency that operates from multicultural, multidisciplinary, and multi-theoretical perspectives. Our clinical staff and trainees represent a wide range of individual and social identities and experiences; are a combination of Licensed Psychologists, Licensed Marriage and Family Therapists, Licensed Professional Clinical Counselors, Certified Life Coach, Board Certified Psychiatrist, Psychiatric Nurse Practitioner, and Licensed Clinical Social Workers; and have training in numerous treatment modalities and theoretical perspectives. This rich diversity in people and practice provides opportunities for CSUF students to connect with a clinician and receive treatment in a manner that is a fit for both the person and their clinical need.

**Dear Titans,**

We have been following the news closely and we know that many of you have as well. We want you to know that we at Counseling & Psychological Services (CAPS) are devastated and our hearts break while we watch the anti-Black violence occur across our country. We also want you to know that we are here for you. CAPS is here to listen, to be supportive, and to help you process your grief, trauma, anger and any other type of reaction or emotion that you might be experiencing.



CAPS' is encouraging any student to reach out for services. We are currently operating virtually but are available 24/7 by phone (657-278-3040) for a student to speak with a crisis counselor. Students can also call the front desk at 657-278-3040 to schedule an appointment with a therapist that can be conducted through Zoom. Students also have access to YOU@Fullerton ([you.fullerton.edu](mailto:you.fullerton.edu)) where they can access a wealth of mental health resources.

Sincerely,  
 CAPS Staff

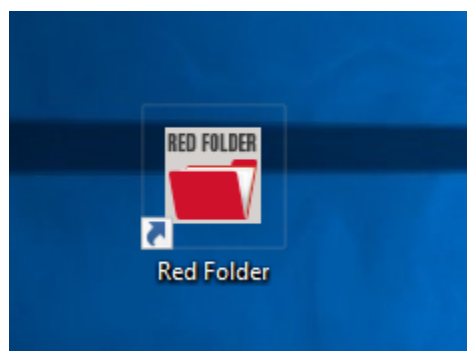
At Cal State Fullerton Counseling & Psychological Services, we are committed to providing a safe space for addressing ethnic, cultural, gender, sexual orientation, ability, and other factors that impact our students' abilities to thrive, succeed, and matter, with a particular focus on how these factors impact our students' educational experiences and relationships. We value and prioritize our students, staff, and faculty from all backgrounds and walks of life.

<p><b>SERVICES</b></p>  <p>Find out what services we offer.</p>	<p><b>WELLNESS PROGRAMS</b></p>  <p>Feeling stressed? Need a boost of energy or confidence? Check out our latest wellness programs.</p>	<p><b>MAKE AN APPOINTMENT</b></p>  <p>Want to talk to a counselor? Call (657) 278-3040 to set up an appointment.</p>
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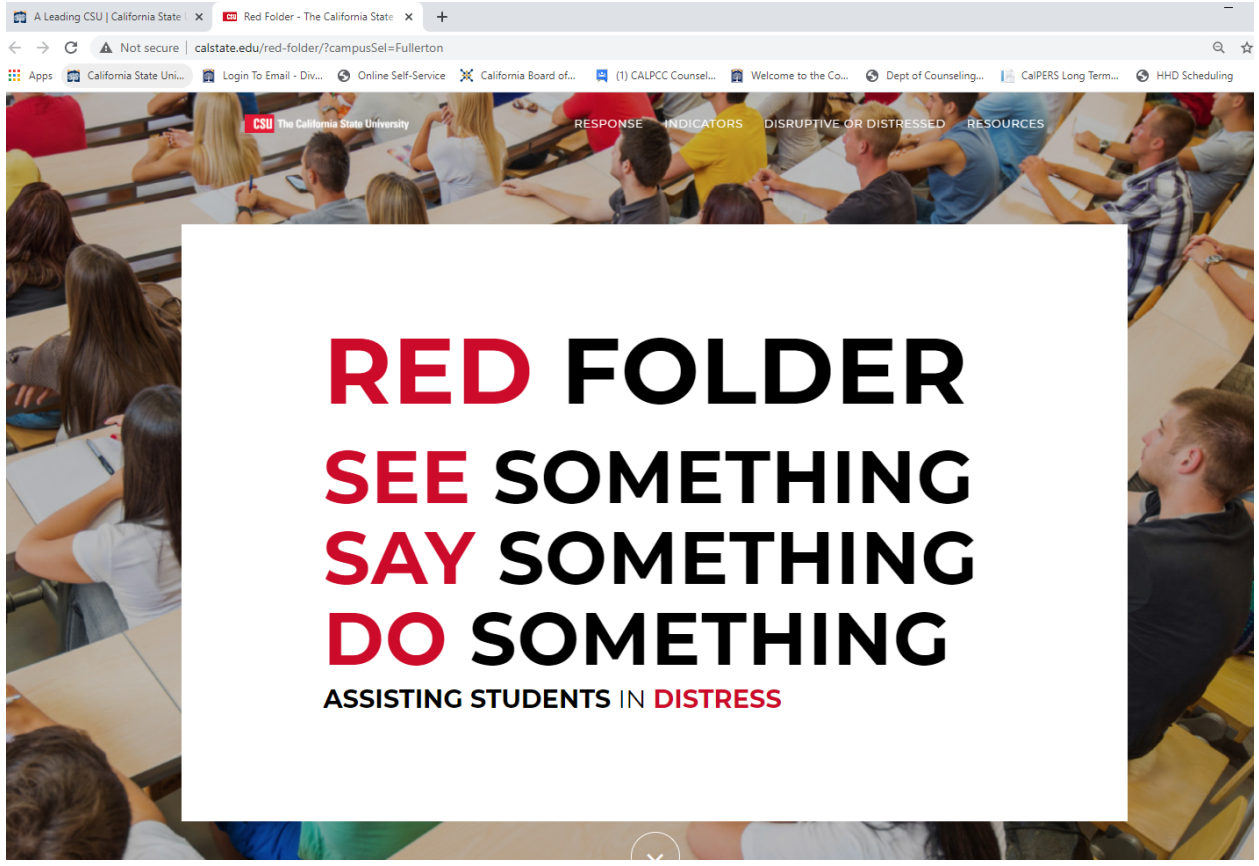
Phone (657) 278-3040 | Location Student Wellness (SHCC-East)

 <p>CALIFORNIA STATE UNIVERSITY <b>FULLERTON</b></p>	<p>This site is maintained by <a href="#">Student Wellness</a>. Last Published 1/5/21 To report problems or comments with this site, please contact <a href="mailto:hcwebmaster@fullerton.edu">hcwebmaster@fullerton.edu</a>. © California State University, Fullerton. All Rights Reserved.</p>	
<p><b>WEB ACCESSIBILITY</b> CSUF is committed to ensuring equal accessibility to our users. Let us know about any accessibility problems you encounter using this website. We'll do our best to improve things and get you the information you need.</p>		
<p>Resources: <a href="#">Adobe Reader</a>   <a href="#">Microsoft Viewers</a>   <a href="#">Report An ATI Issue</a>   <a href="#">Accessible @ CSUF</a></p>		
<p>Version_4.3.9</p>		

CSUF also has something called the “Red Folder” that contains information for faculty to use if they have a student of concern. This folder of resources is located on every faculty member’s desktop and is for faculty to report students who may be at risk for harming themselves or others but who are not willing or able to receive counseling from CAPS or other resources. This is what it looks like:



When opened, faculty can find resources. Below is part of the homepage to Red Folder:



RESPONSE PROTOCOL	
Use this table to determine whom to contact when faced with a distressed or distressing student.	
Situation	Contact
<b>Situation</b> The student's conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self-harm behavior.	<b>Contact</b> Call 911 or Campus Police.
<b>Situation</b> The student shows signs of distress but I am unsure how serious it is. My interaction has left me feeling uneasy and/or really concerned about the student.	<b>Contact</b> Dean of Students (657) 278-3211
<b>Situation</b> I'm not concerned for the student's immediate safety, but he or she is having significant academic and/or personal issues and could use some support or additional resources.	<b>Contact</b> Refer students to an appropriate campus resource.

Finally, our College of HHD established Tuffy's Basic Needs, which is a website and a brick and mortar location on campus to help students who are experiencing hardships. The University took responsibility for it, and now this resource supports all students on campus.

Division of Student Affairs  
**Dean of Students**

ABOUT US   CARE SERVICES   STUDENT CONDUCT   **TUFFY'S BASIC NEEDS SERVICES**

[Clery Act](#)   [COVID-19 Resources](#)   [Dean's Certification](#)   [Required Notices](#)   [Virtual Workshops](#)

Services and Eligibility

---

Frequently Asked Questions

---

Submit a Request

---

COVID-19 Resources

---

Other Resources

---

Programs and Events

---

Partnerships

---

Donate

---

Contact Us

---

**GIVE**

*As with the rest of the University, our office is working virtually. While not physically present, Tuffy's Basic Needs Services Center staff are supporting students through alternative virtual means. To meet with a staff member, submit a [Tuffy's Basic Needs Services Request Form](#) or email [basicneeds@fullerton.edu](mailto:basicneeds@fullerton.edu).*

## Tuffy's Basic Needs Services

Tuffy's Basic Needs Services Center identifies and serves students who are experiencing an unforeseen hardship, emergency, crisis, or catastrophic life event.

The resources offered by this comprehensive endeavor are designed to promote wellness and enable students to complete their education at California State University, Fullerton. Established in 2017, this is a campus-wide initiative that is coordinated by the CSUF Dean of Students Office and supports The California State University Basic Needs Initiative®. Tuffy's Basic Needs Services Center, which holds many of the donated products, is located in McCarthy Hall 143.

**Hours of Operation:** Monday through Friday, 8 a.m. to 5 p.m.

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### GOALS

- To provide CSUF students with support via food, short-term housing, hygiene products, clothing and emergency grant funds.
- To provide students with ongoing guidance and assistance through both on-campus resources and off-campus community social services.

[Return to Table of Contents](#)

**I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.**

*At the University:*

As noted above in [Section I.G.](#), the university provides technology in each of our classrooms including a computer with DVD, a projector and screen for traditional instruction.

In addition, the Department of Counseling has a small lab with a control room holding TV screens and DVD players for each of the six small rooms so students can record sessions; one of these rooms is a group room with 10 chairs. The rooms all have bug-in-the-ear technology as well. Instructors use this control room to provide supervision in skills-based classes. These rooms are supported by our HHD College IT staff, who report directly to the Division of Information Technology and our Dean.

Below is a picture of one wall of the control room. There are 2 other walls with the same set up. Play therapy bags/toys are on the 4th wall.



Below is a picture of one of the small session rooms:



### *At External Agencies*

In the first semester, students are asked to purchase recording hardware for their practicum and internship experiences. They work at external agencies and are provided with session rooms. Each agency also has a waiting area and some other meeting room(s) for group supervision.

Pre-COVID, students brought their recording devices to class for supervision and evaluation. We used the classroom equipment to review sessions.

Currently with COVID, students use the HIPAA/FERPA compliant version of Zoom for classes, and they share their screen to show videos. We do not record Zoom classes. In both cases, students are asked to delete their videos immediately after they have been evaluated and reviewed, or at the very latest, at the end of the semester.

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## THE ACADEMIC UNIT

**J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.**

The Department of Counseling offers a Master's degree in Counseling with an emphasis in Clinical Mental Health Counseling. We prepare students for the California Licensed Professional Clinical Counselor and Licensed Marriage and Family Therapist credentials. We offer 63 units of required courses, and by completing the degree program, students are able to apply for both types of licenses.

The top section that describes the program can be seen below:

CALIFORNIA STATE UNIVERSITY, FULLERTON • A-Z Index  Search

College of Health and Human Development [SITE](#) [CSUF](#)

**Counseling**

[ABOUT US](#) [DEGREE PROGRAM](#) [ADMISSIONS](#) [CURRENT STUDENTS](#) [ACCREDITATION](#) [ALUMNI](#)

[Center for Boys & Men](#) [Support the Department](#)

[Program Overview](#)

[Ánimo: Latinx Counseling Emphasis](#)

[LMFT & LPCC Licensure Info](#)

[Advisement](#)

[Curriculum](#)

[Classification and Advancement to Candidacy](#)

## Degree Program

### ABOUT THE PROGRAM

The Department of Counseling offers a Master of Science in Counseling, with an emphasis in clinical mental health settings. Our program is approved by the California State Board of Behavioral Sciences (BBS) to meet all of the educational requirements preparing students for state licensure as Licensed Marriage and Family Therapists (LMFT) and as Licensed Professional Clinical Counselors (LPCC). We are also nationally accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Our emphasis is on the training of clinicians who can serve the needs of individuals and families in their communities. We train students to provide evidence-based brief and long-term counseling while maintaining professional identities as counselors and marriage and family therapists.

The program strongly emphasizes a multicultural perspective. We prepare counselors who will be sensitive to the diverse ethnic and religious heritages, lifestyles and special needs of individuals and families. Both our student body and our faculty encompass a wide range of backgrounds and values.

Each year, we accept approximately 60 students to our M.S. in Counseling Traditional Program and every three years, we accept approximately 24 students to our M.S. in Counseling Evening Cohort. For the 2014-2015 academic year, we had 68 students graduate from the Fullerton campus. Annually we typically graduate 60 students. In the past year, our completion rate was 94% and the LMFT exam pass rate was 66% and 80% for the written and clinical vignette exams, respectively. About 79% of our alumni who respond to our annual survey find employment in the mental health field after graduation.

Our theoretical orientation is grounded in humanistic, relational, and integrative principles. This means that we are respectful of different counseling philosophies, flexible in our approaches depending on client and student needs, and united in our belief that relationships remain at the core of all helping encounters. We also believe that counselors can best help people by understanding the relationship of emotional distress to family dynamics and to the social and cultural contexts that shape our lives.

Note: The CSUF Clinical Mental Health Counseling M.S. program in the College of Health and Human Development is distinct and different from another CSUF program, The CSUF Clinical Psychology M.S. program in the College of Humanities and Social Sciences.

Facts about our program on the same page.

### IMPORTANT FACTS ABOUT OUR PROGRAM

- We offer a 63-unit program, which can be completed in as little as three years and up to five years, depending on the pace chosen by the student. Students needing to complete their prerequisites in their first semester may require a minimum of 3 ½ years.
- Fall and Spring classes meet once a week in late afternoons and evenings. Some daytime classes are available for students who prefer this time period. Summer classes meet twice a week.
- We encourage students to go through the program at a pace that fits with their family and work needs.
- Our program maintains strong links to community non-profit organizations throughout Southern California.
- Our students begin working as therapists in non-profit community agencies by their third or fourth semesters.
- Our graduates work in schools, community agencies, hospitals, government agencies, businesses and in private practice.

The curriculum on the Department website:

CALIFORNIA STATE UNIVERSITY, FULLERTON · A-Z Index

College of Health and Human Development

**Counseling**

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men Support the Department

Program Overview

Ánimo: Latinx Counseling

Emphasis

LMFT & LPCC Licensure Info

Advisement

**Curriculum**

Classification and Advancement to Candidacy

## The Curriculum

The Curriculum consists of 63 units. Students go at their own pace and graduate from the program in three to five years. All students meet with their advisors throughout the program and can make adjustments to their study plan as needed.

- COUN 500 The Counseling Profession
- COUN 511 Pre-Practicum (basic counseling skills)
- COUN 518 Human Development & Functioning
- COUN 502 Career Counseling
- COUN 520 Modes of Individual Counseling
- COUN 522 Diagnosis and Treatment Planning
- COUN 523 Counseling & Culture
- COUN 524 Child & Adolescent Counseling
- COUN 525 Psychopharmacology
- COUN 526 Professional Ethics & Legal Issues in Counseling
- COUN 527 Systems of Family Counseling
- COUN 528 Groups: Process and Practice
- COUN 535 Addictions
- COUN 562 Couples Counseling
- COUN 530 Beginning Practicum (fieldwork in a community agency)
- COUN 521 Research in Counseling (first half of the final research project)
- COUN 538 Crisis Intervention & Trauma Treatment
- COUN 560 Appraisal in Counseling
- COUN 590 Advanced Counseling Techniques
- COUN 584 Advanced Practicum
- COUN 597 Final Project (second half of the final research project)

The Catalog (the bottom of the page which shows required courses):

---

## Required Courses

---

- [COUN 500 - The Counseling Profession \(3\)](#)
- [COUN 502 - Career and Lifestyle Development \(3\)](#)
- [COUN 511A - Pre-Practicum \(3\)](#)
- [COUN 518 - Human Development and Functioning \(3\)](#)
- [COUN 520 - Modes of Individual Counseling \(3\)](#)
- [COUN 521 - Research in Counseling \(3\)](#) (first half of the final research project)
- [COUN 522A - Diagnosis and Treatment Planning \(3\)](#)
- [COUN 523 - Counseling and Culture \(3\)](#)
- [COUN 524 - Child and Adolescent Counseling \(3\)](#)
- [COUN 525 - Psychopharmacology for Counselors \(3\)](#)
- [COUN 526 - Professional, Ethical and Legal Issues in Counseling \(3\)](#)
- [COUN 527A - Systems of Family Counseling \(3\)](#)
- [COUN 528 - Groups: Process and Practice \(3\)](#)
- [COUN 530A - Practicum \(3\)](#) (fieldwork in a community agency)
- [COUN 535 - Addictions Counseling \(3\)](#)
- [COUN 538 - Crisis Intervention and Trauma Treatment \(3\)](#)
- [COUN 560 - Appraisal in Counseling \(3\)](#)
- [COUN 562 - Counseling Couples \(3\)](#)
- [COUN 584A - Advanced Practicum \(3\)](#)
- [COUN 590 - Advanced Counseling Techniques \(1-3\)](#)
- [COUN 597 - Project \(3\)](#) (second half of the final research project)

## Total (63 units)

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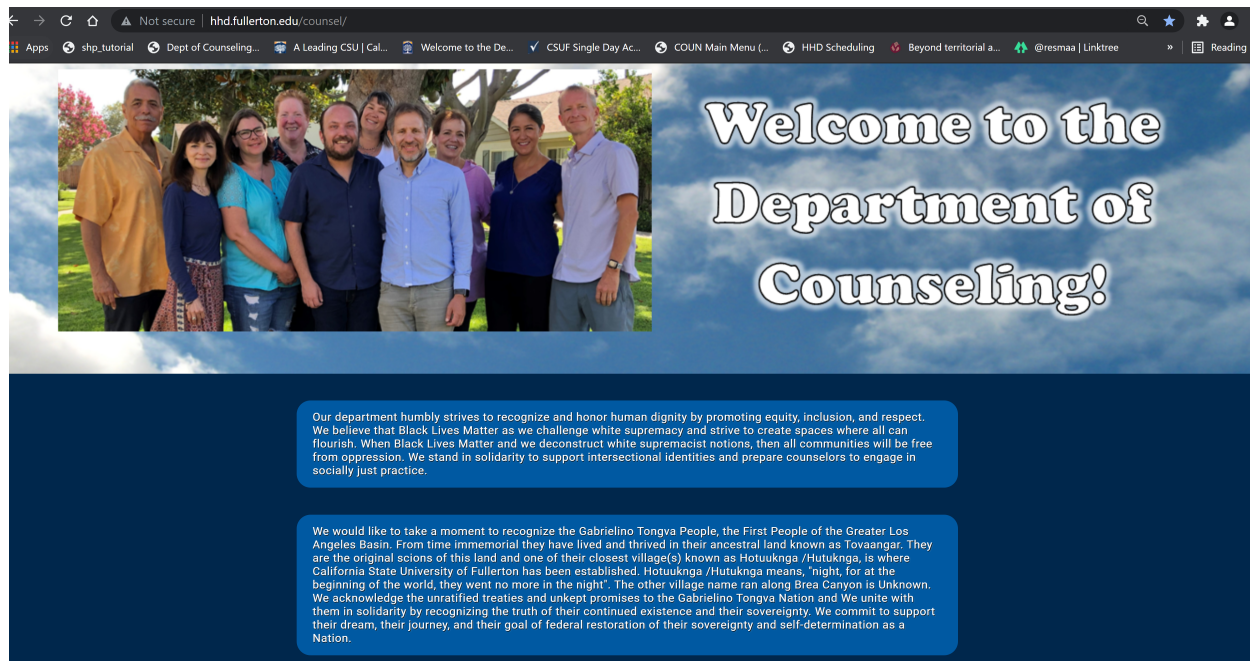
Return to: [College of Health and Human Development](#)

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**K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

The Department of Counseling continuously and systematically attracts, enrolls, and retains a diverse group of students to create and support an inclusive learning community. This starts with our homepage where we have added a diversity statement and a land acknowledgement statement. The first blue box includes our diversity statement, and the second is our land acknowledgement written by the Tongva Nation Tribal Council.
































The screenshot shows a web browser window with the URL [hhd.fullerton.edu/counsel/](http://hhd.fullerton.edu/counsel/). The page features a large group photo of the department staff on the left and the text "Welcome to the Department of Counseling!" on the right. Below the photo are two blue boxes containing text:

Our department humbly strives to recognize and honor human dignity by promoting equity, inclusion, and respect. We believe that Black Lives Matter as we challenge white supremacy and strive to create spaces where all can flourish. When Black Lives Matter and we deconstruct white supremacist notions, then all communities will be free from oppression. We stand in solidarity to support intersectional identities and prepare counselors to engage in socially just practice.

We would like to take a moment to recognize the Gabriolino Tongva People, the First People of the Greater Los Angeles Basin. From time immemorial they have lived and thrived in their ancestral land known as Tovaangar. They are the original scions of this land and one of their closest village(s) known as Hotuuknga /Hutuknga, is where California State University of Fullerton has been established. Hotuuknga /Hutuknga means, "night, for at the beginning of the world, they went no more in the night". The other village name run along Brea Canyon is Unknown. We acknowledge the unratified treaties and unkept promises to the Gabriolino Tongva Nation and We unite with them in solidarity by recognizing the truth of their continued existence and their sovereignty. We commit to support their dream, their journey, and their goal of federal restoration of their sovereignty and self-determination as a Nation.

CSUF sits in a very diverse county, so that recruiting diverse students is easy relative to areas that are more homogenous. However, like many graduate programs, we would like to reflect the county slightly better. Below are some statistics that compare our county statistics with the student population within our University and our Department.

Orange County, CA is racially diverse.

 Population estimates, July 1, 2019, (V2019)	3,175,692
<b>PEOPLE</b>	
<b>Population</b>	
 Population estimates, July 1, 2019, (V2019)	3,175,692
 Population estimates base, April 1, 2010, (V2019)	3,008,989
 Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019)	5.5%
 Population, Census, April 1, 2010	3,010,232
<b>Age and Sex</b>	
 Persons under 5 years, percent	 5.8%
 Persons under 18 years, percent	 21.7%
 Persons 65 years and over, percent	 15.3%
 Female persons, percent	 50.7%
<b>Race and Hispanic Origin</b>	
 White alone, percent	 71.1%
 Black or African American alone, percent (a)	 2.1%
 American Indian and Alaska Native alone, percent (a)	 1.0%
 Asian alone, percent (a)	 21.7%
 Native Hawaiian and Other Pacific Islander alone, percent (a)	 0.4%
 Two or More Races, percent	 3.6%
 Hispanic or Latino, percent (b)	 34.0%
 White alone, not Hispanic or Latino, percent	 39.8%
<b>Population Characteristics</b>	

CSUF also reflects that diversity, especially as a Hispanic Serving Institution (HSI).

### Student Demographics

**41,408** enrolled in fall 2020 (58.5% female)

Average age of students: **23 years**

International students from **72 nations** / total **1,266** (fall 2020)

### Ethnic Distribution (fall 2020)

Native American	.1%
Asian	<b>20.7%</b>
Black/African-American	<b>2.1%</b>
Hispanic/Latinx	<b>46.2%</b>
Multi-Race	<b>3.7%</b>
Pacific Islander	.2%
White	<b>18.5%</b>
Unknown	<b>2.7%</b>
International	<b>3.1%*</b>

\*Ethnicity data unavailable for international students.

The Department of Counseling, despite being a graduate program, reflects diversity as well. Below is a picture from the annual report we provide each year.

	Women	Men	Total
American Indian,	1	0	1
Black	6	0	6
Hispanic	61	9	70
Asian	21	5	26
White	52	15	67
Unknown	1	1	2
International	7	0	7
Multiracial	4	2	6
<b>Total</b>	<b>153</b>	<b>32</b>	<b>185</b>

Below is a chart consolidating the numbers:

Race	Department %	University %	County %
Native American	0.54	.1	1.0
African American/ Black	3.0	2.1	2.1
Latinx/Hispanic	37.8	46.2	34.0
Asian/Pacific Islander	14.0	20.9	21.7
White	36.2	18.5	39.8
Multiracial	3.0	3.7	3.6
International	3.7	3.1	NA
Unknown	3.2	2.7	NA

The Department of Counseling at CSUF has a reputation as a strong program in the county. We have done recruiting by speaking in a few classes within our Human Services Department and some of the ethnic and gender studies departments on campus, when we can. Since we started the *Ánimo* emphasis in 2018, we did recruit more actively from Latin American Studies and Chicano Studies departments at CSUF. We also collaborate with the Spanish Department, which may have helped our recruitment of students in the *Ánimo* emphasis. For 2021, we had 25 accepted students applying for 18 slots in the *Ánimo* emphasis, and 16 of the 18 accepted students are from a Latinx backgrounds.

In terms of retention, we believe we are doing well. We get to know our students quite well in more than half of our classes (where the enrollment is lower). We also meet individually with students three times for advisement throughout their program. In the *Ánimo* emphasis, students formed a new student organization, *Ánimo LatinX Counseling Association (ALCA)* in fall 2020 to provide additional support to each other. Finally, many students are informally mentored by different faculty members.

We lost eight students in 2018-2019 (14%), but two of those were due to deaths (reducing it to 10%). In 2019-2020, we lost five students (9%). With only a few exceptions, students leave for because they moved back home, which was in Northern CA or in another state. Of the 13



students who left, seven were White (including two deaths), four were Asian, and two were Latinx. Of the 13 students, only two were part of a remediation process where we worked with those students for over a year each. You can see the descriptions on our copy of [Student Resignations](#) spreadsheet here.

In order to improve retention and for social justice reasons, the Department has also been working on decolonizing our curriculum by integrating diversity, equity, and inclusion (DEI) principles into our courses. Many faculty are attending intensive training programs, like Academics for Black Survival and Wellness (by Della Mosley and Pearis Bellamy), and by reading books and articles on anti-racism and racial justice. Several instructors have engaged in one or more of the following changes to their classes:

- Integrated social justice and anti-racism principles throughout the course through the addition of readings, lectures, and assignments on the topic;
- In theories classes, some instructors now start the semester by teaching feminism/Black feminism/Womanism or Liberation Psychology, and then students learn to critically evaluate traditional theories through this lens;
- Added or increased the number of readings in class by authors from marginalized identities (BIPOC & queer identities and more female voices);
- Removed many books by expensive publishers (such as Cengage) in lieu of lower cost options.
- Use case vignettes of clients who are diverse in a variety of ways, including race/ethnicity, sexual/romantic orientation, gender, gender identity, (dis)ability, religion, and social class; and
- Modified grading criteria to remove white supremacy expectations (of perfectionism and of requiring only white dialects in writing) and invite more freedom in assignment completion (such as giving options to write a paper or submit a video).

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**L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.**

*The Process*

The University's only role for admissions is ensuring the prospective students have a Bachelor's degree and have submitted the information the University needs to admit them as a student. The Department of Counseling is involved in all other aspects of Admissions. We have an Admissions Director (one course release in the semesters when we do admissions) and a Prospective Student Advisor (three course releases [9 units] each semester and 24 hours per week in summers). These individuals take the lead in the process. The process is as follows:

- The Admissions Director does a cursory review of all applicants and removes incomplete applications and (recent) low GPAs.
- Every faculty member reviews a set of applicants and provides a score of Excellent, Very Good, Good, Concerns, Denial, and includes detailed notes on this [Admissions File Review form](#).
  - To improve our inter-rater reliability, the committee uses the [Admissions Evaluation Form Instructions](#) sheet. The committee is reminded of this information prior to being assigned a group of students to review.
- Each admissions cycle, the Admissions Director and Prospective Student Advisor work with three faculty members who agree to be on the Admissions Committee to review each applicant using the evaluation results from the faculty.
- The Admissions Committee and the Admissions Director conduct small group interviews (about 10-15 per group). Each faculty member has a question and moves from room-to-room taking notes on how applicants answer their particular question. (Note: we typically have two interview days where this happens.) Click here to see the [Admissions Interview Questions](#) for 2020 and 2021. Note we have two questions that address awareness of bias and diversity (in bold and italics).
- The Admissions Committee, Admissions Advisor, and Admissions Director meets to determine who to invite, who to put on the waitlist, and who will be sent denial letters.

Please see the Department Website on Admissions for detailed information about the process for application, which is updated each admissions cycle (annually for our stateside students, and every three years for our evening cohort through university extension).

## Admission Requirements

The Department of Counseling accepts students once-a year for its M.S. in Counseling Traditional Program and every three years for the evening cohort program.

- Applications for the Fall 2021 M.S. in Counseling program will be accepted October 1, 2020 through February 1, 2021.
- Applications for the Spring 2022 M.S. in Counseling Evening Cohort will be accepted August 1, 2021 through October 1, 2021. For more detailed information regarding the program and upcoming information sessions please visit the M.S. in Counseling, University Extension and International Programs website@

The Department welcomes applicants from diverse academic, social, and cultural backgrounds. International, minority, underrepresented, older students, and students with disabilities are encouraged to apply.

Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's development in interpersonal, self-reflective, and academic realms. Admission is therefore based upon indicators of the applicant's potential for becoming an effective counseling practitioner, including but not limited to grade point average (GPA), letters of reference, personal statement and Departmental interview. Admission is not based upon any single factor but on a composite assessment of all factors. The following are required for consideration to the program:

- An acceptable Bachelor's Degree (or equivalent) from a regionally accredited institution.
- A minimum GPA of 3.0 for the undergraduate degree.
- A minimum GPA of 3.0 for four prerequisite courses in behavioral science courses (or equivalents): counseling theory, research methods or statistics, abnormal psychology, and human development.
- At least two of the four prerequisites must be completed at the time of entrance; any remaining prerequisite(s) must be completed during the first semester of enrollment.
- Three letters of recommendation.  
These letters should address the author's assessment of your suitability for pursuing graduate studies and entering the counseling profession. At least one letter must be academic (i.e., written by a professor or an instructor). The Department understands that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also appropriate.
- An interview with Department faculty.
- The GRE is not required.
- A detailed personal statement (approximately 3,000 words) should inform the faculty about the applicant's:
  - Educational Background
  - Personal biography and its relevance to your goal of becoming a counselor
  - Strengths and weaknesses
  - Understanding of the counseling profession, and motivation and suitability for entering it;
  - Long-term professional goals.
  - As applicable describe your interest in the *Ánimo Latinx Counseling Emphasis* (only offered in the traditional program) as well as your experience/background with the Latinx community.
  - This statement is very important because it enables the faculty to make informed decisions regarding admission.

[More information for International Students@](#)

### *Relevance of Career Goals*

Prospective students who apply to the program are required to write a detailed personal statement. As noted on our webpage, they are asked to write about their “Long term professional goals.”

### *Aptitude for Graduate-Level Study*

Grade point averages are considered as one point of data to determine if they are appropriate for graduate-level study. When applicants have older degrees, we ask them to take a course at the local community college so we can determine their aptitude, assuming their highest degree is a Bachelor’s degree. In addition, we evaluate the quality of their writing on their personal statement. We are less concerned about sentence structure and grammar, which may reflect a social class difference or a difference in dialect. We are looking for poorly edited or poorly organized writing. Finally, we look for cues in the letters of recommendation, which can provide subtle information about their appropriateness for our program.

### *Potential Success in Forming Effective Counseling Relationships*

The personal statements and letters of recommendation are reviewed to look for any interpersonal challenges that may inhibit the applicant’s ability to establish and maintain a strong therapeutic relationship. The interviews are usually most effective to evaluate this skill, though. The applicants wait in large groups where we can assess how they engage with each other and the faculty member who asks questions. They have to answer interview questions about interpersonal behaviors where the content of their answer can provide some clues as well as the way in which they present their answers.

### *Respect for Cultural Differences*

When faculty members review the personal statements, we carefully assess for any potential rigidity regarding lack of acceptance for any cultural diversity or other issues. We also have a specific scenario regarding diversity as two of our interview questions. See [Admissions Interview Questions](#) on questions number 2 and 4, which usually demonstrate a students’ rigidity and tendency to be judgmental.

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**M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.**

Several weeks before the semester begins, new students are sent an [emailed letter](#) with instructions for mandatory attendance at the New Student Orientation, which is held the first Monday of the semester from 2pm-3:30pm. The letter also indicates that they must read the Student Handbook and sign a [Declaration](#) (see page 47) saying they have done so.

The New Student Orientation is mostly a warm way to welcome students and tell them about what a great program we are and about our values (e.g., CACREP accreditation, most agency supervisors are our alumni, preparing them to seek the LPCC and LMFT, celebrating diversity, emphasis on interpersonal relationships and personal growth). Each full time faculty member does a brief introduction about their role in the department, research interests, and the courses they typically teach. We usually collect the Declarations and do housekeeping, like letting them know who to contact for different needs (e.g., Admissions Advisor needs transcripts for pre-requisites, or their Academic Advisor can help with study plans, or if they have convictions to meet with the faculty member who is a former licensure Board member to understand how to navigate getting their Associates number post degree).

On that same day, students attend their first class, COUN 500 Introduction to the Profession. In this class, the faculty member gives students advice, provides an overview of the program, has student organizations come in to talk about their experience, and maybe the second week, they get a tour of the library and how to use the library resources (following along on a computer).

Each year, the Department updates the [Student Handbook](#).

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**N. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.**

The [Student Handbook](#) contains each of the following areas:

1. The mission statement of the academic unit and program objectives (p. 6),
2. Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students – found in Student Expectations to follow Professional Ethical Standards (p. 13) and Professional Associations (p. 22),
3. Matriculation requirements are found under Student Retention Policy and includes the different steps in evaluating students (Classification through Advancement to Final Project (p. 16),
4. Expectations of students includes ethical behavior and student dispositions (p. 13-14),
5. Academic appeal policy (p. 15),
6. Written endorsement policy explaining the procedures for recommending students for credentialing and employment (top of p. 18), and
7. Policy for student retention, remediation, and dismissal from the program follows the grade appeal policy and includes Probation and Disqualification (p. 16) as well as Remediation (p.17).

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**O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice.**

The faculty in the Department of Counseling are invested in the success of each and every student. Our process is forgiving and we work very hard to help students remediate concerns held by the faculty.

The Department allocates time at our faculty meetings held every other week to discuss students in the remediation process and less formal concerns about students. Part time faculty are reminded when minutes are sent to them after each meeting to let the Department Chair know of any concerns they have so we can discuss them in our meetings. Luckily, nearly all of our part time faculty members have commented or had questions from the minutes, indicating to the Chair that they are reading them.

Students are informed of the retention, remediation and dismissal policies based upon the [Student Handbook](#) (See pages 16-17). Students are sent a link via an emailed “Welcome” letter

which contains a link to the Student Handbook well before the semester begins. They are asked to sign a Declaration that they have read the Student Handbook prior to Student Orientation. The Prospective Student Advisor ensures we have all Declarations and reaches out to students, if needed, who have not submitted this document. This record keeping is handled through our student database in the Admissions portion.

Student Expectation are clearly described on pages 13-15 of the [Student Handbook](#). This includes Ethical Behavior, Student Dispositions and Learning (including grade expectations) and the Appeals process. In addition, students are reminded in several classes that they will be formally assessed for Dispositions, and must sign that they have reviewed the Disposition forms faculty have included in the Student File.

- Click each syllabi with Disposition language
  - COUN [511](#) p. 5
  - COUN [530](#) p. 17
  - COUN [584](#) p. 5
- Click here to see the [Disposition Form](#)

Faculty are also allowed to use the Disposition Form when they have serious concerns with students, and these concerns are always addressed in a meeting with the student by the instructors as a “warning.” As you can see from the language on the syllabi, we let students know that it is repetitive unprofessional behavior that is concerning, even though we may be documenting each assignment that has been submitted late or when students chronically show up to class late, for example. This is indicated in the syllabi above.

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**P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.**

Students have an assigned advisor during the entire program. This information can be found in the [Student Handbook](#) (pages 21-22) and can be found on our Departmental website under Advisement.

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# Counseling

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## Advisement

All successful applicants are initially admitted to the program as conditionally classified graduate students. They are expected to attend an orientation session before classes begin and are encouraged to join the Graduate Counseling Students Association (GCSA).

Each student will have various advisors throughout the program. The role of the faculty advisor is to provide information to the student about the educational opportunities within the Department, to address concerns of the student as a whole person and on all issues that impinge upon the student's academic success. Each faculty advisor has a unique style of advising and educating. The advisor is the person to see if students feel confused about University policies, registration procedures, course selection, licensure and career options, or the need to talk confidentially with someone about educational situations. Therefore, students should address all personal and Departmental concerns to their assigned advisor. Developing a good faculty-advisor-student relationship involves meeting periodically, discuss the student's evolving interests, reviewing the student's academic and experiential background, and exploring the student's short-term and long-term goals. It is the student's responsibility to contact the appropriate advisor to schedule an appointment.

### REQUIRED ADVISEMENT

Students are required to meet during their first semester with the New Student Advisor, Leah Brew for completion of their study plan, leading to University designation as a classified student. The Department requires that students take at least six units per semester. Students working full-time are strongly advised against taking more than six units per semester because of the demanding nature of the program; however, students should be aware of time limits for completion of the degree and of the possibility that they may be unable to enroll in a specific course the semester they wish to because of class size limits or other factors. Students are not guaranteed admission to any classes during the program.

Beginning in the second semester, David Shepard, the Graduate Advisor will meet with students needing help with scheduling or other issues. Students are required to meet with the Graduate Advisor regarding Advancement to Practicum standing the fall or spring semester prior to taking the first practicum class (COUN 530). Periodically, the study plan should be reviewed and updated to ensure that course sequencing and graduation requirements are being met. Maintaining this study plan form will make further application and petition procedures less time-consuming and should positively impact time to graduation.

In the fall or spring semester prior to graduation, students are required to meet with the Advancement to Final Project Advisor, Matt Englar-Carlson for approval to enroll in COUN 597 (Final Project).

Students are required to attend the Exit Interview with Mary Read the semester they plan on graduating to understand procedures for graduation and licensure.

Students are invited to meet with advisors every semester, especially if they are unable to follow the study plan developed with an advisor.

To summarize what you will see in the Student Handbook and on our website, the following is the way in which we organize advisement and the faculty who are currently in those roles. Students are obligated to meet with an advisor three times, but are welcome to meet their advisor at any time. Additionally, many faculty of color tend to act as mentors and informal advisors for students of color:

- *Prospective Student Advisor (Ginamarie Scherzi)* – receives three course releases (9 units) each semester to answer questions for any prospective students.



- *Gateway 1: New Student Advisor (Olga Mejia)* – receives one course release (3 units) in fall semester only (we admit only once/year), and she meets each new student to help them create their Study Plan. She helps students assess how much responsibility they have outside of school to determine the number of units we recommend per semester.
  - Note that David Shepard is our evening cohort program advisor. Students take all courses together so that no advisory meeting is needed. We admit this students every three years to start in spring, and evaluate their files the following fall semester.
- *Gateway 2: Graduate Advisor and Advancement to Practicum Advisor (David Shepard)* – receives one course release each fall and each spring, and this is combined with advising all of our evening cohort students as well. The evening cohort students do not need to create a study plan as they are in a cohort model and the courses are pre-set for them; so, they don't need a new student advisor. Instead, the Graduate Advisor is their advisor throughout the program. The Graduate Advisor is responsible for chairing the Remediation Committee and working with Graduate Studies for probation or dismissal and/or campus attorneys if dismissal is necessary. The Graduate Advisor is also responsible for the Advancement to Practicum meeting where he meets with all students (regular and evening cohort students) who want to start practicum in the following semester. He reviews student files for any academic or professional behavior concerns with the student, updates student study plans, if needed, ensures students have met all pre-requisites to start seeing clients, and brings this list to the faculty. The faculty takes time once per semester to review all students who are advancing to practicum. In some cases, the faculty may have concerns that are mild, and this advisor will pass that information on to the student in a meeting. In other cases, remediation may be warranted. However, most of the time, we do not have any concerns and students are advanced to be able to start practicum the following semester.
- *Gateway 3: Advancement to Final Project Advisor (Matt Englar-Carlson)* – receives one course release each fall and spring to advise students once they begin practicum. Meetings to address study plans or other issues are infrequent. However, the larger role for this position is to meet with every student the semester prior to graduation. The Advancement to Final Project Advisor is responsible for: reviewing grade point average, any professional disposition concerns, and student learning outcome concerns; informs students they need to apply for graduation prior to a certain date; and may discuss what to expect in their Final Project class (COUN 597), which is the culminating experience for students in their last semester. If this Advisor finds serious concerns with a student, he will inform the faculty at a faculty meeting, and if remediation is needed, the Graduate Advisor and Remediation Committee will get involved. This has happened only twice in ten years, and the most recent case was an egregious act of plagiarism, which postponed the student's ability to graduate by a semester.

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**Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.**

*Recruitment & Employment*

The Department of Counseling is committed to recruit and employ diverse faculty, for both tenure-track and lecturer positions. In May 2021, the Department was awarded the ability to recruit a new full time faculty member to teach in our *Ánimo* Emphasis. Note the focus on diversity highlighted in yellow in the [Job Announcement](#).

*Retention of Tenure-Track Faculty (TTF)*

Since 2002, we have hired three faculty members: Olga Mejía and Rebekah Smart in 2005; and Eric Price in 2017. This most recent search was to replace a retired faculty member. For this accreditation period, I will speak to the search we did for Eric Price in the 2016-2017 year. For this search you will find language in our processes that often yields diverse applicants. See hyperlinks to explore the use of diversity language for each of these documents; I have noted items related to diversity in **yellow**:

- [Advertisement](#)
- [Recruitment Advertising Plan](#)
- [Screening Document](#) to decide who to interview (names have been removed)
- [Skype Interview Questions](#) (for first round of interviews)
- [Referee Questions](#) (for candidate references)

In addition to these documents, Human Resources, Diversity, Equity and Inclusion (HRDI) is responsible for ensuring the candidate pool has appropriate diversity before we are able to review candidates. We also assessed for sophisticated knowledge of diversity in the interview process that usually favors diverse candidates:

- During the in-person interviews, candidates were asked to present research to the faculty. Candidates also taught for 90 minutes on any topic related to diversity in the Counseling & Culture course (COUN 523) where students and faculty would give feedback. During these presentations, we wanted to see a more sophisticated understanding of diversity, not just the basic knowledge.
- For the research presentation, we questioned candidates on issues of diversity of their research so that we could assess if they were already taking racial/ethnic or gender demographics into consideration.
- We also documented their interpersonal style in all of our interactions, noticing for instance, when some candidates minimized or ignored questions and comments from BIPOC faculty or students (which did happen).

We gave an offer to a candidate who identified as an Asian-American female, but she decided to take a position with another institution. Our offer that was accepted was with Dr. Eric Price, and although he identifies as white, he also identifies as a gay man, which was not an identity represented among our full time faculty members. Additionally, he demonstrated competence in teaching and working with diverse students and clients.

Each Tenured/Tenure Track faculty (TTF) member has scholarly interests in diversity issues and many have identities from marginalized communities. As a result, our faculty are more diverse than many other departments across our College and campus, but still do not actively reflect the racial diversity of our student body. Four of seven TTF members come from marginalized groups within higher education, and all are interested in diversity-related topics.

- Dr. Leah Brew – cis-gender woman, straight, biracial Japanese-American with interest in identity development and interracial relationships
- Dr. Joseph Cervantes – cis-gender man, straight, Mexican American and Native American with interest in Indigenous spirituality
- Dr. Matt Englar-Carlson – White, straight cis-man with interest in men’s issues
- Dr. Olga Mejía – cis-woman, Mexican American with interest in immigration
- Dr. Eric Price – White, gay man with an interest in healthy gay identity
- Dr. David Shepard – straight, cis-man of Jewish heritage with interest in men’s issues, particularly in working with couples
- Dr. Rebekah Smart – White, straight, cis-woman, with interest in women’s issues and disordered eating within Asian-American communities

### Lecturers

We have had stability in our lecturers with most of them on three-year contracts, which means they had already taught for us for six years in order to get those contracts. We have had to search for new part time faculty to teach in our *Ánimo* emphasis recently, which required that they were bilingual in English and Spanish. When we have filled these positions, we found Hispanic/Latina instructors, all with robust clinical experience work directly with and supervising others who see Hispanic/Latinx clients. Because the hiring process was urgent, we conducted our search through word of mouth through our faculty who are members of the California Latinx Psychological Association (CLPA). There were no doctoral level counselor education programs yet (at the time of recruitment) in California from which to recruit from the counselor education profession.

Like our TTF members, our Lecturers represent more diversity than our sister departments on campus, but racial representation could improve. We have two full time Lecturers who participate in faculty meetings and engage in service in the department in the same way that our TTF members. I am noting only one full time lecturer here who teaches our graduate students. (The other full time Lecturer has a master’s degree and teaches only undergraduate students.)

- Dr. Mary Read – identity is related to disability, gender orientation (using they/them pronouns), and their identity as a lesbian whose scholarly interest is on older women who identify as lesbian.

Of the part time lecturers who teach in our graduate program, six of eight have marginalized identities within higher education:

- Dr. Sandra Alfaro Beltran (new instructor for *Ánimo* emphasis) – Mexican-American, straight and cisgender woman
- Dr. Cheryl Crippen (three year contract) – Caucasian, straight and cisgender woman
- Dr. Natalie Cruz (new instructor for *Ánimo* emphasis) - Mexican American, straight and cisgender woman
- Dr. Michelle Gottlieb (three year contract) - Jewish, straight and cisgender woman

- Dr. David Hart (three year contract) – Caucasian, cisgender gay man
- Dr. Nancy Nguyen (three year contract) – Vietnamese, straight and cisgender woman
- Dr. Thuy Nguyen (three year contract) – Vietnamese, straight and cisgender woman
- Dr. Maryam Sayyedi (three year contract) – Iranian, straight, and cisgender woman

### Retention

The Department of Counseling is committed to retaining the tenure track faculty and lecturers we employ to create and support an inclusive learning community.

#### Tenure-Track Faculty (TTF) and Full Time Lecturers

I believe one of the most valuable tasks we do to retain faculty is our Faculty Retreat, which happens at the beginning of each fall and spring semesters. During this time, we spend about eight hours self-disclosing about our personal and professional lives, often sharing struggles and seeking support from each other. As a result, our faculty genuinely respect each other and we have strong collegial relationships with each other. This helps us navigate differences that emerge in faculty meetings to the degree that so far, we have come to consensus on every decision we have made in the last 20 years.

Secondly, we informally mentor new faculty members by checking in with them regularly. The University also has a formal mentorship program for new faculty members along with lots of resources to achieve success.

The result is that we have had only two people leave in the last seven years. One was due to retirement. The other was more complicated. Dr. Sapna Chopra was a Full Time Lecturer and was seeking a tenure track position. Our Department was unable to open a new position to shift her to Tenure Track (and believe me when I say we advocated hard with the Dean). However, due to other more pressing needs in the College and the requirement that we run a full search for a new TTF member, we were unable to hire her as tenure track. She did, however, take a position with our sister department, Human Services, and still remains in our hallway. Other faculty who have left prior to this accreditation cycle left to raise children or engage in community advocacy, but remained to work with us as Part Time Lecturers.

#### Part Time Lecturers

The Department Chair appreciates how Part Time Lecturers often feel disenfranchised and disconnected from the department. We have a variety of ways to try to connect them to the department.

- In the past, they have been invited to attend faculty meetings, but since all of them see clients, they are unable to attend. They are, however, sent minutes after each faculty meeting.
- When we have events such as fundraisers with alumni; our annual party for our alumni, faculty and students; or commencement celebrations, they are always invited to attend.
- The Department Chair sends out emails to all faculty members commenting on their student evaluations and offers congratulations or support to improve, as needed.

As noted above, all but two of our full and part time Lecturers are on three-year contracts, which can be acquired after teaching well for no less than six years. We seem to retain most of our part time Lecturers. We hope some of it is due to the efforts we make to retain them. We also know that they enjoy teaching our students.

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**R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.**

The Department of Counseling barely has appropriate quality and sufficiency to meet the demands of the program, but does have eight full time faculty members who teach in the graduate program. Beginning in the fall of 2019, we lost a Full Time Lecturer because she wanted and took a tenure track position in our sister department, Human Services. We did not have the greatest need in the College to convert her position over to tenure track.

With that loss of that faculty member, we barely meet the standard to have half of the sections taught by full time faculty members, and a sabbatical can easily prevent us from meeting that standard. In addition, we did not anticipate the workload for running our *Ánimo* Emphasis. So, we recently lobbied to get a TTF position to teach in the *Ánimo* Emphasis and was awarded that position in May 2021. To be clear, we were allowed to hire a Full Time Lecturer, but we wanted more tenure track density, and we certainly did not want to hire a BIPOC person in a lecturer position, since our department is dedicated to anti-racism and working to decolonize our program. Once we fill this position (and hope this person will start no later than fall 2022), we will be able to comfortably maintain the CACREP standard to have half of the sections taught by core faculty members, even if someone takes a sabbatical.

The Department has eight full time faculty members who are considered core to teaching the graduate students. All are core faculty members and only teach in our Department at CSUF. Most faculty members receive release time to address different roles.

- Dr. Leah Brew, Professor: Department Chair (2 course releases each fall and spring) and CACREP Liaison
- Dr. Joseph Cervantes, Professor: no release times
- Dr. Matt Englar-Carlson, Professor: Advancement to Graduation Advisor (1 course release each fall and spring)
- Dr. Olga Mejía, Associate Professor: New Student Advisor (1 course release in fall only)
- Dr. Eric Price, Assistant Professor: no standing release times, but has been awarded University level release times
- Dr. Mary Read, Full Time Lecturer: Clinical Training Director (3 course releases each fall and spring)
- Dr. David Shepard, Professor: Graduate Advisor/Evening Cohort Advisor (2 course release in fall and 1 course release in spring) and Director of Admissions (1 course release in spring)
- Dr. Rebekah Smart, Professor: Assessment Coordinator (1 course release each fall and spring)

In addition, we have other positions that help with the program:

- Ginamarie Scherzi, Full Time Lecturer: Admissions Coordinator (3 course releases each fall and spring, and she teaches 2 undergraduate classes each fall and spring)

- Andi Huberg, ASC: staff administrative work
- Nicole Folmer, SSP II: fieldwork coordinator (20 hours per week)
- Leilani Thomas: split equally between the Department of Counseling and the Department of Human Services; she is the receptionist and manages other tasks in the staff office. The week before finalizing this self-study, Leilani announced she would be leaving for another position on campus; the new position is a promotion.

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**S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.**

Below is a chart for the last seven years that indicates the number of core faculty versus non-core faculty. I have highlighted in yellow the two times where we had more non-core faculty teaching than core faculty teaching. Matriculated students are the students who are the attending program with support of state funding, and the Evening Cohort is the program where students pay the full fee through University Extensions (Extension and International Programs). You can hyperlink the AY years to the scheduling sheet the Chair uses to assign classes; the faculty names at the bottom indicate loads. (Note: Evening Cohort is sometimes designated as GG or EIP) The numbers represent the number of sections taught by core versus non-core faculty within each semester.

AY [2020-2021](#) We were one sabbatical away from having more non-core faculty members teach.

Matriculate Students	Fall 2020	Spring 2021
Core Faculty	21	19
Non-Core Faculty	18	14

Evening Cohort (EIP)	Fall 2020	Spring 2021
Core Faculty	2	3
Non-Core Faculty	0	1

AY [2019-2020](#) We had one sabbatical in fall, so that we did not meet the core faculty requirement for Matriculated Students.

Matriculated Students	Fall 2019	Spring 2020
Core Faculty	17	21
Non-Core Faculty	21	15

Evening Cohort (EIP)	Fall 2019	Spring 2020
Core Faculty	3	3
Non-Core Faculty	1	0

AY [2018-2019](#) We had one more full time faculty member this year and prior

Matriculated Students	Fall 2018	Spring 2019
Core Faculty	24	23
Non-Core Faculty	16	12

Evening Cohort (EIP)	Fall 2018	Spring 2019
Core Faculty	3	4
Non-Core Faculty	1	3

AY [2017-2018](#) New TTF started to replace the faculty member who retired

Matriculated Students	Fall 2017	Spring 2018
Core Faculty	24	25
Non-Core Faculty	17	13

Evening Cohort (EIP)	Fall 2017	Spring 2018
Core Faculty	2	4
Non-Core Faculty	0	1

AY [2016-2017](#) We were doing a search to replace faculty member who retired

Matriculated Students	Fall 2016	Spring 2017
Core Faculty	21	19
Non-Core Faculty	20	17

Evening Cohort (GG)	Fall 2016	Spring 2017
Core Faculty	3	4
Non-Core Faculty	0	2

AY [2015-2016](#) One TTF retired this year making the ratio close for Matriculated and reversed for the Evening Cohort

Matriculated Students	Fall 2015	Spring 2016
Core Faculty	21	19
Non-Core Faculty	21	18

Evening Cohort (GG)	Fall 2015	Spring 2016
Core Faculty	3	3
Non-Core Faculty	3	5

AY [2014-2015](#) One faculty member on sabbatical in spring

Matriculated Students	Fall 2014	Spring 2015
Core Faculty	23	18
Non-Core Faculty	19	16

Evening Cohort	Fall 2014	Spring 2015
Core Faculty	2	3
Non-Core Faculty	0	1

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**T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.**

The student-to-faculty ratio is calculated as follows in our University:

$$\frac{\text{FTES}}{\text{FTEF}} = \text{SFR}$$

- FTES is the full time equivalent student, which is one student taking 4 classes (modified from undergraduates which is calculated at 5 classes).
- FTEF is the full time equivalent faculty member. One FTEF is a FT faculty member teaching 5 courses each semester (except for Tenure/Tenure Track faculty [TTF] who get one release time for service and scholarly work. TTF teach a 4/4 load).

The Department of Counseling has been given the following formula:

$$\frac{165 \text{ FTES}}{12.69 \text{ FTEF}} = 13 \text{ SFR}$$

The SFR for the Department of Counseling is 13 (which is much lower than the average in the College at about 24). The Department has a few undergraduate classes that have higher class sizes to try to make up the difference. Based upon current enrollments, we have an average of 15 students per section with the smallest sections (practicum/internship) at an enrollment of 8, and the largest section (addictions) at an enrollment of 30. However, most “larger” section classes are around 25 students.

Matriculated Students

The budget is set based upon our matriculated students.

The SFRs for the matriculated graduate program are shown below, where the FTEF is 12.69 (our budgeted amount). Please note that for fall 2019 through spring 2021, we have a new database that calculates this information and I have hyperlinked spreadsheets downloaded from the database. For the others, we have manually counted the number of students per class. Six years of data are represented here. Summers are excluded since they are optional. I did calculate them, and they were at 3-4 each summer.

	<a href="#">Fall 18</a>	<a href="#">Sp 19</a>	<a href="#">Fall 19</a>	<a href="#">Sp 20</a>	<a href="#">Fall 20</a>	<a href="#">Sp 21</a>
FTES	118.75	105.25	118.8	105.2	121.8	115.83
FTEF	12.69	12.69	12.69	12.69	12.69	12.69
SFR	9.36	8.29	9.36	8.29	9.60	9.13

	<a href="#">Fall 15</a>	<a href="#">Sp 16</a>	<a href="#">Fall 16</a>	<a href="#">Sp 17</a>	<a href="#">Fall 17</a>	<a href="#">Sp 18</a>
FTES	134.75	113.25	138.75	123.5	133.25	106.20
FTEF	12.69	12.69	12.69	12.69	12.69	12.69
SFR	10.62	8.92	10.93	9.73	10.50	8.37



Below is a chart that was run by our IT department who build our database and calculates the FTEF based upon the actual number of faculty teaching graduate students. As you can see the numbers are slightly different, but never exceed an SFR of 11.0. We had data starting with spring 2017, when the database was built.

Semester	FTES	Section_Count	FTEF	SFR
Spring 2017	123.50	36	9	13.72
Fall 2017	133.25	41	10.25	13.00
Spring 2018	106.25	35	8.75	12.14
Fall 2018	118.75	40	10	11.88
Spring 2019	105.50	35	8.75	12.06
Fall 2019	119.00	36	9	13.22
Spring 2020	106.00	36	9	11.78
Fall 2020	121.75	47	11.75	10.36
Spring 2021	116.50	47	11.75	9.91
Total	1050.50	353	88.25	11.90

### Evening Cohort Students

The evening cohort students are NOT matriculated through the state and instead are run through university extension (Extension and International Programs, EIP) where students private pay. Most of the courses are taught by TTF faculty as an overload for extra income. The pay comes directly from the tuition and fees from students so that the funding structure is not based upon FTES, FTEF, or SFR. However, class sizes from this program are closely matched to what we do for our matriculated students. With only a single, small cohort, some classes are a bit larger (e.g., 24 instead of 18 for COUN 524 Child Counseling), but others are smaller (e.g., 12 instead of 18 for COUN 511 Pre Practicum). Students are enrolled for three years plus one semester. We run one cohort at a time, with only one semester of overlap between two different cohorts. The current cohort has 24 students and the previous cohort started with 25 students, but dropped to 24 by the first the end of the first year.

For the cohort that started in Spring 2019, you can see how the sections are laid out with an average class size of 18 students.

Sp19	Su19	F19	Sp20	Su20	F20	Sp21	Su21	F21	Sp22
500	502	518	520	522	524	530	590	584	560
500	523	528	520	526	562	530	525	584	597
511		528	527		538	530		584	597
511						535		521	

Total

Students	48	48	48	48	48	72	48	48	48	48	
Sections	4	2	3	3	2	3	4	2	4	3	
Avg per class	12	24	16	16	24	24	12	24	12	16	18.0

The enrollment numbers for each course are quite close. Below is a list of the enrollment caps for the matriculated students as compared to the evening cohort students.

Course	Matriculated Students Enrollment	Evening Cohort Students Enrollment
500	15	12
511	18	12
502	22	24
523	22	24
518	22	24
528	12	12
520	20	12
527	20	24
522	20	24
526	20	24
524	18	24
562	22	24
538	20	24
530	8	8
535	25	24
590	30	24
525	25	24
584	8	8
521	12	12
560	20	24
597	12	12
<b>Mean</b>	<b>18.62</b>	<b>19</b>

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**U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.**

California State University, Fullerton (CSUF) is primarily a teaching institution with its mission focused on undergraduate education. Expectations for teaching are set up according to teaching undergraduate students.

Below, I will describe two adjustments (in teaching loads and release time funding) our College Dean has made to accommodate for the “extensive clinical instructional” needs. These modifications match our sister department of Social Work, the only other Department in the College that does not have undergraduate students to support them.

*Tenure and Promotion*

The expectations for tenure and promotion are determined by the department faculty (with approval by a College Personnel Committee and the University Personnel Committee). Currently, the Counseling Department Personnel Standards have more rigorous expectations than our sister departments in the College and our sister Counseling departments across a few other CSUs who have their standards posted. The Department has committed to modifying these standards in the interest of social justice and decolonizing expectations of faculty members. We will begin making these changes in the 2021-2022 year. New university-level standards were just completed in May 2021, which we wanted to integrate into our changes. The university-level changes were made to increase equity. You can view the currently approved [Department Personnel Standards here](#). In short, expectations for promotion and tenure include:

- Teaching: Strong evidence of excellent teaching is required for tenure and promotion. Faculty are assigned a 4/4 load.
- Between Scholarly and Service expectations, at least one must be rated Excellent, and the other Very Good in order to receive tenure and promotion.
  - Scholarly: Six publications, with at least one first author publication and at least one refereed journal article, plus two refereed presentations (8 items) for a rating of Excellent
  - Service: Three strong service activities inside the university and three strong service activities outside the University (6 items) for a rating of Excellent

The Department needs to modify the Scholarly expectations and should use Boyer’s Model of Scholarly and Creative Activity in lieu of our current standards, especially considering the heavy teaching load we are expected to carry. The Department will also modify teaching expectations that reduces the weight of Student Opinion Questionnaires, where students evaluate faculty. This is particularly needed since we have womxn of color teaching several classes, and historically in academia, womxn of color receive more critical evaluations from students as compared to white men.

### Teaching Loads and Standard Release Times

The teaching load for CSUF is five courses each fall and five courses each spring (5/5).

- Full time lecturers are expected to teach at this level since they are not obligated to engage in service outside the department and are not expected to engage in scholarly pursuits.
- Tenure/Tenure Track faculty (TTF) are given one course release each semester to engage in scholarly and service activities. Their load is 4/4 and all funding is based upon this assumption.

The primary accommodation made by the Dean's office for our graduate program is that our SFR of 13, which is substantially lower than the SFR by our sister departments who have undergraduate programs, which is around 24-25.

### Release Time Funding

The Department Chair is provided a personnel budget based upon the FTEF, FTES, and SFR formulas. Release times are not provided by the College and must be created in other ways. We have several ways to pay for release times:

- Undergraduate classes
  - We typically teach five sections each fall and five sections each spring of large enrolled undergraduate classes. In the past, a single section was at 25-30 students. However, we have been told to be equitable with other departments in the college and based upon the level of courses we teach, we need to increase that enrollment to 40. Since our graduate classes are on average at 10-15 students, one undergraduate class can buy about two graduate class release times with 40 students.
  - Our sister department, Human Services, generously allows us to cross list two different courses where 10 of their 40 students in each section of these classes will be counted as FTES for Counseling (e.g., in 350 Leadership, we have 10 students in COUN 350 and 30 students in HUSR 350). They have many sections of each of these classes. Consequently, we get some free FTES here.
- Extension and International Programs (EIP) Funding
  - Our evening cohort, that is privately funded by students and not matriculated through the state, is a source of income. Because some work is required for our department to run this program, we "charge" the profits (about \$30,000-\$50,000/year) from this program to support the matriculated program:
    - Several roles are prorated to support the matriculated program: Department Chair, Director of Clinical Training, Fieldwork Coordinator, and our staff person.
    - One course release is given each fall and spring for the Evening Cohort Advisor.
    - One course release is given in the fall semesters that we do Admissions for the evening cohort.
  - Summer courses are run through EIP and students who are matriculated through the state have to pay more tuition in summer. We run enough classes that most students take at least one class, with the majority of students enrolling in two classes. These enrollments provide us a little funding as well.

- We usually have a few students each semester who already have a master's degree in counseling from another state, have recently moved to CA, and need to take a course in order to get licensed in the state. They often take Law & Ethics, Counseling & Culture (focusing on the ethnic diversity of CA), Trauma & Crisis Intervention, or Psychopharmacology, requirements that are unique to California

A second accommodation by the Dean is the amount we get funded to pay for part time instructors. It is the most challenging piece of release time. The University funds a part time instructor at \$4747/course. However, because we require doctorate degrees, our Dean has generously set our part time budget to about \$5028/course. Some of our instructors, though, who were previously tenure track and stepped down from those positions are paid over \$6000/course. So, we run deficits with these faculty who are now in contracts to teach two classes per semester. We have eight sections a year with this large deficit.

*Current and Future Release Times Provided:*

Below is a list of course release times our faculty current hold:

- Department Chair: two course release times (6 units for fall and 6 units for spring)
- Director of Clinical Training: three course release times (9 units for fall and 9 units for spring, and 24 hours per week in summers). This person is a full time lecturer.
- Assessment Coordinator: one course release time (3 units in fall and 3 units in spring)
- Director of Admissions: one course release time in spring only (3 units in spring); every three years, one course release (3 units) is given in the fall for the evening cohort admissions process [reminder that we admit a new cohort every three years]
- Prospective Student Advisor three course release times (9 units for fall and 9 units for spring, and 24 hours per week in summers). This person is a full time lecturer.
- Advising Roles:
  - New Student Advisor for matriculated students: one course release (3 units in fall only, since we admit once per year)
  - Advancement to Practicum Advisor and also Graduate Advisor: one course release (3 units in spring and 3 units in fall);
  - Evening Cohort Advisor: one course release (3 units in fall only since the workload is usually light)
  - Advancement to Final Project Advisor: one course release (3 units in fall and 3 units in spring)

Finally, we are committing some financial resources to our *Ánimo* Emphasis in the future. The instructor who runs this program has been informally mentoring students. Additionally, the workload to do Admissions Interviews and Exit Interviews is becoming quite labor intensive. Provided we get the undergraduate enrollment for fall 2021 that we would normally get prior to COVID, this faculty member will get one course release (3 units in fall and 3 units in spring) in 2021-2022. This will be covered by the increase student load in our five undergraduate classes. This new release time will be ongoing assuming our undergraduate enrollments remain high.

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**V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.**

We have three individuals for a total of two full time people who provide clerical assistance and this is commensurate with our Social Work program. Social Work has three full time people, but they have twice the number of students. Our clerical staff includes:

- Andi Huberg, ASC: staff administrative work (full time). She manages the majority of clerical tasks for the Department.
- Nicole Folmer, SSP II: fieldwork coordinator (20 hours per week maintaining the database for the fieldwork experience and helping students with paperwork).
- Leilani Thomas: Receptionist full time but split equally between the Department of Counseling and the Department of Human Services. She is the receptionist and manages other tasks in the staff office such as ordering supplies. At the time of writing this self-study, she had just given her notice to move to a new position for a promotion.

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## FACULTY AND STAFF

**W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.**

All core faculty either have doctoral degrees in counselor education or have been employed full time at CSUF prior to July 1, 2013. You can click the name to see their CV.

<a href="#">Leah Brew, PhD</a>	Counselor Education	Teaching FT at CSUF since 2001
<a href="#">Joseph M. Cervantes, PhD</a>	Clinical Psychology	Teaching FT at CSUF since 1998
<a href="#">Matt Englar-Carlson, PhD</a>	Counseling Psychology	Teaching FT at CSUF since 2002
<a href="#">Olga Mejía, PhD</a>	Counseling Psychology	Teaching FT at CSUF since 2005
<a href="#">Eric Price, PhD</a>	Counselor Education	Teaching FT at CSUF since 2017
<a href="#">Mary Read, PhD</a>	Counseling Psychology	Teaching FT at CSUF since 1999
<a href="#">David Shepard, PhD</a>	Counseling Psychology	Teaching FT at CSUF since 2000
<a href="#">Rebekah Smart, PhD</a>	Counseling Psychology	Teaching FT at CSUF since 2005

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**X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.**

All faculty have identity through membership to ACA, ACES, and WACES, and present at least at the WACES conferences. I have included only service or publication examples from the last six years. Below are some recent examples:

Faculty Member	Membership and Presented at most of these conferences	License or Certification	Example of Service or Advocacy	Research or Scholarly Example
<a href="#">Brew</a>	ACA, ACES, WACES, CSI	CA LPCC, NCC, CCMHC	Former LPCC Rep on state licensure board	Published in Counseling & Values
<a href="#">Cervantes</a>	ACA, ACES, WACES	(Licensed Psychologist)	Presented at WACES. Does clinical mental health work in the community, such as training workshops, therapy, and supervision.	Published in The Professional Counselor. Publishes with other professionals who have both identities such as Patricia Arredondo. Published a book through ACA. Also published a chapter in an edited book with counselor educators (Jeffrey Kottler & Matt Englar-Carlson).
<a href="#">Englar-Carlson</a>	ACA, ACES, WACES	---	Mentoring students to present at counseling conferences (e.g., WACES Presentations) and into counselor ed doctoral programs.	Published in the Journal of Counseling & Development
<a href="#">Mejía</a>	ACA, WACES	(Licensed Psychologist)	--	--



<a href="#">Price</a>	ACA, ACES, WACES, CSI	CA APCC	WACES President-elect	Published in Journal of Creativity in Mental Health
<a href="#">Read</a>	ACA, ACES, ALGBTIC	(CA LMFT)	--	--
<a href="#">Shepard</a>	ACA, ACES, WACES	(Licensed Psychologist)	--	Published in Journal of Creativity in Mental Health
<a href="#">Smart</a>	ACA, ACES, WACES	(Licensed Psychologist)	Mentoring students to present at counseling conferences (See WACES presentations)	--

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**Y. Within the structure of the institution’s policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.**

The core Counseling faculty have the authority to determine program curricula and to establish operational policies and procedures. The following boundaries exist for doing so:

- The Dean sets limits for FTES, FTEF and SFR, but the Department faculty determine the number of students in each class and the type of classes that will be taught.
- Minimum standards for tenure and promotion are established by the University, but the Department faculty establish the standards at or above those minimums.
- CACREP, of course, provides requirements for general content.
- The California Board of Behavioral Sciences (BBS) is the state licensing board, and they designate curricular experiences.

The below screenshot of our courses from the website closely align with CACREP standards:

CALIFORNIA STATE UNIVERSITY, FULLERTON A-Z Index

College of Health and Human Development SEARCH

**Counseling** ● SITE ● CSUF

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men Support the Department

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Program Overview

Animo: Latinx Counseling

Emphasis

LMFT & LPCC Licensure Info

Advisement

**Curriculum**

Classification and Advancement to Candidacy

## The Curriculum

The Curriculum consists of 63 units. Students go at their own pace and graduate from the program in three to five years. All students meet with their advisors throughout the program and can make adjustments to their study plan as needed.

- COUN 500 The Counseling Profession
- COUN 511 Pre-Practicum (basic counseling skills)
- COUN 518 Human Development & Functioning
- COUN 502 Career Counseling
- COUN 520 Modes of Individual Counseling
- COUN 522 Diagnosis and Treatment Planning
- COUN 523 Counseling & Culture
- COUN 524 Child & Adolescent Counseling
- COUN 525 Psychopharmacology
- COUN 526 Professional Ethics & Legal Issues in Counseling
- COUN 527 Systems of Family Counseling
- COUN 528 Groups: Process and Practice
- COUN 535 Addictions
- COUN 562 Couples Counseling
- COUN 530 Beginning Practicum (fieldwork in a community agency)
- COUN 521 Research in Counseling (first half of the final research project)
- COUN 538 Crisis Intervention & Trauma Treatment
- COUN 560 Appraisal in Counseling
- COUN 590 Advanced Counseling Techniques
- COUN 584 Advanced Practicum
- COUN 597 Final Project (second half of the final research project)

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**Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.**

All of our part time (non-core) faculty members have either a masters or doctoral degree in the mental health field and all have doctoral level educations. Most part time faculty are currently seeing clients, are supervisors, or are running agencies.

Below is a list of the part time faculty who teach in our graduate program for spring 2021:

<a href="#">Cheryl Crippen</a>	PhD in Counseling; researcher
<a href="#">Natalie Cruz</a>	Doctorate in Psychology; clinician
<a href="#">Michelle Gottlieb</a>	PsyD in Counseling Psychology; clinician
<a href="#">David Hart</a>	PhD in Counselor Education; clinician/agency director
<a href="#">Nancy Nguyen</a>	PhD in Counselor Education; clinician
<a href="#">Thuy Nguyen</a>	PhD in Counselor Education; former clinician
<a href="#">Maryam Sayyedi</a>	PhD in Clinical Psychology; clinician/agency director

**AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.**

A primary instructor is responsible for each of the 21 courses we teach. The only course that that is not lead by a core Counseling faculty member is COUN 560 Appraisal; the instructor (Maryam Sayyedi) was tenure track many years ago and decided to shift to part time so that she could open her own agency. We have only one section each semester, and she teaches this course year-round. The Department Chair has consults with Dr. Sayyedi to facilitate any needed changes based upon SLO or changes in accreditation or state licensure laws.

Most of our part time faculty have been teaching in the department for more than six years and are on three-year contracts. When we recently hired a new faculty member to teach in our *Ánimo* Emphasis, core faculty members have mentored them. For example, Dr. Natalie Cruz was hired in fall 2020 to teach [COUN 511B](#) Pre Practicum for the *Ánimo* Emphasis. Dr. Brew is the primary instructor for [COUN 511A](#) (without *Ánimo* Emphasis) and worked with Dr. Cruz on how to teach the course; Dr. Mejía worked with Dr. Cruz on the bicultural/bilingual aspects of the course. You can compare the syllabi for 511 through the hyperlinks in this paragraph.

Historically, new faculty members choose to take the existing syllabus from the core faculty member and follow it exactly. Changes have only happened when an instructor has taught the course over several semesters, and luckily, part time faculty members will talk with the Department Chair or primary instructor to ensure the changes are appropriate and still meet accreditation and licensure requirements.

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**BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.**

When Leah Brew took the position of Chair in 2008, she asked each faculty member which courses they would prefer to teach. She considered their knowledge base and degrees and established a schedule that has been mostly consistent since 2008. For non-core faculty, the Chair considers the instructor's degree, experience, and other qualifications before inviting them to teach. Most of our non-core faculty have been teaching the same courses for many years.

At the beginning of each semester, the Chair reviews each of the Student Opinion Questionnaires (SOQs) from the previous semester where students evaluate the instructor. If there are concerns, the Chair will mentor that faculty member and suggest different resources on campus to improve teaching. Most often, this approach has been adequate to facilitate changes. However, there have been times when the Chair and instructor agree that a particular course is not a good fit for them, and finds a new instructor for that course.

Below is a list of courses and the current regular instructors with comments about their qualifications.

Course	Primary Instructor(s)	Comments on Qualifications
500 Intro into the Profession	Englar-Carlson and Price	Both instructors are steeped in counselor education and are qualified to provide a broad overview of the profession
511 Pre-Practicum	Brew, Shepard, and Price	All instructors were trained in counselor education or counseling psychology and have training that is based upon Rogerian skills as necessary conditions of therapy
518 Human Development	Currently, no regular instructor	The department recently lost a full time lecturer who taught this course. We had a part time instructor, but she was unable to teach this course effectively according to student feedback. We are currently seeking a regular replacement for this course.
502 Career	Read	Their degree was both MFT and counseling psychology. They took a career course in their doctoral program, and feel passionate about the topic. They are also the alumni advisor, and integrate alumni into the course.
520 Modes of Individual Coun	Brew and Price	Both instructors have degrees in counselor education

522 Diagnosis & Treatment Planning	Smart	This instructor's degree was in counseling psychology, and she has continued to provide training to counselors and psychologists on DMS diagnoses
523 Culture	Brew	Culture and diversity is an area of scholarly and service activities. She also a diverse racial identity. The Chair chooses other instructors who are from diverse backgrounds and are committed to diversity to teach this course.
524 Child & Adolescent	Nguyen, T. and Price	Both have degrees from UNT and were well trained in Child Centered Play Therapy
525 Psychopharmacology	Cervantes	His degree is in clinical psychology
526 Law & Ethics	Cervantes, Price, and Brew	All three instructors are licensed or seeking licensure and must stay up to date with changes. Brew was the LPCC representative on the state licensure board for eight years (until 2020). She continues to attend board meetings and informs the other instructors of the changes that occurred each year.
527 Systems of Family Counseling	Mejía	Her degree is in counseling psychology, and she has a particular interest in families since she has worked primarily with the Latinx community, which benefits from systems frames since many clients align with the value of familismo.
528 Group	Brew, Price, and Englar-Carlson	All three instructors were trained in groups and have an interest in group
535 Addictions	Hart	Instructor has a personal connection to addictions and was interested in teaching this course. His degree is in counselor education.
562 Couples Counseling	Shepard and Gottlieb	Both instructors see couples in their private practice
530 Beginning Practicum	Varies	All instructors in our program have clinical experience and are qualified to teach this course.

521 Research	Crippen and Nguyen, N.	Crippen worked in a UCI research lab for years, and Nguyen had recently finished her dissertation when she started teaching this course.
538 Crisis & Trauma	Smart	Also teaches DSM and has an interest in women's issues, which intersected well with this course. She asked to develop it. She is a counseling psychologist.
560 Appraisal	Sayyedi	Instructor is a Clinical Psychologist in practice, she frequently uses instruments in per practice, and she has been teaching this course for more than 20 years.
590 Advanced Counseling Techniques	Englar-Carlson and Mejia	This course includes any kind of additional training students want or need that does not fit in other classes. So, all instructors are qualified to teach it.
584 Advanced Practicum	Varies	All instructors in our program have clinical experience and are qualified to teach this course.
597 Final Project	Englar-Carlson, Crippen, and Smart	All three instructors are actively engaged in research.

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**CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit.**

The Academic Leader (Department Chair) for the Department is Leah Brew (she/her/hers). The position is normally for three years and is an elected position (by the faculty in the department). Leah has been elected Chair since 2008 and is contracted through spring 2013. This position receives two course releases per semester, and the decision for two course releases is calculated based upon the number of students. Additional funding to support the Chair is not part of the budget, so the Department teaches several large enrolled undergraduate classes to obtain enough FTES (full time equivalent students) to create the release time.

The Chair position coordinates the program, responds to inquiries for the overall academic unit, and provides input and manages the budget for the department. The current Chair chooses not to work year-round. Instead, another faculty member takes the position of Chair during summer for a \$4000 stipend; this person handles any scheduling, advising or other student issues during summers. The AY Chair receives a small stipend (\$1000-\$2000) for summer in years when budget-related issues need to be addressed during summer (e.g., summer 2008 for the recession or summer 2020 due to COVID).

Click [here](#) to see the Chair's most recent three-year contract letter, which outlines the current duties, including all of the five areas listed above.

**DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.**

The Clinical Training Director (CTD) is the program faculty member who is identified as the practicum and internship coordinator. Mary Read (they/them/theirs) has been in this position for more than 20 years. The CTD receives three course releases (9 units) each semester. They are responsible for coordinating the practicum and internship experiences and responds to inquiries regarding practicum and internship, among other duties. Click [here](#) to see a list of their current duties.

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## SECTION 2: PROFESSIONAL COUNSELING IDENTITY

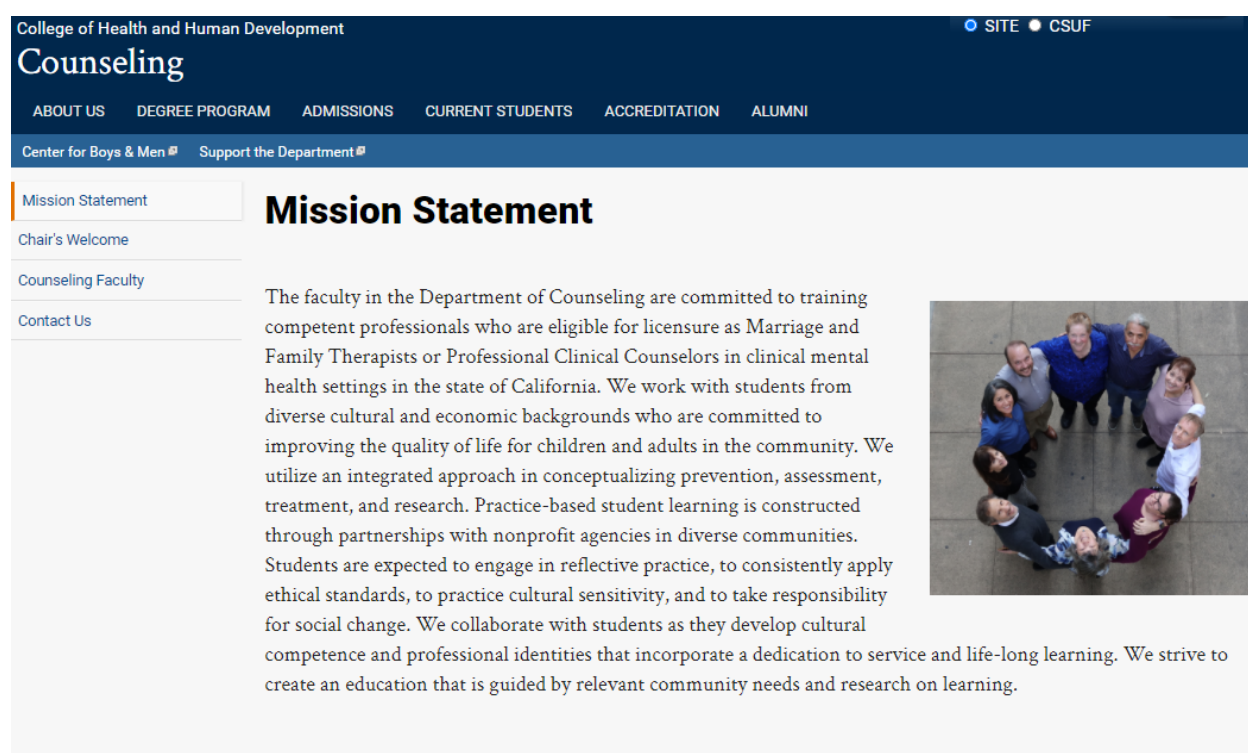
The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

### FOUNDATION

**A. The counselor education program has a publicly available mission statement and program objectives.**

The mission statement and program objectives are posted on the Departmental website as well as in the [Student Handbook](#) (see page 6). They can be found below the Mission Statement on this same page, but are too long to post in one picture here.

Mission statement from the webpage:



The screenshot shows the website for the College of Health and Human Development, Counseling Department. The page title is "Mission Statement". The navigation menu includes: ABOUT US, DEGREE PROGRAM, ADMISSIONS, CURRENT STUDENTS, ACCREDITATION, ALUMNI. Below the navigation is a sub-header: "Center for Boys & Men" and "Support the Department". The main content area features the title "Mission Statement" and a paragraph of text. To the right of the text is a photograph of a group of people standing in a circle on a paved surface.

College of Health and Human Development SITE CSUF

## Counseling

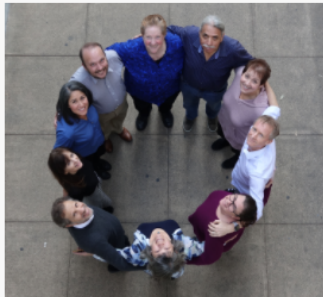
ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men Support the Department

- Mission Statement
- Chair's Welcome
- Counseling Faculty
- Contact Us

### Mission Statement

The faculty in the Department of Counseling are committed to training competent professionals who are eligible for licensure as Marriage and Family Therapists or Professional Clinical Counselors in clinical mental health settings in the state of California. We work with students from diverse cultural and economic backgrounds who are committed to improving the quality of life for children and adults in the community. We utilize an integrated approach in conceptualizing prevention, assessment, treatment, and research. Practice-based student learning is constructed through partnerships with nonprofit agencies in diverse communities. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. We collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. We strive to create an education that is guided by relevant community needs and research on learning.



Program Objectives below the Mission Statement:





utilize an integrated approach in conceptualizing prevention, assessment, treatment, and research. Practice-based student learning is constructed through partnerships with nonprofit agencies in diverse communities. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. We collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. We strive to create an education that is guided by relevant community needs and research on learning.



## PROGRAM OBJECTIVES/STUDENT LEARNING OUTCOMES

### Professional Counseling Orientation and Ethical Practice

Students will be able to demonstrate knowledge of: (a) the historical and philosophical underpinnings of the counseling profession; (b) ethical and legal guidelines of the profession; and (c) professional counseling credentialing, certification, and licensure.

### Clinical Skills

Students will be able to: demonstrate awareness of the social and cultural influences on human behavior; demonstrate effective counseling skills; evaluate clients' progress; recognize and mitigate countertransference; and conduct counseling with appropriate awareness of ethical and legal issues.

### Diversity Awareness and Sensitivity

Students will be able to: demonstrate awareness of the major cultural influences on human behavior, how those intersect with the mental health of their clients, and how they influence their own perceptions and biases regarding clients.

### Conceptualization and Treatment Planning

Students will demonstrate knowledge of counseling theories and a bio-psycho-sociocultural framework and apply them to case conceptualization. They will demonstrate the ability to appropriately use the DSM-5 (diagnostic manual of mental disorders). They will construct relevant treatment plans.

### Research and Professional Writing Skills

Students will be able to: critically analyze research methodology and the professional literature regarding a counseling topic; construct an original research project; and demonstrate professional writing skills in accordance with APA guidelines.

### Professional Dispositions

Students are evaluated throughout the program for their fitness for the field, which involves their dispositions and professionalism. The Department defines a counselor's disposition as having four components: (a) Effective and professional communication and collaboration; (b) Emotional maturity, self-awareness, and counselor presence; (c) Dependability, reliability, and ethical behavior; and (d) Respect for diversity and openness to other worldviews.

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**B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.**

The program objectives are aligned with our Student Learning Outcomes (SLOs). Click [here](#) to see the document that indicates the relationship.

*Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society:*

The SLOs reflect a combination of the CACREP standards, licensure requirements, feedback from our agency supervisors, and faculty opinion. The list has changed over time based upon feedback from our evaluations and feedback from our constituents. Today, the major categories include:

- Professional Counseling Orientation and Ethical Practice
- Diversity Awareness and Sensitivity
- Clinical Skills
- Conceptualization and Treatment Planning
- Research and Professional Writing

*Reflect input from all person involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies*

- The process began with time in faculty meetings, then an all-day retreat, and finally with a subcommittee who made recommendations to the faculty.
- As noted above, the process has changed over time based upon assessment results.
  - We survey students and alumni regularly to get feedback about how well we are teaching these SLOs, and used that feedback to determine what we need to improve. See a recent sample of Graduate Surveys and Alumni Surveys below:
    - [Survey of Graduating Students Spring 2020](#)
    - [Survey of Graduating Students Fall 2019](#)
    - [Survey of Graduating Students Fall 2020](#)
    - [Survey of Graduating Students Spring 2021](#)
    - [Employer Survey 2020](#)
    - [Employer Survey 2018](#)
    - [Survey Alumni 2020](#)
    - [Survey Alumni 2018](#)
    - [Survey Alumni 2015](#)
  - Additionally, we have meetings with our agency supervisors/directors to obtain feedback on what we are doing well and how we can improve. Changes to the objectives have been made based upon this feedback. Below are some minutes from some of our Advisory Board meetings.
    - Community [Advisory Board Minutes October 2020](#)
    - Community [Advisory Board Minutes June 2019](#)

- Community [Advisory Board Minutes July 2017](#)
  - Community [Advisory Board Minutes 2014-2015](#)
- We have used feedback from current students to make changes to our teaching. For example, students had an opportunity to participate anonymously in a longitudinal study regarding diversity and social justice in the program. The feedback from two years is reflected in the Assessment Student Learning Report 2019-2020, along with changes the faculty has made and continues to work on.
- We have reviewed the findings of our assessment measures to determine what the goals should be. Below is a link to our SLO reports we have posted on the website; attached are the five most recent annual reports.
  - [Assessment Student Learning Outcome Report 2019-2020](#)
  - [Assessment Student Learning Outcome Report 2018-2019](#)
  - [Assessment Student Learning Outcome Report 2017-2018](#)
  - [Assessment Student Learning Outcome Report 2016-2017](#)
  - [Assessment Student Learning Outcome Report 2015-2016](#)
- The [Assessment Improvement Actions from Annual Report](#) describes the changes made from these SLO reports above.

*Address student learning and are written so they can be evaluated*

Student learning is assessed at the student level and program evaluation level. The details of this process are described in detail within [Section 4](#) of this document. Each SLO has multiple assessment measures. For each assessment measure, we have Key Performance Indicators (KPIs) that are clear rubrics for evaluation. See the [Assessment Master List of Program Objectives, SLO, KPI](#) document for evidence.

Below is a list from our website in three pictures so that you can read how they are measurable and align with many CACREP curricular expectations.

## CACREP

## Student Learning Outcomes

## Student Learning Outcome

## Assessment Results

## CURRENT LIST OF GOALS AND SLOS

### A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. Demonstrates knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP Professional Counseling Orientation & Ethical Practice 2.F.1.g)
2. Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Professional Counseling Orientation & Ethical Practice 2.F.1.i)

### B. DIVERSITY AWARENESS AND SENSITIVITY

1. Identifies major cultural constructs (e.g., race/ethnicity, social class, sexual/affective orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and how they intersect with the mental health of clients (or client scenarios). (CACREP Social & Cultural Diversity 2.F.2.c)
2. Explores and articulates the sources of counselors' own personal value systems (e.g., race/ethnicity, social class, sexual/affective orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and acknowledges that these values may create biases that affect counseling. (CACREP Social & Cultural Diversity 2.F.2.c)
3. Identifies stereotypes, how they derive from the traditional values and norms of various cultural groups, and can result in systemic oppression. (CACREP Social & Cultural Diversity 2.F.2.c)
4. Identifies ways in which counselors can promote social justice and advocacy on behalf of clients. (CACREP Social & Cultural Diversity 2.F.2.c)

### C. CLINICAL SKILLS

4. Identifies ways in which counselors can promote social justice and advocacy on behalf of clients. (CACREP Social & Cultural Diversity 2.F.2.c)

### **C. CLINICAL SKILLS**

1. Demonstrates effective counseling skills with individuals (adults & children), couples, families, and/or groups. (CACREP Counseling & Helping Relationships 2.F.5.g)
2. Evaluates clients' progress toward treatment goals during practicum experiences. (CACREP Counseling & Helping Relationships 2.F.5.g)
3. Demonstrates the ability to modify interventions based on clients' intersectionality. (CACREP Social & Cultural Diversity 2.F.2.c)
4. Demonstrates writing that is professional, ethical, and respectful with regard to clients. (CACREP Counseling & Helping Relationships 2.F.5.g)
5. Recognizes counter-transference that may be interfering with the client's process; minimizes counter-transference through personal work, and understands how counter-transference can be used in therapy. (CACREP Counseling & Helping Relationships 2.F.5.g)
6. Demonstrates knowledge of the dynamics associated with group process and development. (CACREP Group Counseling & Group Work 2.F.6.b)
7. Demonstrates knowledge of characteristics and functions of effective group leaders. (CACREP Group Counseling & Group Work 2.F.6.d)

### **D. CONCEPTUALIZATION AND TREATMENT PLANNING**

## **D. CONCEPTUALIZATION AND TREATMENT PLANNING**

1. Utilizes knowledge of major counseling theories in the context of individual (adult and child), couple, family, and/or group counseling, to formulate case conceptualizations. (CACREP Counseling & Helping Relationships 2.F.5.g)
2. Appropriately applies the diagnostic categories of the DSM-5. (CACREP Clinical Mental Health Specialty 5.C.2.d)
3. Collects and integrates multiple aspects of the assessment process in order to form appropriate diagnoses and intervention strategies. (CACREP Assessment & Testing 2.F.7.e)
4. Recognizes how work/school/occupational statuses intersect with other life roles and mental health; formulates treatment plans that include attention to employment, work/school environment, skills development, and/or life-work planning, as necessary. (CACREP Career Development 2.F.4.b)
5. Utilizes knowledge of how bio/psycho/sociocultural/spiritual factors intersect with and affect human development and functioning across the lifespan; and accordingly makes appropriate adjustments to case conceptualization and treatment plans. (CACREP Clinical Mental Health Specialty 5.C.3.a)
6. Collects and integrates multiple aspects of the counseling process (e.g., theoretical knowledge, evidence-based practices, clinical information, and client perspectives), in order to create treatment plans. (CACREP Clinical Mental Health Specialty 5.C.3.a)
7. Demonstrates knowledge of how biological, neurological, and physiological factors affect human development, functioning, and behavior. (CACREP Human Growth and Development 2.F.3.e)

## **E. RESEARCH AND PROFESSIONAL WRITING**

1. Utilizes a formal system of inquiry that integrates the work of researchers and counselors, and applies it in a research project regarding a specific clinical issue relevant to clinical mental health counseling. (CACREP Research & Program Evaluation 2.F.8.a)
2. Writes a literature review regarding a specific clinical issue relevant to clinical mental health counseling. (CACREP Research & Program Evaluation 2.F.8.a)
3. Demonstrates writing that is concise and organized, as well as correct in terms of grammar, punctuation, and sentence structure. (CACREP Research & Program Evaluation 2.F.8.a)
4. Demonstrates original writing that is correct according to APA style (e.g., structurally and mechanically, including correct citations and references). (CACREP Research & Program Evaluation 2.F.8.a)

**C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.**

Students are steeped in professional counseling through classes/textbooks and are invited to engage in a variety of activities to help develop their personal and professional growth.




- Students are initially trained about the profession of counseling through their first course in the program, COUN [500](#) Introduction to the Profession. The textbook used is steeped in counselor education tradition. (see page 5, Kottler & Shepard)
- Students are required to demonstrate competence for the American Counseling Association (ACA) code of ethics in their COUN [526](#) Professional, Ethical, and Legal Issues in Counseling course. The licensure board in California uses the ACA code of ethics to adjudicate decisions for LPCCs. (see page 5 for the Corey, et al., text and required reading of the ACA Code of Ethics)
- Students are obligated to join a professional organization no later than their fieldwork experience (COUN 530 Beginning Practicum) in order to obtain their liability insurance. Documentation can be found in the [Clinical Training Handbook](#), Section IV, Responsibilities, item 5 (on page 14). Some students join ACA, some join the California Association for LPCCs (CALPCC, also affiliated with ACA), and some students join the California Association for Marriage and Family Therapists (CAMFT) organization. See below picture from the handbook.

- 
3. If necessary, meet with the Fieldwork Coordinator-Counseling or the Clinical Training Director to discuss approved practicum sites.
  4. Contact clinical training sites from our approved list and apply according to the guidelines of the agency. [See Appendix A for Clinical Practicum Training Sites]
  5. Join ACA, CAMFT or CALPCC, and become familiar with the LMFT and/or LPCC rules and guidelines as set forth by the BBS.
  6. Maintain regular attendance in practicum classes (COUN 530 A/B, 584 A/B, 590 A/B, and 591 A/B if needed).

- 
- Some students co-present with faculty members at conferences or co-author publications. Below are two faculty members who presented with students at counseling conferences. (Note: there are student presentations at PSYC conferences, and students have presented at conferences without faculty as well).
    - [CV Matt Englar-Carlson](#) with students/alumni (see pages 8-9 in yellow for recent examples)
    - [CV Rebekah Smart](#) with students (see pages 2-4 in yellow for recent examples)

- Our students, student organizations and faculty members speak or bring in speakers on a regular basis for professional development. Here are some recent samples of flyers:
  - [Student Event \(CSI\) Cultural Relevance and Anti-Oppression](#)
  - [Student Event: Black Mental Health](#)
  - [Student and Alumni Event: Law & Ethics \(preparing for the post degree state test\)](#)
  - [Student and Faculty Event: Ánimo con Confianza Charla](#)
  - [Student Event GCSA 2020-2021 Email List of Flyers](#) (scroll down to see them all)
- Every few years, CSUF Department of Counseling is a sponsor for the Evolution of Psychotherapy, Brief Therapy, and Couples Conferences and several of our students often volunteer. However, we do not keep a record of all the students who attend and volunteer. We do see them at the conference, though. We were surprised we had at least a few students who helped for the Evolution of Psychotherapy conference in December 2020 conference since it was virtual. Here are two pictures from emails from the most recent conference show the Chair's request to send information to students and showing an email confirming a student is in the program.



 Reply  Reply All  Forward


Wed 2/26/2020 2:50 PM

Doug Edwards <dedwards@psychbehavioral.com>

Re: [External] Evolution: Booth for conference

To Brew, Leah

Cc Katelyn Hennessy

 You replied to this message on 2/26/2020 2:59 PM.

---

Hi, Leah. Great timing. We are actually finalizing the **volunteering** process in the next 2 weeks, and then Katy will reach out with the details.  
Doug

Doug Edwards, C-ATM  
DIRECTOR  
PSYCHIATRY & BEHAVIORAL HEALTH LEARNING NETWORK

NACCME | An HMP Company  
104 Windsor Center Drive, Suite 200  
East Windsor, NJ 08520

216.280.2443 | [dedwards@psychbehavioral.com](mailto:dedwards@psychbehavioral.com)

psychbehavioral.com

On 2/26/20, 5:48 PM, "Brew, Leah" <[lbrew@fullerton.edu](mailto:lbrew@fullerton.edu)> wrote:

Hi Doug!

I just received some flyers that I can share with students for the conference.

Do you have information yet about students signing up to **volunteer**? They are asking.

Thanks!

Leah

Leah Brew, PhD, CCMHC, NCC, LPCC  
Professor and Chair  
Pronouns: she/her/hers  
Department of Counseling  
California State University, Fullerton  
PO Box 6868  
Fullerton, CA 92834-6868  
Phone: (657) 278-2708

Reply Reply All Forward

Mon 4/13/2020 4:36 PM

Donna Palmieri <registration@evolutionofpsychotherapy.com>

[External] Re: Volunteer for 2020 Evolution of Psychotherapy Conference

To Brew, Leah

Cc 'Angela Nguyen'

---

Dear Leah,

Thank you for your email. We have noted Angela's registration accordingly. Please let us know if we can be of any additional assistance.

Best regards,

**Donna Palmieri**  
REGISTRATION MANAGER

**EVOLUTION OF PSYCHOTHERAPY**

HMP  
70 East Swedesford Road, Suite 100  
Malvern, PA 19355

---

**From:** "Brew, Leah" <[lbrew@fullerton.edu](mailto:lbrew@fullerton.edu)>

**Date:** Monday, April 13, 2020 at 6:12 PM

**To:** "'registration@evolutionofpsychotherapy.com'" <[registration@evolutionofpsychotherapy.com](mailto:registration@evolutionofpsychotherapy.com)>

**Cc:** 'Angela Nguyen' <[angienguyen@csu.fullerton.edu](mailto:angienguyen@csu.fullerton.edu)>

**Subject:** Volunteer for 2020 Evolution of Psychotherapy Conference

To Whom It May Concern:

Please find the attached document indicating that Angela Nguyen is a student in our program who would like to volunteer for the conference.

If you have any questions or need more information, please let me know.




Sincerely,

Leah

Leah Brew, PhD, CCMHC, NCC, LPCC  
Professor and Chair  
Pronouns: she/her/hers  
Department of Counseling  
California State University, Fullerton  
PO Box 6868  
Fullerton, CA 92834-6868  
Phone: (657) 278-2708

- Finally, when conferences are local, we try to find funding to support students. Below is an email where we provided letters so students could receive reimbursement for attending ACA 2021 virtually. The President of the student organization, GCSA kindly wrote letters for the Department Chair to modify and sign:

---


 Reply  Reply All  Forward

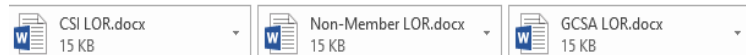
Tue 3/10/2020 12:56 PM

Angela Nguyen <angienguyen@csu.fullerton.edu>

Letter of Recommendations for GCSA, CSI, and Non-member

To Brew, Leah

 You replied to this message on 3/10/2020 4:28 PM.



Hi Leah,

I have created Letter of Recommendation templates for 10 students who plan to attend the ACA Conference. Please find the attached documents. The deadline to submit all documents is this Friday, March 13th. Let me know if you have any questions or concerns, and I wanted to extend my gratitude for helping writing letters of recommendation for us again!

Warm regards,

*Angela Nguyen*

Pronouns: she/her/hers

Graduate Student Assistant, Office of Graduate Studies, College Park 950

Graduate Research Assistant, Department of Social Work, Education Classroom 207

MFT Trainee, Boys & Girls Clubs of Garden Grove

---

Re: Letter of Request for ACA Conference - Message (HTML)

File Message ADOBE PDF Tell me what you want to do...

Delete Reply Reply All Forward BBS To Manager Team Email Move Categorize Follow Up Translate Zoom Send to OneNote Insights Report Phish Save attachments

Tue 3/16/2021 7:29 AM

Brew, Leah

**Re: Letter of Request for ACA Conference**

To Nguyen, Angela

Hi Angela!

I am happy to sign the letters. No problem. I want to support you all going to ACA.

Sincerely,  
Leah

Leah Brew (she/her), PhD, LPCC, NCC, CCMHC  
Chair and Professor  
California State University, Fullerton  
Department of Counseling  
PO Box 6868  
Fullerton, CA 92834-6868  
[LBREW@FULLERTON.EDU](mailto:LBREW@FULLERTON.EDU)

Sent from my iPhone

On Mar 15, 2021, at 9:09 PM, Nguyen, Angela <[angienguyen@csu.fullerton.edu](mailto:angienguyen@csu.fullerton.edu)> wrote:

Hi Dr. Brew,

I wanted to thank you for taking time out of your busy schedule to meet with students last Friday regarding in-person instruction/virtual learning! I hope you also had a restful weekend.

I know I asked you back in January for a letter of request for the Evolution of Psychotherapy, but I was wondering if I can ask you again, but for the American Counseling Association Virtual Conference for three students and myself! The letter will help students get reimbursement from Interclub Council from the Health and Human Development department. I created a template for you and I would just need your letterhead and signature. Everyone paid \$129 each, so I'll be requesting a total of \$516 as reimbursement from HHD-ICC. Please let me know if you have any questions!

Warm regards,

**Angela Nguyen**  
M.S. Counseling Student, CSUF  
Graduate Student Assistant, Office of Graduate Studies  
Graduate Research Assistant, Department of Social Work  
MFT Trainee, Boys & Girls Club of Garden Grove

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## COUNSELING CURRICULUM

**D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.**

Since syllabi can change with different instructors, the Department of Counseling has a document that prospective students can download that includes the course number and name, the course description, and the course objectives. When they click the item, they can see the [Classes with Course Descriptions with Course Objectives](#). Below is a picture of the website that houses this under the Degree program, under Curriculum.

CALIFORNIA STATE UNIVERSITY, FULLERTON A-Z Index

College of Health and Human Development SEARCH

**Counseling** SITE CSUF

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men [Support the Department](#)

---

Program Overview

Ánimo: Latinx Counseling

Emphasis

LMFT & LPCC Licensure Info

Advisement

**Curriculum**

Classification and Advancement to Candidacy

## The Curriculum

The Curriculum consists of 63 units. Students go at their own pace and graduate from the program in three to five years. All students meet with their advisors throughout the program and can make adjustments to their study plan as needed.

COUN 500 The Counseling Profession  
 COUN 511 Pre-Practicum (basic counseling skills)  
 COUN 518 Human Development & Functioning  
 COUN 502 Career Counseling

COUN 520 Modes of Individual Counseling  
 COUN 522 Diagnosis and Treatment Planning  
 COUN 523 Counseling & Culture  
 COUN 524 Child & Adolescent Counseling

COUN 525 Psychopharmacology  
 COUN 526 Professional Ethics & Legal Issues in Counseling  
 COUN 527 Systems of Family Counseling  
 COUN 528 Groups: Process and Practice

COUN 535 Addictions  
 COUN 562 Couples Counseling  
 COUN 530 Beginning Practicum (fieldwork in a community agency)  
 COUN 521 Research in Counseling (first half of the final research project)


COUN 538 Crisis Intervention & Trauma Treatment  
 COUN 560 Appraisal in Counseling  
 COUN 590 Advanced Counseling Techniques  
 COUN 584 Advanced Practicum  
 COUN 597 Final Project (second half of the final research project)

[View course descriptions here.](#)

[View course descriptions with course objectives here.](#)

Prospective students may request particular syllabi upon request. Please email the Department Chair, Leah Brew at [lbrew@fullerton.edu](mailto:lbrew@fullerton.edu)

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 To report problems or comments with this site, please contact [hhdweb@fullerton.edu](mailto:hhdweb@fullerton.edu).  
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WEB ACCESSIBILITY  
 CSUE is committed to ensuring equal accessibility to our users. Let us know about any accessibility problems you encounter using this website.

Syllabi are available for students enrolled in their classes through Canvas, our learning management platform. Each of the six areas described above are part of all syllabi. Link on to each course number to review each syllabus and note the page number for each area:

<b>COURSE</b>	<b>Content Areas</b>	<b>Knowledge &amp; Skills Outcomes</b>	<b>Methods of Instruction</b>	<b>Required Reading</b>	<b>Student Performance Evaluation</b>	<b>Disability Accommodation</b>
<a href="#">500</a> Introduction to the Profession	p. 5-6	p. 6	p. 7	p. 5	p. 10	p. 14
<a href="#">511A</a> and <a href="#">511B</a> Pre-Practicum	A p. 2-3 B p.	A p. 3 B p.2-3	A p. 4 B p.5	A p. 2 B p. 3	A p. 7 B p.4	A p. 10 B p. 7
<a href="#">518</a> Human Growth & Development	p. 2	p. 2	p. 3	p. 2	p. 5	p. 10
<a href="#">502</a> Career Counseling	p. 4	p. 5	p. 6	p. 6	p. 6-9	p. 11
<a href="#">520</a> Modes of Individual Counseling	p. 3	p. 4	p. 4	p. 3	p. 6	p. 10
<a href="#">522A</a> and <a href="#">522B</a> Diagnosis & Treatment Planning	A p. 3 B p. 4	A p. 4 B p. 5	A p. 5 B p. 6	A p. 5 B p.6	A p. 6-8 B p. 7-9	A p. 11 B p. 10
<a href="#">523</a> Counseling and Culture	p. 3	p. 4	p. 5	p. 4	p. 5	p. 11
<a href="#">524</a> Child & Adolescent Counseling	p. 2-3	p. 3	p. 4	p. 2	p. 5	p. 10
<a href="#">525</a> Psychopharmacology	p. 2	p. 3-4	p. 5-7	p. 4	p. 10	p. 11
<a href="#">526</a> Professional, Ethical & Legal Issues in Counseling	p. 4	p. 5	p. 6	p. 5-6	p. 6-8	p. 12
<a href="#">527A</a> and <a href="#">527B</a> Systems Counseling	A p. 2 B p. 2	A p. 2-3 B p. 3	A p. 3 B p. 3	A p. 3-4 B p. 3-4	A p. 5-7 B p. 5-7	A p. 3 B p. 3
<a href="#">528</a> Groups: Process and Practice	p. 3	p. 3-4	p. 4	p. 4-5	p. 5-8	p. 12
<a href="#">535</a> Addictions Counseling	p. 2	p. 3	p. 4	p. 3	p. 10	p. 7
<a href="#">562</a> Couples Counseling	p. 2	p. 2-3	p. 5-6	p. 3	p. 8-12	p. 13
<a href="#">530A</a> and <a href="#">530B</a> Beginning Practicum	A p. 2 B p. 2	A p. 3 B p. 2-3	A p. 3 B p. 4	A p. 5 B p. 4-5	A p. 15 B p. 7	A p. 4 B p. 4
<a href="#">521</a> Research in Counseling	p. 2	p. 3	p. 3	p. 4	p. 6	p. 9
<a href="#">538</a> Crisis Intervention & Trauma Treatment	p. 3	p. 3-4	p. 5	p. 5	p. 6-9	p. 12
<a href="#">560</a> Appraisal	p. 3	p. 3-5	p. 5	p. 5	p. 5	p. 9
<a href="#">590</a> Advanced Techniques	p. 1	p. 1-2	p. 1	p. 3	p. 4-6	p. 3

COURSE	Content Areas	Knowledge & Skills Outcomes	Methods of Instruction	Required Reading	Student Performance Evaluation	Disability Accommodation
<a href="#">584A</a> and <a href="#">584B</a> Advanced Practicum	A p. 2 B p. 2	p. A p. 3 B p. 3-4	A p. 3 B p. 5	A p. 5-6 B p. 5	A p. 6 & 12 B p. 8	A p. 14 B p. 5
<a href="#">597</a> Final Project	p. 2	p. 3	p. 4	p. 4	p. 5-6	p. 4

### E. Current counseling-related research is infused in the curriculum.

Counseling-related research is infused throughout the curriculum and is in every phase/gateway of their program.

#### Phase/Gateway I

- COUN [500](#) Introduction to the Profession (p. 9 assignment)– this course is designated by the university’s “graduate writing requirement.” The University requires at least one course in the program that has an intensive focus on writing, and this course meets the criteria. In this course, students conduct a “me-search” paper where they choose a personal topic, write about themselves, and then conduct a brief literature review on the topic to create a final paper.
- COUN [511A](#) & [511B](#) Pre-Practicum (integrated throughout lecture when instructing on skills) – skills course; lectures often include research that supports the efficacy of using empathy and building a strong therapeutic relationship with clients.
- COUN [518](#) Human Development & Functioning (pp. 3-6 assignments) – students either conduct a “me-search” paper, writing about their own development or interview another person to write about their own development. Students are obligated to include research as part of this paper.
- COUN [502](#) Career Counseling (p. 8 assignment) – Students write papers and conduct presentations in this course and are required to cite research to support their ideas.

#### Phase/Gateway II

- COUN [520](#) Modes of Individual Counseling (p. 5 assignment)– students are assigned a theory paper or a theory comparison paper in this course and must be based upon research.
- COUN [522A](#) and [522B](#) Diagnosis & Treatment Planning (textbook 522A p.5 and 522B p.6: Reichenberg & Seligman, 2016)– students read research as part of class.
- COUN [523](#) Counseling and Culture (p. 6 assignment 3) – students write a cultural genogram “me-search” paper which much include research and citations based upon personal cultural values. This course is also filled with journal articles on Canvas, rather than a traditional textbook.
- COUN [524](#) Child & Adolescent Counseling (p. 5 assignment theories presentation)– students are taught child centered therapy, which is based upon research.

#### Phase/Gateway III



- COUN [525](#) Psychopharmacology (p. 6 oral presentation; and all readings on p.4)– students learn the most commonly used psychotropic medications based upon current research. They read journal articles as part of this class.
- COUN [526](#) Professional Ethics & Legal Issues in Counseling (p. 5 Corey3 text; and p.16 week 14 lecture) – students learn about the ACA code of ethics related to conducting research.
- COUN [527A](#) and [527B](#) Systems of Family Counseling (p.5 assignment 3 on both A and B)– Students write a family genogram “me-search” paper and integrate research as part of this assignment.
- COUN [528](#) Groups: Process and Practice (p.7) – Students write one paper that includes research. Both papers require the integration of group literature.
- COUN [535](#) Addictions (p. 9 Research Paper assignment)– students write a paper on a particular drug group category that must be fully based upon research.
- COUN [562](#) Couples Counseling (p.3 Reading: mostly articles posted on Canvas) – students read literature to be prepared for lecture and to work on written assignments.

#### Phase/Gateway IV

- COUN [530A](#) and [530B](#) Beginning Practicum – students often need to read the literature to help them work with clients.
- COUN [521](#) Research in Counseling (pp. 4-5) – the purpose of this course is for students to learn to critique journal articles using summary tables and write a literature review in preparation for their final project. They can choose the topic and must use at least 20 references with no less than 12 empirical studies.
- COUN [538](#) Crisis Intervention and Trauma Treatment – students read research as part of class but most is posted on Canvas since it’s hybrid.
- COUN [560](#) Appraisal (see objectives p.4) - Students research the available online publishing resources for most current self-report measures and instruments within their scope of practice/competence and organize them in a table format (landscape orientation) for future clinical use. They learn about validity and reliability, among other constructs in choosing instruments.
- COUN [590](#) Advanced Techniques – students have oversight during summer while they continue their fieldwork (practicum). They may need to review research for clinical work.
- COUN [584A](#) and [584B](#) Advanced Practicum – students read research based upon their needs to work with clients.
- COUN [597](#) Final Project (p. 5 Final Project assignment)– students conduct a qualitative-like study, interviewing therapists who work with the population they researched in COUN 521. They use qualitative data analysis and discuss their results in light of the existing literature (i.e., they produce a paper with Introduction and Literature Review, Method, Results, and Discussion).

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**F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.**

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (COUN 500, 526, 523, and 502)
  - a. history and philosophy of the counseling profession and its specialty areas [COUN 500](#)
  - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation [COUN 500](#)
  - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams [COUN 500](#)
  - d. the role and process of the professional counselor advocating on behalf of the profession [COUN 500](#)
  - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients [COUN 500, 523, 526](#)
  - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues [COUN 500 and 526](#)
  - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues [COUN 500 and 526](#)
  - h. current labor market information relevant to opportunities for practice within the counseling profession [COUN 502](#)
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling [COUN 500 and 526](#)
  - j. technology's impact on the counseling profession [COUN 526](#)
  - k. strategies for personal and professional self-evaluation and implications for practice [COUN 500](#)
  - l. self-care strategies appropriate to the counselor role [COUN 500 and 526](#)
  - m. the role of counseling supervision in the profession [COUN 526, 530 and 584](#)
2. SOCIAL AND CULTURAL DIVERSITY (COUN 523)
  - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [COUN 523](#)
  - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [COUN 523](#)
  - c. multicultural counseling competencies [COUN 523](#)
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others [COUN 523](#)
  - e. the effects of power and privilege for counselors and clients [COUN 523](#)
  - f. help-seeking behaviors of diverse clients [COUN 523](#)
  - g. the impact of spiritual beliefs on clients' and counselors' worldviews [COUN 523](#)
  - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [COUN 523](#)

3. HUMAN GROWTH AND DEVELOPMENT (COUN 518, 522, 523, 535, 538)
  - a. theories of individual and family development across the lifespan COUN [518](#)
  - b. theories of learning COUN [518](#)
  - c. theories of normal and abnormal personality development COUN [518](#) and [522](#)
  - d. theories and etiology of addictions and addictive behaviors COUN [535](#)
  - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior COUN [518](#)
  - f. systemic and environmental factors that affect human development, functioning, and behavior COUN [518](#), [523](#), [538](#)
  - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan COUN [538](#)
  - h. a general framework for understanding differing abilities and strategies for differentiated interventions COUN [518](#) and [523](#)
  - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan COUN [518](#) and [523](#)
4. CAREER DEVELOPMENT (COUN 502)
  - a. theories and models of career development, counseling, and decision making COUN [502](#)
  - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors COUN [502](#)
  - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems COUN [502](#)
  - d. approaches for assessing the conditions of the work environment on clients' life experiences COUN [502](#)
  - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development COUN [502](#)
  - f. strategies for career development program planning, organization, implementation, administration, and evaluation COUN [502](#)
  - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy COUN [502](#)
  - h. strategies for facilitating client skill development for career, educational, and life-work planning and management COUN [502](#)
  - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making COUN [502](#)
  - j. ethical and culturally relevant strategies for addressing career development COUN [502](#)
5. COUNSELING AND HELPING RELATIONSHIPS (COUN 520, 522, 523, 526, 527, 538)
  - a. theories and models of counseling COUN [520](#)
  - b. a systems approach to conceptualizing clients COUN [527](#)
  - c. theories, models, and strategies for understanding and practicing consultation COUN [526](#)
  - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships COUN [526](#)
  - e. the impact of technology on the counseling process COUN [525](#)

- f. counselor characteristics and behaviors that influence the counseling process  
COUN [511](#)
  - g. essential interviewing, counseling, and case conceptualization skills COUN [511](#),  
[520](#), [522](#)
  - h. developmentally relevant counseling treatment or intervention plans COUN [520](#)  
and [522](#)
  - i. development of measurable outcomes for clients COUN [526](#)
  - j. evidence-based counseling strategies and techniques for prevention and  
intervention COUN [520](#)
  - k. strategies to promote client understanding of and access to a variety of  
community- based resources COUN [523](#) and [526](#)
  - l. suicide prevention models and strategies COUN [538](#)
  - m. crisis intervention, trauma-informed, and community-based strategies, such as  
Psychological First Aid COUN [538](#)
  - n. processes for aiding students in developing a personal model of counseling  
COUN [520](#)
6. GROUP COUNSELING AND GROUP WORK (COUN 528, 526, 530, 584)
- a. theoretical foundations of group counseling and group work COUN [528](#)
  - b. dynamics associated with group process and development COUN [528](#)
  - c. therapeutic factors and how they contribute to group effectiveness COUN [528](#)
  - d. characteristics and functions of effective group leaders COUN [528](#)
  - e. approaches to group formation, including recruiting, screening, and selecting  
members COUN [528](#)
  - f. types of groups and other considerations that affect conducting groups in varied  
settings COUN [528](#)
  - g. ethical and culturally relevant strategies for designing and facilitating groups COUN  
[528](#) and [526](#)
  - h. direct experiences in which students participate as group members in a small group  
activity, approved by the program, for a minimum of 10 clock hours over the course  
of one academic term COUN [530](#) and [584](#)
7. ASSESSMENT AND TESTING (COUN 560, 538, 522, 526 502)
- a. historical perspectives concerning the nature and meaning of assessment and  
testing in counseling COUN [560](#)
  - b. methods of effectively preparing for and conducting initial assessment meetings  
COUN [560](#)
  - c. procedures for assessing risk of aggression or danger to others, self-inflicted  
harm, or suicide COUN [526](#) and [538](#)
  - d. procedures for identifying trauma and abuse and for reporting abuse COUN [524](#),  
[538](#), and [562](#)
  - e. use of assessments for diagnostic and intervention planning purposes COUN [522](#)
  - f. basic concepts of standardized and non-standardized testing, norm-referenced and  
criterion-referenced assessments, and group and individual assessments COUN  
[560](#)
  - g. statistical concepts, including scales of measurement, measures of central  
tendency, indices of variability, shapes and types of distributions, and correlations  
COUN [560](#)

- h. reliability and validity in the use of assessments COUN [560](#)
  - i. use of assessments relevant to academic/educational, career, personal, and social development COUN [560](#) and [502](#)
  - j. use of environmental assessments and systematic behavioral observations COUN [560](#)
  - k. use of symptom checklists, and personality and psychological testing COUN [560](#)
  - l. use of assessment results to diagnose developmental, behavioral, and mental disorders COUN [560](#) and [522](#)
  - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results COUN [560](#)
8. RESEARCH AND PROGRAM EVALUATION (COUN 500, 502, 521, 560, 597)
- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice COUN [500](#), [521](#), [597](#)
  - b. identification of evidence-based counseling practices COUN [520](#), [521](#)
  - c. needs assessments COUN [521](#)
  - d. development of outcome measures for counseling programs COUN [521](#)
  - e. evaluation of counseling interventions and programs COUN [520](#) and [521](#)
  - f. qualitative, quantitative, and mixed research methods COUN [521](#) and [560](#)
  - g. designs used in research and program evaluation COUN [502](#) and [521](#)
  - h. statistical methods used in conducting research and program evaluation COUN [521](#) and [560](#)
  - i. analysis and use of data in counseling COUN [597](#)
  - j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation COUN [502](#), [521](#), [597](#)

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### SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following Standards apply to entry-level programs for which accreditation is being sought.

In this section, evidence of collecting documents for this section is available in our new Practicum/Internship Student Database. This database holds all the documents, such as our Four Way Contract and Liability Insurance. We also hold all hours logs, and evaluation forms. Below is a picture of a test student since we do not want to reveal any confidential information of students in this report. However, we can share the database with the site visit team. The site visit team can also review the paper files we held prior to the existence of this database.

CALIFORNIA STATE UNIVERSITY, FULLERTON

## Counseling Fieldwork Practicum

Department of Counseling  
College of Health and Human Development

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[Profile](#) | [Clinical Sites](#) | [Document Upload](#) | [Hour Logs](#) | [Document Review](#)

### Serena Test

**Upload Document:**

1. Select the type of document:

- Select one...
- 4-Way Agreement
- BBS Supervisor Responsibility Statement
- Consent Form
- Telehealth Addendum
- COVID 19 Student Acknowledgment
- COVID 19 Student Release
- Declaration
- Hour Logs
- MalPractice Insurance
- Misc.
- Transportation / Storage of Confidential Client Data

	Type	Expiration	Upload Date	
<a href="#">View/Download</a>	BBS		9/2/2020	
<a href="#">View/Download</a>	BBS	Responsibility	8/31/2020	
<a href="#">View/Download</a>	Hour Log	ced	9/2/2020	
<a href="#">View/Download</a>	Hour Log	COUN530	Trans1.pdf	9/1/2020 <a href="#">Delete</a>
<a href="#">View/Download</a>	Hour Log	COUN584	10. Advanced Practicum Summary Log_Semester Accounting Form.pdf	8/31/2020
<a href="#">View/Download</a>	MISC		agree.teletherapy_addendum.pdf	9/2/2020
<a href="#">View/Download</a>	MISC		Aggression and Violent Behavior.pdf	8/31/2020

## ENTRY-LEVEL PROFESSIONAL PRACTICE

### A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

Students are required to obtain professional liability insurance policies while enrolled in practicum and internship. This information can be found in our [Clinical Training Handbook](#) on page 14. Below is a copy of that portion of the Handbook below.

- 
10. Submit the required paperwork to practicum instructor by the second class session for COUN 530 A/B:
    - a. 4-Way Agreement [Original] Attach a photo (face only) of student, approx. 2" x 3".
    - b. Participation Consent Form [Original]
    - c. Declaration Statement [Original]
    - d. Transportation/Storage of Confidential Client Data form [Original]
    - e. **Proof of student's own individual malpractice insurance coverage.**  
[Copy] Note: Agency coverage alone is not sufficient.
    - f. Responsibility Statement (each supervisor must sign a separate form)  
[Copy]  
[See Appendix B for all forms. Check BBS website for updated versions of BBS forms].
  11. Provide services that are within the student's scope of practice.
  12. Be accountable for legal, ethical, and professional conduct at CSUF and all clinical training sites.
  13. Advise the practicum instructor when placement conditions differ from those contracted for by the agency, student, and the school, or which interfere with proper training. Examples of such conditions may include the following:

And on Page 31 of the [Clinical Training Handbook](#) (see picture below regarding XV Malpractice Insurance):

## XV. MALPRACTICE INSURANCE

Students are required to purchase their own individual professional malpractice insurance coverage while in their practicum placements. The program recommends that students join ACA ([www.counseling.org](http://www.counseling.org)) or CAMFT ([www.camft.org](http://www.camft.org)) where student malpractice insurance is an automatic benefit of membership, or CALPCC ([www.calpcc.org](http://www.calpcc.org)) and purchase the separate malpractice/liability insurance. Students who do not submit proof of insurance will not be eligible to provide counseling services, and therefore will not be eligible to count practicum hours for the BBS. **Note:** While many clinical training sites offer “umbrella” coverage to all their staff (including trainees), such group coverage alone is **not** sufficient.

At the site visit, we are able to show you the few paper files we have left on students that show this information. We can show you how we upload these documents into the new student database as well. Below is a picture of the student database where students log in to upload their Malpractice Insurance paperwork (along with other documentation):

1. Access the Student Portal at: <http://hhdapps.fullerton.edu/CounApps/DefaultDept.aspx>
2. Enter student username/password (Same as your CSUF Student Portal username/password) → Select Domain **ACAD** → Log in

CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Counseling  
College of Health and Human Development

**Department Portal Login**

Please use your CSUF portal username and password to login.

username:

Password:

Domain: AD AD ACAD

Login

Enter CSUF Student Portal Credentials

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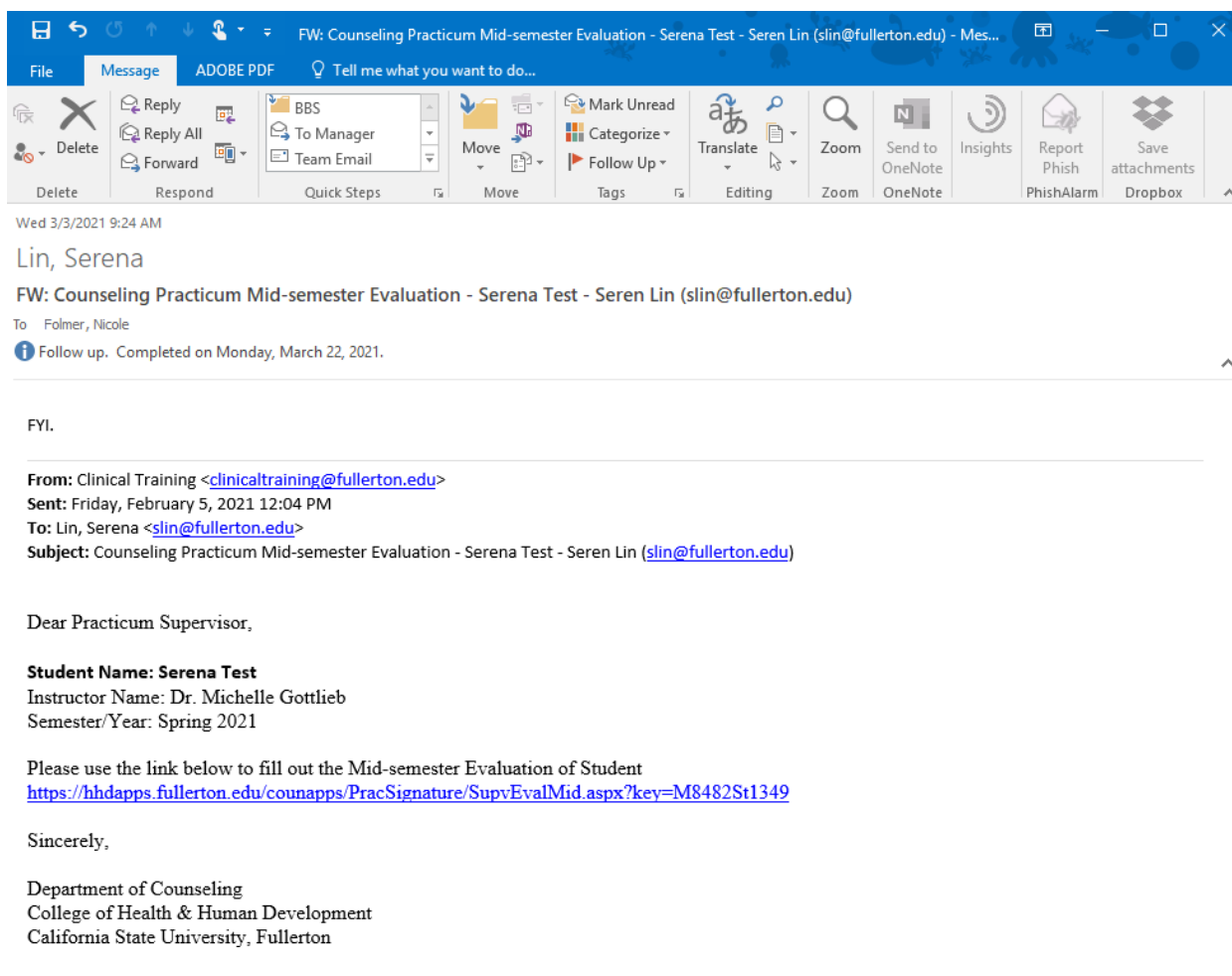
**B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.**

Students in both practicum and internship are at external sites and are supervised by state approved supervisors at their agency. We recommend that they watch videos or conduct live supervision. We also encourage students to show videos during individual or group supervision. The only way we guarantee that sessions are watched are through the course instruction, though. So, in [COUN 530](#) Beginning Practicum (see page 5 Class Requirements), students are required to show at least two videos. In [COUN 584](#) Advanced Practicum (see page 6 Video Case Presentations), students are required to show at least three videos. These videos are the majority of the students' grades. The second and final video and paper is used to evaluate several areas within student learning outcomes (SLO) as well. Finally, because these courses are Credit/No Credit, rather than students earning letter grades, students who perform below minimum standards take an incomplete and must demonstrate appropriate competence before continuing forward in the program.

**C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.**

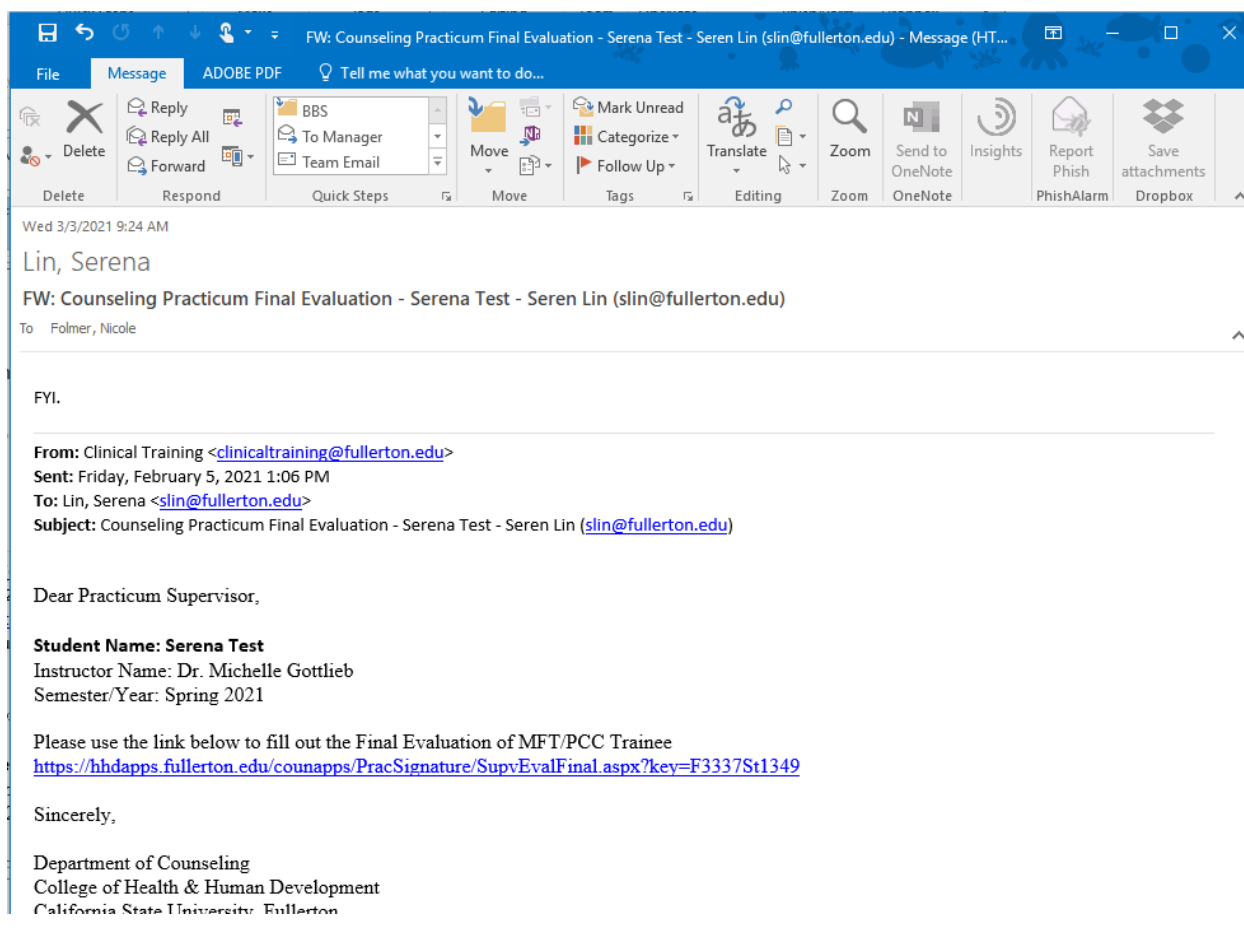
Students receive informal, formative feedback in weekly individual supervision and sometimes in group supervision as well at the agency. In class, students receive weekly, formative feedback from discussions and from presentations. Students are informed of formal, summative evaluations on page 28 of the Clinical Training Handbook (see below this list) and are also evidenced in the forms portion of the Clinical Training Handbook:

- [Site Supervisor Midterm Supervisor Evaluation](#) (also on pp. 118-119 of the [Clinical Training Handbook](#))
- Midterm Instructor Evaluations are completed in our database, which can be seen during the site visit. Below is a picture of the email sent to an instructor to complete the evaluation:



Find evidence in the [Clinical Training Handbook](#) (note formatting is weird, so I have linked the form below as well; they use the same form in both classes):

- [Site Supervisor Final Evaluation](#) for Practicum (pp. 138-143)
- [Professional Dispositions](#) (pp. 126-129)
- [Final Instructor Evaluation for COUN 530 Beginning Practicum](#) (pp. 132-134)
- [Final Instructor Evaluation for COUN 584 Advanced Practicum](#) (pp. 135-137)
- Below is a picture of an automated email sent to instructors asking them to upload the evaluation of students. At the site visit, we can show you the database with the completed evaluations.



Below is a picture from our database that we are constructing now that holds student information electronically. Note this is the Document Review page which will hold student evaluations.

CALIFORNIA STATE UNIVERSITY, FULLERTON

## Counseling Fieldwork Practicum

Department of Counseling  
College of Health and Human Development

| Logged in as: chdmentor | [Profile](#) | [Logout](#) |

[Profile](#) | [Clinical Sites](#) | [Document Upload](#) | [Hour Logs](#) | [Document Review](#)

### Serena Test

<p><b>Professor Evaluation:</b> <b>Clinical Skills; Case Conceptualization &amp; Treatment Planning; Diversity</b></p> <p>No document to review.</p> <p><b>Professor Evaluation:</b> <b>Dispositions &amp; Professionalism</b></p> <p>No document to review.</p>	<p><b>Mid-term Evaluation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">584A-02</a> (Spring2021)</li> </ul>
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CALIFORNIA STATE UNIVERSITY FULLERTON

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And below is a picture from our Clinical Training Handbook that informs students of the evaluation process.

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## XI. EVALUATION PROCESS

### **Practicum Instructor Evaluation of Student**

Faculty evaluates students both orally and in writing at the end of each semester of COUN 530 A/B, 584 A/B, 590 A/B, and 591 A/B by using the form entitled **Practicum Instructor Final Evaluation of Student** [See Appendix B]. In addition, faculty conducts ongoing evaluations throughout the semester, both orally and in writing. During 530 A/B, this includes email contact with the student's site supervisor [see e-Form in Appendix B] every other week.

### **Supervisor Evaluation of Student**

Site supervisors evaluate students in mid-semester in COUN 530 A/B, 584 A/B, 590 A/B, and 591 A/B. Students must submit the **Mid-Semester Evaluation by Supervisor** form [See Appendix B] to their supervisor. The supervisor will evaluate the student, both orally and in writing, and the student then returns the form to the practicum instructor promptly.

Site supervisors will also provide an oral and written evaluation [See **Supervisor Final Rating of Student in Appendix B**] of students at the end of COUN 530 A/B, 584 A/B, 590 A/B, and 591 A/B.

A student who believes he or she has been evaluated unfairly or inaccurately by the faculty and/or supervisor should first attempt to discuss her or his concerns directly with the faculty and/or agency supervisor. If that process does not provide satisfactory resolution, the student should then discuss their concerns with the Clinical Training Director.

### **Student Evaluation of Agency**

Students evaluate their clinical training site by using the form entitled **Student Assessment of Site** [See Appendix B] at the end of COUN 530 A/B, 584 A/B, 590 A/B, and 591 A/B. Students also evaluate their supervisor by using a form entitled **Student Evaluation of Supervisor** [See Appendix B]. These evaluations are taken seriously and are put on file for future use; therefore, students are encouraged to give open and honest feedback. The Clinical Training Director will follow up on the information supplied on the evaluations, as appropriate.

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Summative evaluations are also noted on the syllabus:

- Final Instructor Evaluation: [COUN 530](#) Beginning Practicum (p. 6 final presentation)
- Final Instructor Evaluation: [COUN 584](#) Advanced Practicum (pp. 7-8 presentation 3)

**D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.**

- Students are invited to attend conferences prior to, during and after practicum and internship. We do not differentiate based upon their status. (See [Section 2.C.](#) of this document where we discuss professional identity.)
- Students often engage in training at their sites. However, sites have a great deal of variability where some have very little training beyond scheduling clients and writing up case notes, and others have extensive training where they learn to use the County system to write case notes and conduct formal, weekly training and development.
- Beginning summer 2020, students all learned how to use zoom for classes and for clinical work. The university purchased the level of Zoom that is encrypted, and as long as students do not use the record function in Zoom, they meet HIPAA requirements. Since many agencies did not have tools for remote counseling, students used their student Zoom accounts to conduct remote counseling. Additionally, some agencies invested in other HIPAA compliant software for remote counseling.

**E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.**

Students learn co-leadership skills in the [COUN 528](#) Groups: Process and Practice course. See assignments on bottom of page 5-6 of the syllabus that indicates that students must learn to engage in co-leadership as part of the class and learn to write case notes.

Students are also required to co-lead at least one group during their practicum or internship experience. See page 22 of the [Clinical Training Handbook](#). Below is a picture of that portion of the page:

## VIII. PRACTICUM GUIDELINES

### **Practicum Defined**

Practicum is field experience taken for academic credit that provides students with the opportunity to learn counseling skills under supervision. This experience may be with individuals, children, adults, and families. Consistent with BBS regulations for LMFTs, the focus will be on relationship problems/issues specifically. For sites training LPCCs, the focus will be on identifying and remediating cognitive, mental, and emotional issues.

### **Minimum Practicum Experience Defined**

Students should plan to devote approximately 15-20 hours per week for three (3) consecutive semesters of supervised practicum. Please refer to **Section II, Summary of BBS LMFT/LPCC Licensure Regulations** or the BBS website for minimum/maximum experience requirements.

The Department of Counseling requires that students have a total of 700 Practicum hours (defined below) during their practicum year, with a minimum of 280 direct client contact hours during the course of COUN 530 A/B, 584 A/B, and 590 A/B. These totals meet or exceed the BBS regulations for LMFT/LPCCs and CACREP accreditation standards.

Direct client contact (DCC) hours are accrued through providing counseling services to clients in the following categories: individual children and/or adults, couples, families, and groups\*.

\*Groups should be facilitated by two clinicians (including, but not limited to, student trainees) as co-leaders whenever possible. **NOTE: co-leaders for groups are mandatory during COUN 530 A/B and all students must lead a group at some point during their practicum year.**



GROUP

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## PRACTICUM

**F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.**

Items F (100 clock hours) and G (40 DCC hours) are consolidated here for efficiency.

Students sign contracts for one year with an external agency. In the first semester (15 weeks), they take COUN 530 Beginning Practicum, and they are required to complete 40 direct clinical counseling (DCC) hours with a total of 100 clock hours. Below are the links that include this information in the [Clinical Training Handbook](#):

- page 22 (in yellow) with minimum requirements.
- page 112 form for licensure students turn in at the end of the semester to indicate the hours they have completed.
- pages 114-115 form that students use to demonstrate they have specifically completed 40 DCC and 100 total hours.
- At the site visit, we can show you the actual electronic student files that contain the “Hours Sheet” that demonstrates the number of DCC, Supervision and Total Hours accrued.

**G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**

See item F above.

**H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.**

I am consolidating items H (individual supervision) and I (group supervision) in this section.

Students attend 3-hour classes each week where supervision is the primary task of instructors. However, their agency supervisor is their legal supervisor, and so they meet supervision standards at their agency as well. Students are obligated to complete at least one hour of triadic or individual supervision and 2 hours (state licensure law) of group supervision each week that they are seeing clients at their agency. Evidence of this can be found in the following places in the [Clinical Training Handbook](#):

- page 24 under Supervision – stating the requirements that meet both CACREP and state supervision expectations.
- page 94 Item i. - is the Four-Way Contract where the supervisor certifies the hours of individual and group supervision. (e.g., Supervision Agreement).
- page 110 weekly log used for state licensure
- page 114-115 form used for students to record hours.



- At the site visit, we can show you the actual electronic student files that contain the “Hours Sheet” that demonstrates the number of DCC, Supervision and Total Hours accrued.

**I. Practicum students participate in an average of 11/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

See item H above.

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## INTERNSHIP

**J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**

I am consolidating items J (600 clock hours) and K (240 direct client contact [DCC hours]) in this section for efficiency.

Students start their official Internship in COUN 584 Advanced Practicum or COUN 590 Advanced Counseling Techniques (required in Summer when they see clients), depending on when they started the COUN 530 Beginning Practicum class.

- If they take 530 in fall, then they take 584 in spring.
- If they take 530 in spring, then they take 590 in summer and 584 the following fall.

The hours simply continue from their 530 experience (not beyond 60 DCC hours) into their next semester.

The Four Way Contract is a yearlong obligation. If students are unable to complete their hours in one year, they sign another Four Way Contract to complete their hours, and usually one additional semester is all that is required (pre-COVID). When they need to continue to finish their hours, they will enroll in [COUN 591](#) Advanced Practicum II. You can also find this language at the top of page 19 of the [Clinical Training Handbook](#).

Evidence that we required 240 DCC and 600 total hours can be linked below in the [Clinical Training Handbook](#):

- page 22 in yellow indicates to students they must meet these requirements.
- page 93 in yellow indicates on the Four Way Agreement the total number of hours required.
- pages 116 & 117 is the form students use to log hours and includes the number of hours claimed in each category for their entire practicum/internship experience.
- At the site visit, we can show you the actual electronic student files that contain the “Hours Sheet” that demonstrates the number of DCC, Supervision and Total Hours accrued.

**K. Internship students complete at least 240 clock hours of direct service.**

See item J above.

**L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.**

Items L (individual supervision) and M (group supervision) are consolidated in this section for efficiency.

Students participate in COUN 584 Advanced Practicum in class for three hours per week and receive supervision during this time. Students in COUN 590 Advanced Counseling Techniques for summer have oversight by the instructor, but they do not talk about specific cases in this class.

However, students receive individual and group supervision at their agencies each week while enrolled in both COUN 590 Advanced Counseling Techniques and COUN 584 Advanced Practicum. If students need to continue beyond a year and take COUN 591 Advanced Practicum II, they will continue their supervision during class as a group and at their agency in weekly individual and group supervision. Evidence for this can be found below in the [Clinical Training Handbook](#):

- page 24 under Supervision – stating the requirements that meet both CACREP and state supervision expectations.
- page 94 Item i. - is the Four-Way Contract where the supervisor certifies the hours of individual and group supervision. (e.g., Supervision Agreement).
- page 110 weekly log used for state licensure.
- pages 116-117 form used for the program to record hours.
- At the site visit, we can show you the actual electronic student files that contain the “Hours Sheet” that demonstrates the number of DCC, Supervision and Total Hours accrued.

**M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

See item L above.

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## **SUPERVISOR QUALIFICATIONS**

**N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.**

The site supervisors provide group supervision as well as individual supervision. Counselor education program faculty members do not serve as the primary supervisor.

**O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.**

The Department of Counseling does not have any students serving as supervisors since we do not have a doctoral program.

**P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.**

Site supervisors must meet both accreditation and state licensure requirements to become designated as supervisors in California. As such, they must have a master's degree in counseling or a related field, must have been licensed for no less than two years, and must take training in supervision.

The Clinical Training Director meets with any prospective agencies and supervisors to determine if they are able to meet our criteria for supervision and allow students to record of video sessions. If so, they are provided with and must sign the Four Way Contract, which contains all expectations of supervisors. Evidence can be found in the [Clinical Training Handbook](#):

- See page 24, center of page, which specifies qualifications of a supervisor.
- See pages 106-109 to see the contract, which lists the supervisor responsibilities.
- See pages 110-111 where licensure information must be included.
- At the site visit, we can show you a physical file that holds the supervisors' proof of licensure. You can also see that by signing the Four Way Agreement, supervisors are attesting to meeting all the requirements to be qualified as supervisors according to the state licensure law.

**Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.**

The Clinical Training Director is responsible for meeting with each prospective or new supervisor to orient them toward our expectations. See bottom of page 8 and top of page 9 of the [Clinical Training Handbook](#), which specifies these responsibilities.

Consultation is often done with either the practicum instructor, if there are concerns with a student, and or with the Clinical Training Director. The instructors in 530, 584, and 591 reach out regularly to site supervisors to ensure students are performing well. Instructors also conduct a site visit at the end of the semester to meet with the student and supervisor to discuss the student's progress.

For professional development, each semester we host a "Meet and Greet" with the full time faculty and agency supervisors who can attend. This is held on the same day as the Practicum Fair where students meet sites to start the interview process. During this Meet and Greet, we do introductions of everyone in attendance, we usually eat lunch (pre-COVID) to give time to socialize, and we do an educational component. Sometimes the education is related to changes in our program, such as assessment changes; for instance in fall 2020, how we are decolonizing our program; or to talk about our *Ánimo* emphasis. At other times, we discuss licensure law changes; the new licensure law forms are what we discussed in some of the items below. Below is a sample of topics we have done in the last several years.

- [Supervisor Training Fall 2016](#)
- [Supervisor Training Fall 2017 \(informed them of new form\)](#)
- [Supervisor Training Spring 2018](#)
- [Supervisor Training Fall 2019](#)
- [Supervisor Training Spring 2020](#)
- [Supervisor Training Fall 2020](#)

**R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.**

- The Four Way Agreement is the document that specifies the responsibilities of the program supervisor, the clinical training supervisor, the student, and the Clinical Training Director (see pages 91-98 of the [Clinical Training Handbook](#)). The document specifies the frequency and format of supervision (see page 98 in yellow).
- Signed versions of the Four Way Agreement can be found in the student database, which can be shared during the site visit. Below is a picture of the portal students enter to upload their Four Way Agreement (and other related documents):

1. Access the Student Portal at: <http://hhdapps.fullerton.edu/CounApps/DefaultDept.aspx>
2. Enter student username/password (Same as your CSUF Student Portal username/password) → Select Domain **ACAD** → Log in

CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Counseling  
College of Health and Human Development

**Department Portal Login**

Please use your CSUF portal username and password to login.

username:

Password:

Domain:

**Enter CSUF Student Portal Credentials**

©2020 College of Health and Human Development IT at Cal State Fullerton. If you encounter an error, please contact [chhdit@fullerton.edu](mailto:chhdit@fullerton.edu) with a detailed description or screen shot of the error. We suggest using Internet Explorer, Firefox or Chrome web browsers to view this site.

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## **PRACTICUM AND INTERNSHIP COURSE LOADS**

**S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty-to-student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

Supervision is formally provided by the site where students work. As such, we use an 8:1 student to faculty ratio for all Practicum/Internship courses.

**T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty-to-student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

The site supervisors provide group supervision as well as individual/triadic supervision.

**U. Group supervision of practicum and internship students should not exceed a 1:12 faculty-to-student ratio.**

Group supervision at the agency does not exceed a 1:12 ratio. Our Four Way Contract specifies no more than eight trainees can be in group supervision, in accordance with state law. See page 93 item g, of the Four Way Contract in the [Clinical Training Handbook](#).

The COUN 530 Beginning Practicum, COUN 584 Advanced Practicum, and COUN 591 Advanced Practicum II courses have an enrollment of eight or less students (with occasionally nine in one section, if needed). However, this is a secondary group supervision experience.

Below is a picture of the Statutes and Regulations that specify no more than 8:1 ratio of supervisees to supervisor [item at the bottom: (b)(3)].

Board of Behavioral Sciences - Statutes and Regulations Relating to the Practice of... 37 / 286 | 100% +

contact shall occur as follows:

- (1) Supervision shall include at least one hour of direct supervisor contact in each week for which experience is credited in each work setting.
- (2) A trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of direct clinical counseling performed each week in each setting. For experience gained on or after January 1, 2009, no more than six hours of supervision, whether individual, triadic, or group, shall be credited during any single week.
- (3) An associate gaining experience who performs more than 10 hours of direct clinical counseling in a week in any setting shall receive at least one additional hour of direct supervisor contact for that setting. For experience gained on or after January 1, 2009, no more than six hours of supervision, whether individual, triadic, or group, shall be credited during any single week.
- (4) Of the 104 weeks of required supervision, 52 weeks shall be individual supervision, triadic supervision, or a combination of both.

(b) For purposes of this chapter, "one hour of direct supervisor contact" means any of the following:

- (1) Individual supervision, which means one hour of face-to-face contact between one supervisor and one supervisee.
- (2) Triadic supervision, which means one hour of face-to-face contact between one supervisor and two supervisees.
- (3) Group supervision, which means two hours of face-to-face contact between one supervisor and no more than eight supervisees. Segments of group supervision may be split into no less than one continuous hour. A supervisor shall ensure that the amount and degree of supervision is appropriate for each supervisee.

(c) Direct supervisor contact shall occur within the same week as the hours claimed.

**V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty-to-student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.**

We do not have students providing supervision to students; we don't have a doctoral program.

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## SECTION 4: EVALUATION IN THE PROGRAM

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

### EVALUATION OF THE PROGRAM

**A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.**

The Department of Counseling has a documented, empirically based plan for systematically evaluating the program objectives, including student learning.

#### *Brief history and context of our assessment*

We have been expanding the scope and methods over the last number of years, greatly assisted just this past academic year (2020-2021) by the electronic system built for us by our college IT department. This document reflects the more recent process, and our intentions going forward. The electronic system allows us to more easily track every student across our learning objectives, streamline the “gateway” process, and access the fieldwork data more easily. Although we have been assessing along multiple lines for a number of years, our electronic database allows us to be more comprehensive and flexible. The database will only reflect our full capacity for students admitted in fall 2020 and after. Prior to this, we were piecing together data across separate excel sheets and word documents from faculty and fieldwork assessments. These data are summarized in the annual reports and were used for program evaluation.

Earlier in our process, we typically used a committee process with a random 20% sample of signature assignments from various classes. The committee usually consisted of faculty outside the course in which the assessment took place. They discussed the assignments, expectations, and student performance, and came to a consensus on ratings. This was an important part of our assessment development: even though it was less comprehensive, it enabled us to refine our signature assignments, our assessments, and our teaching. The earlier annual reports reflect these data primarily. [Hyperlink to Assessment Presentation to Faculty 2020](#) for a brief overview of our process over the last few years. Although we have since moved to more instructor-based evaluation within courses, allowing for more breadth, we will continue to use the committee process on a rotating basis so that we explore one area each year with more depth. This is part of how we use the data for curriculum and program improvement.



The Student Learning Outcomes (SLOs) we developed as a department support our Program Objectives. See the consolidation of Program Objectives with the SLOs on this [Student Learning Outcomes and Program Objectives](#) link. Below is a picture of the Student Learning Outcomes from the section of our website under “Degree Program” and “Program Overview”

The screenshot shows a web browser window with the URL [hhd.fullerton.edu/counsel/program/index.php](http://hhd.fullerton.edu/counsel/program/index.php). The page is titled "Counseling" and is part of the "College of Health and Human Development". The navigation menu includes "ABOUT US", "DEGREE PROGRAM", "ADMISSIONS", "CURRENT STUDENTS", "ACCREDITATION", and "ALUMNI".

**STUDENT LEARNING OUTCOMES (PROGRAM OBJECTIVES)**

As part of an on-going evaluation of the program, the department has established five primary Student Learning Outcomes (SLOs). For each of these SLOs, assessment measures have been established to determine student progress. Each of these learning outcomes is evaluated across several courses and may be measured by grades/scores on particular assignments or evaluations by professors and practicum supervisors. The department uses this data to determine areas of strengths and areas for growth to improve student learning.

**SLO: Professional Counseling Orientation and Ethical Practice**

Students will be able to demonstrate knowledge of: (a) the historical and philosophical underpinnings of the counseling profession; (b) ethical and legal guidelines of the profession; and (c) professional counseling credentialing, certification, and licensure.

**SLO: Diversity Awareness and Sensitivity**

Students will be able to: demonstrate awareness of the major cultural influences on human behavior, how those intersect with the mental health of their clients, and how they influence their own perceptions and biases regarding clients.

**SLO: Clinical Skills**

Students will be able to: demonstrate awareness of the social and cultural influences on human behavior; demonstrate effective counseling skills; evaluate clients' progress; recognize and mitigate countertransference; and conduct counseling with appropriate awareness of ethical and legal issues.

**SLO: Conceptualization and Treatment Planning**

Students will demonstrate knowledge of counseling theories and a bio-psycho-sociocultural framework and apply them to case conceptualization. They will demonstrate the ability to appropriately use the DSM-5 (diagnostic manual of mental disorders). They will construct relevant treatment plans.

**SLO: Research and Professional Writing**

Students will be able to: critically analyze research methodology and the professional literature regarding a counseling topic; construct an original research project; and demonstrate professional writing skills in accordance with APA guidelines.

**DISPOSITIONS AND PROFESSIONALISM**

Students are also evaluated throughout the program for their fitness for the field, which involves their dispositions and professionalism. The Department defines a counselor's disposition as having four components: (a) Effective and professional communication and collaboration; (b) Emotional maturity, self-awareness, and counselor presence; (c) Dependability, reliability, and ethical behavior; and (d) Respect for diversity and openness to other worldviews.

The next screenshot is from the Accreditation part of our website, under “Student Learning Outcomes.”

Student Learning Outcomes - Co x +

Not secure hhd.fullerton.edu/counsel/accreditation/slo.php

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CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Counseling

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men Support the Department

CACREP

Student Learning Outcomes

Student Learning Outcome

Assessment Results

### CURRENT LIST OF GOALS AND SLOS

#### A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. Demonstrates knowledge of professional counseling understanding, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP Professional Counseling Orientation & Ethical Practice 2.F.1.g)
2. Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Professional Counseling Orientation & Ethical Practice 2.F.1.i)

#### B. DIVERSITY AWARENESS AND SENSITIVITY

1. Identifies major cultural constructs (e.g., race/ethnicity, social class, sexual/affective orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and how they intersect with the mental health of clients (or client scenarios). (CACREP Social & Cultural Diversity 2.F.2.c)
2. Explores and articulates the sources of counselors' own personal value systems (e.g., race/ethnicity, social class, sexual/affective orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and acknowledges that these values may create biases that affect counseling. (CACREP Social & Cultural Diversity 2.F.2.c)
3. Identifies stereotypes, how they derive from the traditional values and norms of various cultural groups, and can result in systemic oppression. (CACREP Social & Cultural Diversity 2.F.2.c)
4. Identifies ways in which counselors can promote social justice and advocacy on behalf of clients. (CACREP Social & Cultural Diversity 2.F.2.c)

#### C. CLINICAL SKILLS

1. Demonstrates effective counseling skills with individuals (adults & children), couples, families, and/or groups. (CACREP Counseling & Helping Relationships 2.F.5.g)
2. Evaluates clients' progress toward treatment goals during practicum experiences. (CACREP Counseling & Helping Relationships 2.F.5.g)
3. Demonstrates the ability to modify interventions based on clients' intersexuality. (CACREP Social & Cultural Diversity 2.F.2.a)
4. Demonstrates writing that is professional, ethical, and respectful with regard to clients. (CACREP Counseling & Helping Relationships 2.F.5.g)
5. Recognizes counter-transference that may be interfering with the client's process, minimizes counter-transference through personal work, and understands how counter-transference can be used in therapy. (CACREP Counseling & Helping Relationships 2.F.5.g)
6. Demonstrates knowledge of the dynamics associated with group process and development. (CACREP Group Counseling & Group Work 2.F.6.b)
7. Demonstrates knowledge of characteristics and functions of effective group leaders. (CACREP Group Counseling & Group Work 2.F.6.d)

#### D. CONCEPTUALIZATION AND TREATMENT PLANNING

1. Utilizes knowledge of major counseling theories in the context of individual (adult and child), couple, family, and/or group counseling to formulate case conceptualizations. (CACREP Counseling & Helping Relationships 2.F.5.g)
2. Appropriately applies the diagnostic categories of the DSM-5. (CACREP Clinical Mental Health Specialty 5.C.2.d)
3. Collects and integrates multiple aspects of the assessment process in order to form appropriate diagnoses and intervention strategies. (CACREP Assessment & Testing 2.F.7.a)
4. Recognizes how work-related/occupational status intersect with other life roles and mental health; formulates treatment plans that include attention to employment, work/school development, skills development, and/or life-work planning, as necessary. (CACREP Career Development 2.F.4b)
5. Utilizes knowledge of how bio/psycho/sociocultural/spiritual factors intersect with and affect human development and functioning across the lifespan, and accordingly makes appropriate adjustments to case conceptualizations and treatment plans. (CACREP Clinical Mental Health Specialty 5.C.1.a)
6. Collects and integrates multiple aspects of the counseling process (e.g., theoretical knowledge, evidence-based practices, clinical information, and client perspectives), in order to create treatment plans. (CACREP Clinical Mental Health Specialty 5.C.1.a)
7. Demonstrates knowledge of how biological, environmental, and psychological factors affect human development, functioning, and behavior. (CACREP Human Growth and Development 2.F.3.a)

#### E. RESEARCH AND PROFESSIONAL WRITING

##### E. RESEARCH AND PROFESSIONAL WRITING

1. Utilizes a formal system of inquiry that integrates the work of researchers and counselors, and applies it in a research project regarding a specific clinical issue relevant to clinical mental health counseling. (CACREP Research & Program Evaluation 2.F.8.a)
2. Writes a literature review regarding a specific clinical issue relevant to clinical mental health counseling. (CACREP Research & Program Evaluation 2.F.8.a)
3. Demonstrates writing that is concise and organized, as well as correct in terms of grammar, punctuation, and sentence structure. (CACREP Research & Program Evaluation 2.F.8.a)
4. Demonstrates original writing that is correct according to MLA style (e.g., structural and mechanical), including correct citations and references. (CACREP Research & Program Evaluation 2.F.8.a)

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### Assessment Methods and Guide to Tables

In our discussion, you will see that we use a variety of assessment methods: (1) internal/direct “instructor-based” evaluation where instructors use signature assignments and rubrics, exams, or rating forms; (2) internal/direct faculty committee evaluation of randomly selected samples of student work; (3) external/direct “field work” evaluations from site supervisors; and (4) external/indirect evaluations of graduating students, alumni, advisory board members, and employers, through use of surveys. We refer to the tables below to help illustrate our process.

- The [Assessment Master Plan CACREP](#) shows the assessment we are doing for each of the 8 core competencies, the Clinical Mental Health Specialty (CMHS), and Dispositions.

It includes the type of assessments, data collected, criteria for success, the CACREP item and type, and how those relate to individual student evaluations (gateways) and aggregate data.

- The [Assessment Master Table Program Objectives & SLOs](#) shows how our program objectives/department SLOs and KPIs relate to the CACREP core competencies, CMHS, and Dispositions. It shows multiple assessments at multiple points.
- The [Assessment Map of CACREP Core & CMHS](#) shows where in the curriculum we are assessing aspects of the core competencies and specialty.
- The [Assessment Map of SLOs](#) shows where each of our SLOs and the KPIs within them are assessed in the curriculum, and how they relate to the CACREP core competencies and specialty.
- The [Assessment Master List of Program Objectives, SLO, KPI](#) document provides a simple view of how our objectives, student learning outcomes, and key performance indicators are related.
- The [Assessment Overviews](#) document has the information organized differently:
  - List of courses where assessments are conducted.
  - Courses in which assessment uses rubrics and signature assignments
  - Courses in which assessment uses exams
  - Courses in which assessment uses instructor ratings with options for comments
  - Courses in which assessment includes site supervisor ratings and evaluations
  - List of indirect assessments

#### Plan for Evaluation Program Objectives, Including Student Learning

We discuss the data collected (4.A.1), procedures (4.A.2), methods (4.A.3), and explanation for how data will be used for curriculum and program improvement (4.A.4) for the types of data listed in 4.B: (1) aggregate student assessment data; (2) demographic data; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. The [Assessment Master Plan CACREP](#) and the [Assessment Master Table Program Objectives & SLOs](#) will be particularly helpful in navigating the following section.

#### Aggregate Student Data: knowledge, skills, dispositions

- 4.A.1 The data that will be collected:
  - Internal/Direct evaluation from instructors (“instructor-based”) is used to assess students’ progress across our Student Learning Outcomes (SLOs), which reflect our program objectives. The evaluation of students in each of the 8 CACREP core competencies, CMHS, and Dispositions are embedded in the SLOs and key performance indicators (KPIs). Instructors provide *scores for all students in designated classes* where data is expected to be collected each semester. This can include knowledge, skills, and/or dispositions and is evaluated in the following ways:

- Using rubrics based upon a signature assignment (e.g., COUN 523 Counseling & Culture; COUN 528 Group: Process and Practice).
  - Using scores from exams (e.g., COUN 560 Appraisal in Counseling; COUN 526 Professional Ethics & Legal Issues in Counseling).
  - Using forms for instructor ratings and comments (e.g., Dispositions and Clinical Skills in the practicum courses).
- Internal/Direct committee (outside of course) assessment will be used for a “deeper dive” on one program objective/SLO each year. Earlier in our process, as noted above, this was the primary method for us. Now we are moving towards using it on a rotating basis (or to use when we know we need improvement). For example, in 2019-2020, we looked more closely at our diversity SLO, using an external committee to evaluate a random, anonymous sample of papers.
  - External/Direct evaluation from supervisors (“Field experience”) with current practicum students. Site supervisors provide a brief evaluation at mid-semester and a more comprehensive one at the end of the semester. Both address issues of clinical skill and dispositions (professionalism). For the fieldwork-related paperwork, see the [Clinical Training Handbook](#):
    - Page 15, number 15 – Student’s Responsibility to turn in a Supervisor Evaluation of Trainee at end of each semester.
    - Page 28 – Evaluation Process: Supervisor Evaluation of Student
    - Page 94 item i. of the Four Way Agreement indicating the supervisor will evaluate the Trainee.
    - Page 118-120 is the [Site Supervisor Midterm Evaluation of Trainee](#)
    - Page 138-143 is the [Site Supervisor’s Final Evaluation of Trainee](#)
- 4.A.2 Procedure for how and when data will be collected:
    - Instructor-based data are collected in 15 of the 21 courses every semester they are taught. (Instructors enter data into the college-built electronic system; more detail is provided in [Section F](#), Assessment of Students.)
    - Field experience data are collected at mid-semester and at the end of the semester for COUN 530 (Beginning Practicum) and COUN 584 (Advanced Practicum). These data are now being entered by site supervisors electronically. See the [Clinical Training Handbook](#):
      - Pages 118-120 for the [Site Supervisor Midterm Evaluation](#) of Trainee
      - Pages 138-143 for the [Site Supervisor Final Evaluation](#) of Trainee
    - Dispositions data from course instructors are collected at the end of COUN 511 (Pre-Practicum), COUN 530 (Beginning Practicum) and COUN 584 (Advanced Practicum). Instructors enter data electronically (more detail in [Section F](#)). Site supervisors also provide feedback in their mid-semester and final evaluations.

- 4.A.3 Method for how data will be reviewed and analyzed:
  - The department Assessment Coordinator works with our College IT person to obtain averages across all elements of our assessment and identify how many students are falling below expectations. Our 2020-2021 report in the fall of 2021 will reflect the new electronic process. (In the past, the assessment coordinator gathered separate excel sheets from faculty and/or input word doc data into excel in order to obtain averages and/or used the data from 20% samples.) This data will be available during the site visit.
  - We use pre-determined “criteria for success” for all areas of our student learning assessment. The criteria are explained in more detail in [Section F](#). For the aggregate, we generally look for students as a group (within a course, semester, year) to obtain an average score that meets expectations. For example, we look for an average score of 3 or above across each item (i.e., KPI) within a rubric. We look for the average score on an exam to be 80% and above. However, we also may note how many students fell below that minimum.
- 4.A.4 Explanation for how data will be used for curriculum and program improvement:

Aggregate student data have helped faculty refine and sometimes change their expectations of students, as well as their teaching, and how they want the program to improve. The department Assessment Coordinator presents the data to the entire full-time faculty typically in the fall (for the previous academic year). Usually, this has taken place in extended meetings two or three times at the beginning of the fall semester, followed by regular discussions in faculty meetings. Faculty come to a consensus regarding expectations depending on the course (and the level of knowledge or skills we expect). For example, our early development of assessment assignments and tests required us to improve the instructions for the assignment or clarify items in the test. (This also helped us clarify what we were looking for.) Once we were confident that the instructions were strong, we could work on improving teaching particular elements of the KPIs within the SLOs (through readings, lecture, experiential exercises, or assignments) and making changes in the curriculum. Most recently, we have focused on improving the program’s integration of social justice in counseling. See [Section 4C](#) for more detail regarding curriculum and program improvement.

*Demographic and other characteristics of applicants, students, and graduates*

- 4.A.1 The data that will be collected:
  - Applicants’ data: Applicants are not asked to provide demographic data and we do not track this; however, they are asked to write a personal statement as part of their application.
  - Students’ data: The department tracks race and gender demographic data of students each year in preparation for the CACREP annual report.
  - Graduates’ data: The department collects age, gender, and race demographic data for graduating students. The Chair also keeps record of students who do complete the program.

- 4.A.2 Procedure for how and when data will be collected:
  - Applicants' personal statements are collected in the months prior to the application cut-off (usually in March of every year, unless it is for the evening cohort). Applicants submit their statements and other materials online. The personal statement (approximately 3,000 words) includes:
    - Personal biography (e.g., life experiences and their relevance to the goal of becoming a counselor);
    - Education, work, and volunteer background;
    - Strengths and areas of growth;
    - Understanding of the counseling profession, and motivation and suitability for entering it;
    - Motivation for being an advocate for social justice;
    - Long-term professional goals;
    - Interest (if applicable) in the *Ánimo Latinx Counseling Emphasis* (only offered in the traditional program) as well as experience/background with the Latinx community.
  - Data for current students: The department Chair sends an email to the university Office of Assessment and Institutional Effectiveness to request the data based on the spring semester.
  - Data for graduating students is collected at the end of fall and spring semesters through the graduating student survey (using Qualtrics and administered by the Fieldwork Coordinator). The department Chair documents data on any students who do not complete the program.
  
- 4.A.3 Method for how data will be reviewed and analyzed. See 4.B(3) for evidence:
  - Applicants' personal statements are divided among most of the full-time faculty for an initial review. The Admissions Committee discusses each applicant and comes to consensus on whom to invite for interviews.
  - Students' demographic data are reviewed by the Chair of the department and are posted in the CACREP Vital Statistics Survey (posted on our website).
  - Graduating students' demographic data are reviewed by the Chair of the department and are posted in the CACREP Vital Statistics Survey (posted on our website). The Chair also reviews data on students who do not complete the program.
  
- 4.A.4 Explanation for how data will be used for curriculum and program improvement:

Our program objectives are consistent with our mission statement and include the commitment to training counselors to be ethical, self-reflective, and culturally responsive. Characteristic data from applicants, and demographic and characteristic data from students and graduates help us know if we are attracting and training broadly diverse counselors who can serve the diverse local communities.

- Applicants' data from their personal statements help us know whether we are attracting people from a wide range of life experiences. It can also help guide our recruitment efforts.

- Students' demographic data are compared to the university and county data. It is helpful to many communities to have counselors that represent them and these data help us know if we are on track or if we need to change our recruiting efforts.
- Data on students who do not make it to graduation gives us more information about attrition, and whether there are any patterns regarding students from marginalized backgrounds that require us to provide more support or intervention.

Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates

- 4.A.1 The data that will be collected:

We conduct an external/indirect assessment of learning goals through surveys of graduating students, alumni, employers of program graduates, and the department's Community Advisory Board (which consists of site supervisors and agency directors). See item 4.B.3. below for evidence.

- The graduating students' survey asks students as they are leaving the program how well they believe the program prepared them for their identities as counselors and their sensitivity to diversity, and whether the program had met its objectives in assisting them across the CACREP core areas of knowledge and skill.
  - The alumni survey asks questions about how well the program prepared them across a variety of skills related to our student learning outcomes, and how well it prepared them to pass the licensing exams.
  - The employer survey asks clinical employers to rate CSUF graduates on a variety of skills compared to graduates from other programs, and their perceptions of the program, its support of students, its reputation, and suggestions for improvement.
  - The Community Advisory Board (site supervisors and agency directors) provides positive and critical verbal feedback about our students' readiness to do clinical work.
- 4.A.2 Procedure for how and when data will be collected:
    - Surveys are administered via Qualtrics by the Fieldwork Coordinator.
      - The Alumni and Employer Surveys are sent out every other year.
      - The Graduating Students Survey is sent at the end of every fall and spring semester when students are preparing to graduate.
    - The Community Advisory Board members meet annually with the department Chair and Clinical Training Director, usually for lunch. The 6 – 10 board members consist of agency directors and supervisors who work with a large number of our students. Many are alumni of our program as well. Members provide valuable insights in this more informal process, and the department Chair documents their feedback in the meeting minutes.
  - 4.A.3 Method for how data will be reviewed and analyzed:
    - We use pre-determined "criteria for success" for each of the surveys.

- For the graduating students' survey, we look for a minimum of 80% to respond that the department had "met" (versus "not met") its goals.
  - For the Alumni survey, we look for 80% or more to rate each item as "moderately well" or higher.
  - For the Employer survey, we look for 100% of employers to answer "average" or above.
  - The Fieldwork Coordinator (who administered the surveys) provides the data to the department Chair and Assessment Coordinator.
  - The department Chair provides the Assessment Coordinator with feedback from the Community Advisory Board.
  - The department Chair informs the full-time faculty of survey data and Advisory Board feedback as they occur, and the Assessment Coordinator integrates the data into the faculty presentations and annual reports.
- 4. A.4 Explanation for how data will be used for curriculum and program improvement:

The survey data are broad and anonymous. They are most notable when something seems to contradict our understanding from the SLO assessments and Advisory Board members; however, that has been relatively rare. When it does happen, faculty discuss this more thoroughly. Similarly, the Advisor Board members have occasionally provided insights we might have missed (e.g., early on they told us our students struggled with case note writing and this led to integrating more case note writing into COUN 522, Diagnosis and Treatment Planning).

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**B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.**

In the fall following the assessment of the previous academic year's data, the Assessment Coordinator writes an annual written report that is posted to our website, and presents a summary of the data to the entire full-time faculty for discussion. The written reports and presentations have altered somewhat over time, as our methods became more comprehensive. However, you will consistently find a summarization of data collection, methods and measures, results, and improvement intentions or actions (sometimes called "closing the loop"). Often they include a comparison to previous years' scores or results are summarized in terms of "minimum met" or "not met."



Annual Reports posted on the department website are below:

- [Assessment 2019-2020 SLO Report\\_Rev](#)
- [Assessment 2018-2019 SLO Report](#)
- [Assessment 2017-2018 SLO Report](#)
- [Assessment 2016-2017 SLO Report](#)
- [Assessment 2015-2016 SLO Report](#)

The power point presentations to faculty are used to facilitate conversation about what students are learning and how we are teaching (so although they are parallel to the written annual reports, they are for a different purpose and only provided to faculty—you can see dilemmas, questions, and decisions we were making regarding the process.) The entire full-time faculty discuss changes and improvements that are needed.

There are hyperlinks to the faculty power point presentations (“Assessment Presentation to faculty” 2020, 2019, 2018, 2017) and other SLO and related meetings in the Table below. Sample faculty meetings are below with page numbers listed and on the document, the SLO discussion is highlighted yellow.

<b>Year</b>	<b>SLO Meetings Fall</b>	<b>SLO Meetings Spring</b>
<b>2020-2021</b>	<a href="#">Assessment Presentation to Faculty Diversity Research 2020</a> <ul style="list-style-type: none"> <li>• 09-15-20</li> </ul> <a href="#">Assessment Presentation to Faculty 2020</a> <ul style="list-style-type: none"> <li>• 10-13-20</li> </ul> Assessment Social justice forums with students <ul style="list-style-type: none"> <li>• <a href="#">10-27-20</a></li> <li>• <a href="#">11-13-20</a></li> </ul> Example Faculty Meeting <ul style="list-style-type: none"> <li>• <a href="#">08.25.20</a> p. 3</li> </ul>	No full faculty SLO meetings AC working with College IT  Example Faculty Meeting <ul style="list-style-type: none"> <li>• <a href="#">01.26.21</a> p.2</li> </ul>
<b>2019-2020</b>	Assessment Coordinator on sabbatical Data gathered but no full faculty SLO meetings Example Faculty Meeting <ul style="list-style-type: none"> <li>• <a href="#">08.27.19</a> p. 3</li> </ul>	<a href="#">Assessment Presentation to Faculty 2019</a> (presented spring 2020 due to AC sabbatical) SLO meetings <ul style="list-style-type: none"> <li>• 01-21-20</li> <li>• 02-02-20</li> <li>• 02-18-20</li> </ul> Example Faculty Meeting <ul style="list-style-type: none"> <li>• <a href="#">01.28.20</a> p.2</li> </ul>
<b>2018-2019</b>	<a href="#">Assessment Presentation to Faculty 2018</a>  <a href="#">Assessment Presentation to Faculty Social Justice 2018</a>  Example Faculty Meeting <a href="#">08.28.18</a> p.4	Working groups on SLOs Example Faculty Meeting <a href="#">01.29.19</a> p.2

2017-2018	<a href="#">Assessment Presentation to Faculty 2017</a> Example Faculty Meeting <a href="#">08.22.17</a> p.3	Full faculty SLOs (no minutes taken): <ul style="list-style-type: none"> <li>▪ SLO Meeting 01-23-18</li> <li>▪ SLO Meeting 01-30-18</li> <li>▪ SLO Meeting 02-13-18</li> </ul> Example Faculty Meeting <a href="#">01.23.18</a> p.2
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*B (1): Aggregate student assessment data that address student knowledge, skills, and professional dispositions*

Each program objective (SLO) is directly evaluated with aggregate student data. We take students' individual performance on the SLO/KPI scores (across rubric items, exams, instructor ratings, and supervisor ratings), and we examine the averages of those scores across classes, semesters, and years. We also often look at how many students fall below minimum in a particular area. Our expectations are identified as "criteria for success" and particularly when averages fall below minimum criteria, we examine the method of assessment and teaching more closely. Please see [Assessment Example excel data collection\\_2019-2020.xlsx](#) for how individual student scores in multiple areas of assessment were entered and then averaged (students' names are removed). Scores falling below the minimum are in red. Our new electronic system has everything in one place and faculty enter the scores themselves; it also flags anyone falling below expectations. Please see the [Assessment Master Plan CACREP](#) and the [Assessment Master Table Program Objectives & SLOs](#) for a summary of multiple assessments at multiple points. See also the above mentioned annual written reports and power point presentations to faculty: these both refer to aggregate data and our related discussion of whether the program is meeting its objectives.

*B (2): Demographic and other characteristics of applicants, students, and graduates*

These indirect data supplement our evaluation of our program objectives, in particular our Diversity Awareness and Sensitivity SLO, and whether our program is attracting and retaining students with diverse demographics and/or life experiences. Attrition is rather small, and the department Chair tracks reasons that students leave, in part to make sure that we are not losing students from marginalized backgrounds due to lack of support or other preventable issues. The department has worked to expand recruitment of diverse students as well. For example, see a flyer for the *Ánimo* emphasis: [Assessment Example \*Ánimo\* Informational Flyer 2020](#). The number of people interested in the emphasis has been growing.

Applicant Year	<i>Ánimo</i> Completed Applications
2018	96
2019	84
2020	100
2021	138

- For confidentiality purposes, we do not include applicant data from their personal statements.
- Data regarding students are collected as part of the annual Vital Statics Survey report to CACREP. See copies of each report here:
  - [2020](#)
  - [2019](#)
  - [2018](#)
  - [2017](#)
  - [2016](#)
  - [2015](#)
- An example of data regarding students:

Demographic comparisons of students as of spring 2021

Race	Department %	University %	County %
Indigenous	0.54	.1	1.0
African American/ Black	3.0	2.1	2.1
Latinx/Hispanic	37.8	46.2	34.0
Asian/Pacific Islander	14.0	20.9	21.7
White	36.2	18.5	39.8
Multiracial	3.0	3.7	3.6
International	3.7	3.1	NA
Unknown	3.2	2.7	NA

*B (3): Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates*

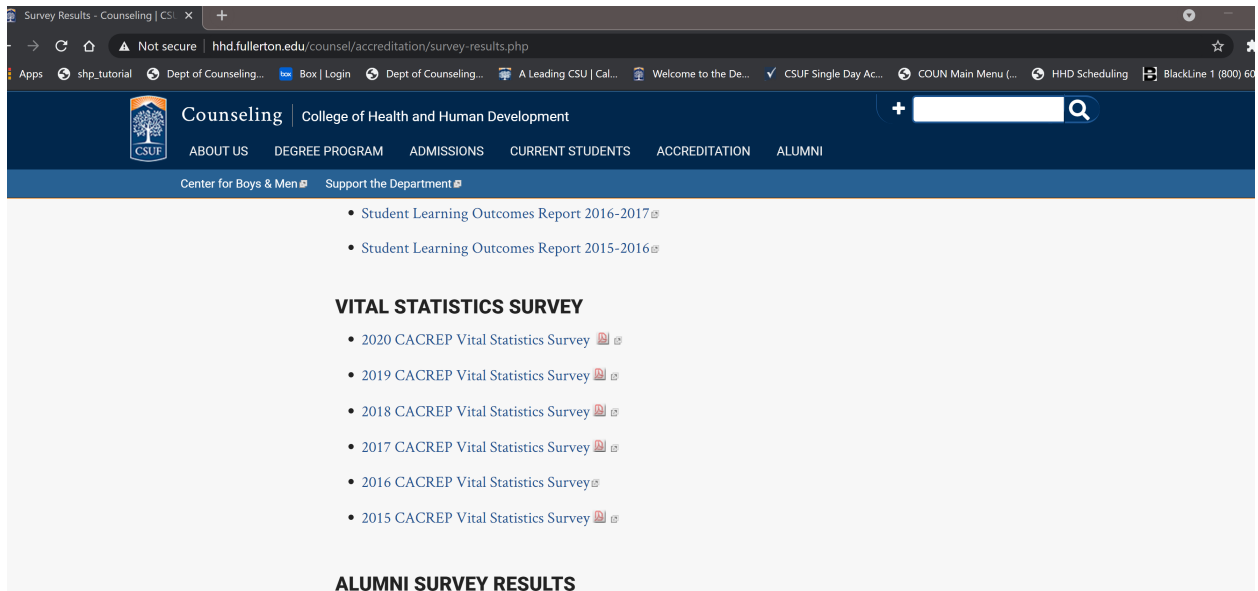
These indirect data supplement our evaluation of all of our program objectives by providing us with perspectives from people finishing the program, those who have been out for some time, and people who can provide an outside view on the performance of our graduates. These data are integrated into the annual reports and faculty presentations and discussions.

- Click below to see surveys (these include the most recent three results for each category):
  - a. Alumni Survey [2020](#), [2018](#), [2015](#)
  - b. Agency/Employer Survey [2020](#), [2018](#), [2016](#)
  - c. Graduating Students (sent every fall and spring)

Fall	Spring
<a href="#">2020</a>	<a href="#">2021</a>
<a href="#">2019</a>	<a href="#">2020</a>
<a href="#">2018</a>	<a href="#">2019</a>

- See Community Advisory Board Meeting Minutes from [2017](#), [2019](#) and [2020](#).












See below for a picture of the Department website for the posting of these reports (under Accreditation and SLO Assessment Results):



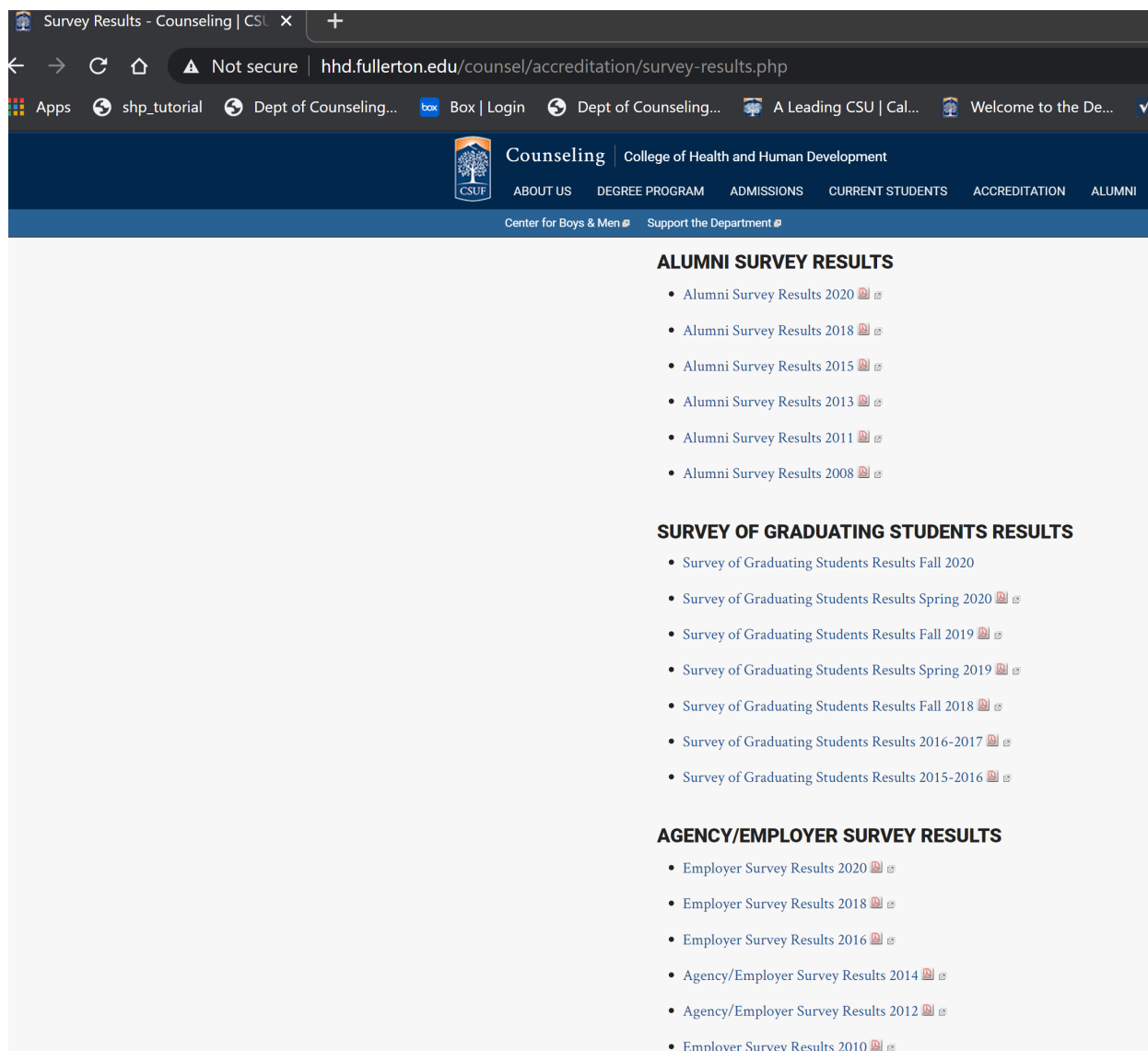
The screenshot shows a web browser window displaying the Counseling Department website. The URL is [hhd.fullerton.edu/counsel/accrreditation/survey-results.php](http://hhd.fullerton.edu/counsel/accrreditation/survey-results.php). The page features a dark blue header with the CSUF logo and navigation links: ABOUT US, DEGREE PROGRAM, ADMISSIONS, CURRENT STUDENTS, ACCREDITATION, and ALUMNI. Below the header, there are two main sections:

- Center for Boys & Men** and **Support the Department** (with external links).
- Student Learning Outcomes Report** (with links for 2016-2017 and 2015-2016).

The **VITAL STATISTICS SURVEY** section lists the following reports:

- 2020 CACREP Vital Statistics Survey  
- 2019 CACREP Vital Statistics Survey  
- 2018 CACREP Vital Statistics Survey  
- 2017 CACREP Vital Statistics Survey  
- 2016 CACREP Vital Statistics Survey 
- 2015 CACREP Vital Statistics Survey  

The **ALUMNI SURVEY RESULTS** section is also visible at the bottom of the page.



Survey Results - Counseling | CSUF

Not secure | hhd.fullerton.edu/counsel/accreditation/survey-results.php

Apps shp\_tutorial Dept of Counseling... Box | Login Dept of Counseling... A Leading CSU | Cal... Welcome to the De...

**Counseling** | College of Health and Human Development

ABOUT US DEGREE PROGRAM ADMISSIONS CURRENT STUDENTS ACCREDITATION ALUMNI

Center for Boys & Men Support the Department

### ALUMNI SURVEY RESULTS

- Alumni Survey Results 2020 [PDF](#)
- Alumni Survey Results 2018 [PDF](#)
- Alumni Survey Results 2015 [PDF](#)
- Alumni Survey Results 2013 [PDF](#)
- Alumni Survey Results 2011 [PDF](#)
- Alumni Survey Results 2008 [PDF](#)

### SURVEY OF GRADUATING STUDENTS RESULTS

- Survey of Graduating Students Results Fall 2020
- Survey of Graduating Students Results Spring 2020 [PDF](#)
- Survey of Graduating Students Results Fall 2019 [PDF](#)
- Survey of Graduating Students Results Spring 2019 [PDF](#)
- Survey of Graduating Students Results Fall 2018 [PDF](#)
- Survey of Graduating Students Results 2016-2017 [PDF](#)
- Survey of Graduating Students Results 2015-2016 [PDF](#)

### AGENCY/EMPLOYER SURVEY RESULTS

- Employer Survey Results 2020 [PDF](#)
- Employer Survey Results 2018 [PDF](#)
- Employer Survey Results 2016 [PDF](#)
- Agency/Employer Survey Results 2014 [PDF](#)
- Agency/Employer Survey Results 2012 [PDF](#)
- Employer Survey Results 2010 [PDF](#)

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**C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.**

Data are typically analyzed, presented, and discussed in the fall of each year. Then faculty regularly discuss changes during the following months. Please see links to the annual reports and the presentations to faculty in Section B (related sections on improvements are indicated in blue lettering, while sections related to data analysis are highlighted in yellow). You can also see the link to [Assessment Improvement Actions from Annual Reports](#) if you want to see the “improvement” sections from the annual reports AY 2015-2016 through 2019-2020 compiled into a single document.

We have often tried to improve on everything, even as we were developing more ways in which to assess. More recently and going forward, we have recognized that it is better to focus on improving one SLO at a time and are moving to an annual rotation. Here we explain a bit of history regarding the use of the Advanced Practicum (COUN 584) signature assignment and how it propelled changes across the curriculum early on. Then we provide examples of modifications related to our diversity awareness and sensitivity SLO and our professional counseling orientation and ethical practice, followed by a brief summary of other modifications and plans going forward.

*The use of the signature assignment in Advanced Practicum (COUN 584)*

Although we had always obtained data, the different process we began in 2015 started with assessment towards the end of the program, looking at what we wanted students to “master” before graduating. Four of our five SLOs (Professional Counseling Orientation and Ethical Practice; Clinical Skills; Case Conceptualization and Treatment Planning; and Diversity Awareness and Sensitivity) were and are assessed in a major signature assignment in Advanced Practicum (COUN 584). Refining what we wanted to see from students helped us to make changes in our teaching and the curriculum that led up to that course. Beginning in spring 2015, the Assessment Coordinator was provided a course release for fall and spring semesters, and often a summer stipend as well. Two other faculty members joined in working to develop and revise that signature assignment (and others). They too were provided summer stipends in the first three years. The current version of the signature assignment (see [Assessment Signature Assignment\\_COUN 584](#)) is Draft P, signifying roughly 15 revisions (A-P), as we sought feedback from other faculty, looked at how students did with it, and worked to establish it as a required assignment across all sections of beginning and advanced practicum.

Data obtained from the signature assignment practicum paper led to multiple considerations regarding our teaching of ethics, diversity, case conceptualization, and more. We were most struck by the low scores of our practicum students on diversity issues in fall 2015. Following assessment in the pre-requisite course (COUN 523; Counseling and Culture) in spring 2016, we suspected that students were understanding constructs when taught in the Counseling and Culture class but not necessarily understanding how to apply them in practicum. In addition, it was evident that we were not teaching social justice and advocacy well enough to assess it. (See the example from Slide 6 below.) Overall, the data from 2015-2017 indicated that students did well in general counseling and treatment planning skills, but struggled to adequately integrate

knowledge of diversity issues into their clinical work with clients. They did not seem to be retaining information from earlier classes or know how to apply it as well as we expected once they began seeing clients.

From Slide 6 in the [Assessment Presentation to Faculty 2017: Diversity Results](#)

### DIVERSITY: RESULTS

**Students did well in demonstrating beginning knowledge of constructs taught in 523 (Culture), but they seemed to have difficulty connecting the concepts to client work (skills) in the more advanced 584 (Practicum):**

- B.1. Identify major cultural constructs (e.g. ...) and how they intersect with the mental health of clients.
  - **Minimum Met (523), but Not Met (Practicum paper)**
- B.2. Explore and articulate the cultural sources of existing personal value systems ...that may affect counseling culturally different clients.
  - **Minimum Met (523), but Not Met (Practicum paper)**
- B.3. Identify stereotypes ...
  - **Minimum Met (523 paper)**
- B.4. Identify ways in which counselors can promote social justice and advocacy on behalf of clients.
  - **We could not yet adequately assess this in either paper**

Some of our process in 2016-2018 towards making modifications is indicated below.

Excerpted from AC notes (March, 2016):

- Finished consensual rating process of 584 papers with Olga and Mary [Drs. Mejía and Read]
- Identified that we need to clarify and/or rethink our teaching of cultural issues in therapy
- Discussed the need for:
  - Greater clarification on some parts of the rubric (what are we asking for?)
  - Revision on the assignment so that everyone uses the same template and students are not leaving aspects out
  - Better instruction earlier on regarding case formulation and the incorporation of diversity issues
  - The need to have students and professors do this paper in 530
  - The need for professors to have students revise papers that are not adequate

The [Assessment Presentation to Faculty 2017](#) with regard to improvement actions (Slide 12):

**IMPROVEMENT ACTIONS & “CLOSING THE LOOP”  
(DIVERSITY, CLINICAL, AND CASE  
CONCEPTUALIZATION & TREATMENT PLANNING)**

- In spring 2016 we discussed some of the results with faculty.
- In summer 2016 we revised the signature paper assignment for Coun 584 (Advanced Practicum) and revised the rubric.
- In fall 2016, we implemented the standardized use of the same assignment in an earlier course (Coun 530; Beginning Practicum) to provide students with practice.
- In fall 2016 we changed an assignment in Coun 522 (Diagnosis & Treatment Planning) to better prepare students.
- In fall 2016 we reevaluated the assignment in Coun 523 (Culture & Diversity).
- In spring 2017, Coun 523 implemented an advocacy project.
- Still need to: revise the alumni survey and utilize practicum professors' and site supervisors' feedback as other methods of assessment. We will re-assess practicum papers spring 2017.

Excerpted from AC notes (Spring 2018)

- Faculty discussion Jan 23, 2018
- Faculty SLO meeting January 30
- Faculty SLO meeting February 13
  - Sub-committee meeting on clinical ratings skills began in March
    - Looked at the pilot data on the dispositions/clinical skills form—good feedback on dispositions but recognized that we’re going by old clinical skills ratings and need to re-think
    - Plan to rework and operationalize the clinical skills rating we were going to use in 511 (that is currently used in 530/584) and so we will delay the roll out of the combined dispositions/clinical skills form until fall 2018. Subcommittee is working on it.
    - Entire faculty worked the practicum paper yet again, given the results from last spring and places of redundancy and confusion. We discussed/clarified what we want in the paper regarding case conceptualization and treatment planning.

Our intensive focus on this signature assignment resulted in: (1) multiple faculty discussions about what were the most important qualities and skills we wanted to see in students as they neared the end of the program, and therefore multiple changes to the assignment and its corresponding rubric; (2) changes to teaching in courses prior to advanced practicum (COUN 522, COUN 523, COUN 530) so that students would be better prepared for that signature



assignment (including diversity, diagnosis, case conceptualization, treatment planning); (3) changes to our clinical skills rating scale (along with a dispositions form) used in the practicum classes and also now implemented in the pre-practicum course (COUN 511); and (4) emphasis in faculty meetings on sharing ideas about teaching social justice and advocacy. We provide some evidence below.

- Changes to COUN 522 (Diagnosis & Treatment Planning): The treatment plan assignment changed so that students were working more comprehensively on a biopsychosociocultural case formulation and differential diagnosis, as well as short- and long-term goals. This was more in line with what was now expected of them in the beginning and advanced practicum classes. See the differences below between excerpts from syllabi in 2015 and 2016 below.
  - *From fall 2015 syllabus for Coun 522: Group Presentation and Treatment Plan*  
Students will present in groups regarding an assigned topic in diagnoses and treatment. Students will write a treatment plan according to the DO A CLIENT MAP formulation outlined by Seligman and Reichenberg, using information from Davidson et al.'s recovery oriented practice, as well as appropriate multicultural/diversity practice guidelines, and a well-supported treatment plan including short-term and long-term goals. More detail will be provided but students will have the opportunity to address treatment planning for both moderate situations and severe mental illness.
  - *From fall 2016 syllabus in Coun 522: Intake Report & Treatment Plan*  
Students will write an intake report based on a mock intake in class. Students will need to demonstrate: (a) a biopsychosocial conceptualization of the client's issues; (b) a reasonable diagnostic hypothesis, along with differential diagnoses, with a solid rationale; (c) a tentative case formulation; (d) an explanation of biases (both personal and inherent in the assessment system) that need to be considered with regard to diagnosis and treatment planning; (e) a tentative treatment plan, and (e) writing and language that is professional, respectful of the "client," and non-biased with regard to diversity issues.
  
- Changes to COUN 523 (Counseling & Culture): Drs. Brew and Chopra integrated an advocacy project in spring 2017. They also refined the signature assignment for this class (the cultural genogram paper, used for assessment) and provided more detail on social justice. See the difference between 2016 and 2018 in terms of what was asked of students in this respect.
  - 2016: Summarize what you learned about yourself from this assignment. Also discuss how you can use this knowledge to promote cultural awareness and promote social justice.
  - 2018: Social justice through Advocacy heading:
    - Choose someone you know from a marginalized group with values different from those you described in this paper, and imagine they have come for counseling (and imagine they are not your friend or family member).
    - Identify a challenge in their life and how it is impacted by their culture.

- Identify a common derogatory stereotype about this group, and how it derives from dominant cultural values and norms, which can result in systematic oppression.
  - Describe a value difference between you and the client and how that difference could negatively impact your work.
  - Identify one way in which you as a counselor may promote social justice through advocacy on their behalf outside of the counseling sessions. Be specific about an action.
  - Conclusions heading: Summarize what you learned about yourself from this assignment.
- Changes to COUN 530 (Beginning Practicum): students now did the signature assignment in beginning practicum, as a precursor to doing it in advanced practicum (COUN 584) and being evaluated on it. Drs. Read, Mejía, and Brew met with adjunct professors a number of times to help orient them to the assignment and assessments.

Some differences in results between 2016 and 2018:

Scores rose in both assessments in COUN 523 (Counseling & Culture) and COUN 584 (Advanced Practicum), and we now had some evidence of students' social justice advocacy knowledge. See copies of slides 7 and 8 from [Assessment Presentation to Faculty 2018](#) below.

DIVERSITY AWARENESS & SENSITIVITY SPRING 2018 523 CULTURAL GENOGRAM PAPERS 20% SAMPLE		
Exceeds: 5-6 At expectations: 3-4 Below: 1-2 WE LOOK FOR AN AVERAGE OF 3 ACROSS PAPERS FOR EACH ITEM	spring 2018	Spring 2016
B.1. Identifies major cultural constructs	5.2	3
B.2 Counselors' own personal values create biases that affect counseling.	4.8	4
B.3 Identifies stereotypes	4.4	3
B.4. social justice and advocacy	4.4	n/a

DIVERSITY AWARENESS & SENSITIVITY SPRING 2018 PRACTICUM PAPERS 20% SAMPLE			
Exceeds: 5-6 At expectations: 3-4 Below: 1-2 WE LOOK FOR AN AVERAGE OF 3 ACROSS PAPERS FOR EACH ITEM	spring 2018	spring 2017	2015- 2016
B.1. Identifies major cultural constructs	4.16	3 (*3.3)	2.4
B.2 counselors' own personal values create biases that affect counseling.	3.8	3.2 (*3.3)	2.2
B.4. social justice and advocacy	4.33	3.75 (*4.0)	n/a

Example of program modifications: Diversity Awareness and Sensitivity

Although we have made adjustments and modifications related to all five of our SLOs, the most prominent modifications we have made to the curriculum and program are in the area of diversity. In 2019-2020, we collected our most comprehensive data across all SLOs to date, using primarily instructor-based assessment. Our “deeper-dive” focus for that year was on diversity, and so once again, a committee of three full-time faculty rated a 20% sample of signature papers for COUN 523 (in addition to multiple other assessments for diversity). Although better, we can still see lower scores in social justice and advocacy, with two out of ten students falling below minimal expectations. See Slide 28 from Assessment Presentation to Faculty 2020 below.

DIVERSITY AWARENESS & SENSITIVITY SPRING 2020 523 CULTURAL GENOGRAM PAPERS 20% SAMPLE (10 PAPERS)			
Exceeds: 5-6 At expectations: 3-4 Below: 1-2 Averages across items are good for 2020, although all are below scores for spring 2018 *These papers were due a week or so after everything shut down with Covid; also two adjuncts new to this class were teaching	Spring 2020	spring 2018	Spring 2016
B.1. Identifies major cultural constructs	4.25 <small>None below expectations</small>	5.2	3
B.2 Counselors' own personal values create biases that affect counseling.	4.7 <small>None below expectations</small>	4.8	4
B.3 Identifies stereotypes	4.05 <small>1 below</small>	4.4	3
B.4. social justice and advocacy	3.55 <small>2 below</small>	4.4	n/a

Additional assessment helped us know that students were on track: site supervisors and practicum instructors rated students strongly on diversity in Advanced Practicum (see Slide 29 below).

DIVERSITY AWARENESS AND SENSITIVITY COUN 584 FALL 2019 AND SPRING 2020 (29 STUDENTS)
--

Site Supervisors (scale 1 – 6: 4/5 = "meets standard" and 6 = "exceeds")

- Human diversity: 5.45 (no one under 4)

Practicum professor ratings of diversity clinical skills (5 – 6 rating is expected of advanced practicum)

- -self M = 5.5
- -client M = 5.5
- -environment M = 5.5
- -interventions M = 5.5
- \*\*No student scored below a 5

Students have also been a driving force in the emphasis on social justice, letting us know they wanted more modeling of social justice action. This is a work in progress and has been somewhat hampered by the overwhelm and restrictions of Covid-19 and remote teaching. However, faculty have focused on decolonizing their teaching, specifically working to center more voices of BIPOC in the readings, videos, class discussions. Some of the process towards making changes in the past 1-2 years is indicated below:

- In 2018, Dr. Mejía created *Ánimo*, the Spanish/English bilingual/bicultural emphasis, following years of teaching bilingual/bicultural practicum. The faculty was given permission in 2020-2021 to do a search for another faculty with expertise in Latinx mental health.
- In fall 2018, two students, along with the Assessment Coordinator, Dr. Smart, and then full-time lecturer, Dr. Chopra, presented to the faculty (see [Assessment Presentation to Faculty Social Justice 2018](#)) on social justice within the program and ideas for improving it. The presentation reflected the brainstorming the two students and two faculty had done with the large summer COUN 590 class on the topic, as well as ideas and activities from the student group GCSA. This was also presented by students and faculty at WACES 2018.
- The Assessment Coordinator, Dr. Smart, and fellow faculty Drs. Chopra, Mejía, and Price, began a research study (for assessment purposes and publication) that anonymously examined the attitudes and experiences of students in relation to multiculturalism and social justice in the program. Results from two years of data (including the summer of 2020) were part of the “deeper dive” into diversity, and presented to faculty in fall 2020 (see [Assessment Presentation to Faculty Diversity Research 2020](#)) and included in the 2020 annual report. Overall, results indicated that the vast majority of students appreciated what they were learning in terms of diversity. Many wanted more from faculty on social justice advocacy. A few indicated where teaching could be improved.
- In fall of 2020, interested students and faculty met for two social justice forums (on Zoom). See minutes from these meetings here: [Assessment 2020 Nov 13 Social Justice Forum](#) and [Assessment 2020 Oct 27 Social Justice Forum](#).
- Faculty have engaged in numerous trainings on and off campus to increase their cultural awareness and humility, and learn about decolonizing their teaching. For example, in summers 2020 and 2021, a number of faculty members took part in the *Academics for Black Survival and Wellness*, an extensive personal and professional development initiative (developed by counseling psychologist Della V. Mosely and Pearis Bellamy) that enhances knowledge and encourages action.
- The department Chair, Dr. Brew, has provided consistent guidance and resources for faculty development. For example, from December 2020, see just one of the many emails sent to faculty: [Assessment Example Email](#).

Some of the changes to curriculum over the past 1-2 years are noted below.

- For spring of 2020 and again for spring of 2021, Dr. Brew made substantive changes to COUN 523 (Counseling & Culture), with entirely new texts. She provided ongoing meetings for the two adjunct professors who teach the course. (The courses are taught every spring.) See the syllabi textbooks and assignment progression below for more details.
  - [Assessment COUN 523\\_spring\\_2019](#)
  - [Assessment COUN 523\\_spring\\_2020](#)
  - [Assessment COUN 523\\_spring\\_2021](#)
- For fall 2020, the instructors for COUN 500 (Introduction to the Profession), Drs. Price and Englar-Carlson, added the *Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*, by Anneliese A. Singh. They added a component called “Racial Healing and Mindful Self-Compassion: Journal & Checkpoint Exercises.” See the highlighted portions in the 2019 and 2020 syllabi. (Anecdotally, COUN 523 Counseling & Culture instructors who saw these same students in spring 2021 noticed an improvement in students’ knowledge of oppression, systemic racism and other cultural constructs.) Note the addition of this reading in the textbook section and assignment addition for 2020.
  - [Assessment Syllabus COUN 500\\_fall\\_2019](#)
  - [Assessment Syllabus COUN 500\\_fall\\_2020](#) (see assignment pp. 5-6)
- Faculty made changes and shared with each other. For example, Dr. Englar-Carlson assembled a list with free access links to therapy videos featuring people of color. See [Assessment Example Multicultural Therapy Video List\\_Englar-Carlson](#).
- In March 2021, Dr. Price sent the faculty his supplemental reading list for the theories course, COUN 520 (Modes of Individual Counseling), all articles either by BIPOC authors and/or authors who infuse a feminist/social justice framework in theory, or apply the theory to specific populations. See [Assessment Example Coun 520\\_Cultural Bibliography\\_Eric Price](#).
- For spring 2021, in Coun 522A, Dr. Smart added a new text regarding DSM diagnosis that had more diverse case scenarios than prior texts: Dailey, S. F., Gil, C., Karl, S. L., & Barrio Minton, C. A. (2014). *DSM-5 Learning companion for counselors*. American Counseling Association. Materials added online for students included documents such as *Counselors for Social Justice Code of Ethics updated*; *Diagnostic bias: Racial and cultural issues*; and *Reducing diagnostic bias*, as well as video from Black therapists Dr. Thema Bryant-Davis and Dr. Vanessa Jackson.

We are continuing to modify our teaching in this area, and have yet to analyze the data from 2020-2021. When we rotate back to a deeper dive assessment in two or three years, we will have stronger information on the results of our efforts.

Another example of modifications in process: Professional Counseling Orientation and Ethical Practice

- We have made changes to this SLO and its assessment since 2016. Students' performance on the exam portions of the assessment has concerned us and we have tried a variety of changes.
- We started in 2016 with an exam in COUN 526 (Professional Ethics and Legal Issues in Counseling) regarding licensure and practice issues. We indirectly assessed through the graduating students and employers surveys. We did not meet our standards, as students did poorly on the exam (see Slide 14 below, from Assessment Presentation to Faculty 2017). In addition, the surveys indicated that graduating students felt they were well trained in ethics and professional identity and employers were very positive overall, but we did have 1 employer (out of 25) give a "poor" rating.

**PROFESSIONAL COUNSELING ORIENTATION  
AND ETHICAL PRACTICE**

Criteria for Success:

- Every student should obtain 80% or higher on the exam, ideally. Across students, we want to see an average score of 80% or better.

Results: Minimum Not Met:

- Out of 31 students, 12 had met the minimum desired score of 80% or higher.
- The mean grade for the two classes was 73%.
- Students tended to struggle with questions regarding scope of practice and difference between the MFT and LPC licenses.

- In the following semester (spring 2017), the department Chair discussed the results of the ethics exam with the professors who teach COUN 526 (the ethics course). They discussed the need to attend more carefully to scope of practice issues and to make the exam a part of the students' course grade (we had not done this in the first round). We then followed up with the same exam in COUN 526 and assessed part of the signature assignment in COUN 584 (Advanced Practicum) regarding the ethics of self-care (noted in [Assessment Presentation to Faculty 2019](#)), as well as indirect measures. Students did well on the self-care aspect. There was improvement in the scores of the COUN 526 exam (M = 86% versus 73% in 2016); and there was improvement in individual scores (22% did not meet the minimum versus 38% in 2016). This seemed to suggest that the changes in teaching had helped and students were taking it seriously, but still we were not meeting our goals. Too many individual students were not scoring the minimum.

- The faculty who teach the course collaborated to revise the exam, following an analysis of mistakes, in an attempt to ensure the questions are understood. Nevertheless, scores dropped again in 2019-2020. Although the mean was a bit higher (87%), individually many students scored below minimum (only 52% met expectations, as compared to 78% in 2018-2019). The results may have been impacted by Covid and the switch to remote teaching, as it was the two courses in summer that had so many below minimum scores. Site supervisors and practicum instructors rated students highly in COUN 584 (Advanced Practicum), suggesting that students were engaged in ethical practice. We want to take stock of this success too, as students were under inordinate stress doing telehealth during a pandemic. In fact, students did perform well overall on issues of ethical practice, even on the exam, but struggled more with professional identity and legal issues related to limitations in scope of practice and supervision requirements. For fall 2021, students who perform below 80% on the exam must meet with the faculty member for an oral exam. In addition, we decided to include another exam in the beginning practicum course (COUN 530) that related to professional identity and legal issues. Although COUN 530 faculty did review ethics previously, this was a change to the course. See [Assessment Exam 530](#) hyperlink.
- Given the uneven performance in this SLO, we have selected it for our “deeper dive” in our fall 2021 analysis. We will be looking at a wide range of data from 2020-2021, comparing it to the previous years, and engaging in further discussion regarding if and what needs to change. In addition, we hope to look at two years’ data using the Assessment Professional Identity Scale in Counseling (PISC). This measure assesses students’ thoughts and beliefs about the counseling profession and their professional identity, with six factors: engagement behavior, knowledge of the profession, attitude, professional roles and expertise, philosophy of the profession, and professional values. This was included in the assessment/research study conducted by faculty in which students can elect to participate. See [Assessment PISC](#) hyperlink.

*Other modifications and moving forward:*

- We have made smaller adjustments regarding the other SLOs. For example, historically many of our students struggled with APA style writing skills, and faculty who teach new students in their first semester have worked with them a good deal. Adding attention and assessment to the first semester COUN 500 course seems to have helped students understand the importance of it and results from the Research and Professional Writing SLO regarding APA style and research writing have been strong recently. However, it was the Advisory Board members that let us know early in our process that our students needed to do better with case note writing. Changes were made to the COUN 522 class (Diagnosis and Treatment Planning) so that students had additional practice in case notes before beginning practicum. We will be doing a deeper dive on Clinical Skills and Case Conceptualization & Treatment Planning in fall 2022.

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**D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.**

The Department of Counseling creates and disseminates the annual report of program evaluation typically in the fall for the prior academic year (for example, the 2019-2020 report is for that academic year's data but was posted in fall 2020). As noted earlier in this report, our assessment expanded over time and the structure of the reports changed somewhat. The first two years focused on three SLOs (Clinical, Case Conceptualization & Treatment Planning, and Diversity Awareness and Sensitivity). (Earlier you will see us refer to the specific items under each of our SLOs also as "SLOs," but later referred to these as "items," and now in our charts and tables for this report as "KPIs." Sorry for the confusion, but the terminology has evolved with us!) In the reports, we have highlighted in yellow the parts related to results, usually under "data analysis." For "program modifications" we use the parts of the report typically called "Improvement Actions" and sometimes "closing the loop" (these are in blue lettering in the reports). These were things that we typically planned to do in the future, given the results. By the 2017-2018 report, we had enough to make a statement at the top about some of the changes we had implemented.

Links to the Student Learning Outcome Reports can be found in the left column below:

Year of SLO	SLO	Results (p.#) (yellow highlight)	Program Modifications (p.#) ("improvement actions" in blue letters)	Substantial Program Changes (p.#)
<a href="#">2019-2020 Assessment SLO Report Rev Hyperlink</a>	Prof Co Orientation & Ethical Practice SLO	p. 3	pp. 3-4 New instruction and exam was implemented in Coun 530 for 2020-2021 (will be in the fall 2021 report)	
	Diversity Awareness & Sensitivity	pp. 6,7,8	pp. 8-9 New instruction was implemented in Coun 500 for 2020-2021 (will be in the fall 2021 report)	Substantive shift in diversity will be in the fall 2021 report and is discussed above in 4.C.
	Clinical Skills	pp. 9, 10, 11	p. 11 Group skills was added to site supervisor evaluations (will be in the fall 2021 report)	

	Case Conceptualization & Treatment Planning	pp. 12, 13, 14	P. 14 New instruction and rubric in Coun 538 for 2020-2021 (will be in the fall 2021 report)	
	Research & Professional Writing	p. 15	p. 15	
	Dispositions	p. 16	p. 16	
2018-2019	Prof Co Orientation & Ethical Practice SLO	pp. 2-5	p. 5	
<a href="#">Assessment 2018-2019 SLO Report Hyperlink</a>	Research & Professional Writing	pp. 7-10	p. 11	
	Group Counseling & Group Work (this comes under the “Clinical Skills” SLO after this year)	p. 11	p. 12	
	Clinical Skills; Case Conceptualization & Treatment Planning; Diversity Awareness & Sensitivity (these were assessed together using practicum instructor and site supervisor ratings)	p. 13-15	p. 15 Clinical skills were now revised and assessed in pre-practicum in a way that is consistent with beginning and advanced practicums. Forms were revised and now used in Coun 511 (they also include case conceptualization and diversity skills in Coun 530 and 584)	
	Dispositions	p. 16	Added formal dispositions assessment to Coun 511, 530, and 584	
2017-2018	Clinical Skills	pp. 2-3	See top of p. 1 under “Methods & Measures” and p. 9 “Improvement Actions”	
<a href="#">Assessment 2017-2018 SLO Report Hyperlink</a>	Case Conceptualization & Treatment Planning	pp. 4-5		
	Diversity Awareness & Sensitivity	pp. 6-7	See top of p. 1 under “Methods & Measures” and p. 9 “Improvement Actions”	
2016-2017	Clinical Skills	pp. 1-2	p. 3	
<a href="#">Assessment 2016-2017 SLO Report</a>	Case Conceptualization & Treatment Planning	pp. 2-3	See also p. 1 of the 2017-2018 report which summarizes some of the changes we made after these first two years (2015-2017)	
	Diversity Awareness & Sensitivity	p. 3		
	Research & Writing	pp. 4-5	p. 5	

Hyperlink	Professional Counseling Orientation & Ethical Practice	pp.6-7	p. 7	
2015-2016 <a href="#">Assessment 2015-2016 SLO Report</a> Hyperlink	Clinical Skills	p. 2	p. 3 See also p. 1 of the 2017-2018 report which summarizes some of the changes we made after these first two years (2015-2017)	
	Case Conceptualization & Treatment Planning	p. 2		
	Diversity Awareness & Sensitivity	p. 3		




The reports are posted on our Departmental website under Accreditation under Student Learning Outcome Assessment Results:

The screenshot shows a web browser window displaying the Counseling Department website. The page title is "Student Learning Outcome Assessment Results". The navigation menu includes "ABOUT US", "DEGREE PROGRAM", "ADMISSIONS", "CURRENT STUDENTS", "ACCREDITATION", and "ALUMNI". The main content area features a list of reports:

- [Student Learning Outcome Report 2019-2020](#)
- [Student Learning Outcome Report 2018-2019](#)
- [Mid-Cycle Report 2018](#)
- [Student Learning Outcomes Report 2017-2018](#)
- [Student Learning Outcomes Report 2016-2017](#)
- [Student Learning Outcomes Report 2015-2016](#)

Below is an email indicating that we notify our stakeholders (faculty, students, and fieldwork agencies/employers) of the report:

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 Reply  Reply All  Forward

Tue 1/12/2021 10:33 AM

Brew, Leah

**Annual Student Learning Outcome Report 2019-2020**

To Nguyen, Thuy; Maryam Sayyed; Stout, Debra; Gottlieb, Michelle; Hart, David; Crippen, Cheryl; Nguyen, Nancy; Cruz, Natalie; Lee, Julie; 'sandra alfaró'; Gerali, Jacquelyn; Cervantes, Jose; Englar-Carlson, M.; Scherz, Ginamarie; Huberg, Andrea; Mejia, Olga; Price, Eric; Read, Mary; Shepard, David; Smart, Rebekah; Folmer, Nicole

 Student Learning Outcome Report 2019-2020.docx  
98 KB

Hi Everyone,

I wanted to share with you our SLO Report for 2019-2020. Big thanks to Rebekah who coordinated all these points of data in Excel, and then made sense of the results.

If you want to see previous reports, you can find them on our website here:

<http://hhd.fullerton.edu/counsel/accreditation/survey-results.php>

Mary/Nicole,

Can you please send this information out to our alumni and agencies? Please copy me.

Andi,

Can you please send this information out to all of our students (including EIP)? Please copy me.

Please let me know if you have any questions.

Thanks!

Leah

Leah Brew, PhD, CCMHC, NCC, LPCC

Professor and Chair

Pronouns: she/her/hers

Department of Counseling

California State University, Fullerton

PO Box 6868

Fullerton, CA 92834-6868

Phone: (657) 278-2708

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**E. Counselor education program faculty must annually post on the program’s website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.**

The Department of Counseling posts annually on the Departmental website for our Clinical Mental Health Master’s Counseling Program the number of graduates for the past academic year, pass rates on credentialing exams, completion rates, and job placement rates. This data has been collected as part of the annual Vital Statics Survey report to CACREP. See copies of each report here and look on pages 2-3 on each report:

[2020](#)

[2019](#)

[2018](#)

[2017](#)

[2016](#)

[2015](#) (on this report see pages 3-4)

The Vital Statistics Surveys are posted on our Departmental website under Accreditation, under Student Learning Outcome Assessment Results. See picture below:

The screenshot shows a web browser window displaying the Counseling website. The URL is [hhd.fullerton.edu/counsel/accreditation/survey-results.php](http://hhd.fullerton.edu/counsel/accreditation/survey-results.php). The page title is "CALIFORNIA STATE UNIVERSITY, FULLERTON" and the page content is "College of Health and Human Development Counseling". The navigation menu includes "ABOUT US", "DEGREE PROGRAM", "ADMISSIONS", "CURRENT STUDENTS", "ACCREDITATION", and "ALUMNI". The page content is divided into two main sections: "STUDENT LEARNING OUTCOME REPORT" and "VITAL STATISTICS SURVEY".

**STUDENT LEARNING OUTCOME REPORT**

- [Student Learning Outcome Report 2019-2020](#)
- [Student Learning Outcome Report 2018-2019](#)
- [Mid-Cycle Report 2018](#)
- [Student Learning Outcomes Report 2017-2018](#)
- [Student Learning Outcomes Report 2016-2017](#)
- [Student Learning Outcomes Report 2015-2016](#)

**VITAL STATISTICS SURVEY**

- [2020 CACREP Vital Statistics Survey](#)
- [2019 CACREP Vital Statistics Survey](#)
- [2018 CACREP Vital Statistics Survey](#)
- [2017 CACREP Vital Statistics Survey](#)
- [2016 CACREP Vital Statistics Survey](#)
- [2015 CACREP Vital Statistics Survey](#)

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## ASSESSMENT OF STUDENTS

**F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.**

The Department assess students every semester, and assessments are completed in 15 of our 21 courses:

- COUN 500 The Counseling Profession
- COUN 511 Pre-Practicum (basic counseling skills)
- COUN 518 Human Development & Functioning
- COUN 502 Career Counseling
- COUN 522 Diagnosis & Treatment Planning
- COUN 523 Counseling & Culture
- COUN 526 Professional Ethics & Legal Issues in Counseling
- COUN 527 Systems of Family Counseling
- COUN 528 Groups: Process and Practice
- COUN 530 Beginning Practicum (fieldwork in a community agency)
- COUN 538 Crisis Intervention & Trauma Treatment
- COUN 560 Appraisal in Counseling
- COUN 590 Advanced Counseling Techniques
- COUN 584 Advanced Practicum
- COUN 597 Final Project (second half of the final research project)

### Identification of KPIs and measures using multiple measures at multiple points in time

The faculty developed five SLOs, with specific items within them (the KPIs), plus Dispositions. Each SLO has a minimum of two KPIs, and these are related to the CACREP core competencies or CMHS. The [Assessment Master List of Program Objectives, SLO, KPI](#) document provides a list view of how our program objectives, student learning outcomes, and key performance indicators are related. Two tables (noted earlier and below as well, will be helpful in navigating this section). We discuss this first from the perspective of the CACREP core competencies and the CMHS. Then to provide more detail, we discuss this from the perspective of our departmental SLOs, the related KPIs, and how they relate to the CACREP core and CMHS.

#### (1) CACREP core and CMHS

- Please see the [Assessment Master Plan CACREP](#) table, which shows the assessment we are doing for each of the 8 core competencies, the Clinical Mental Health Specialty (CMHS), and Dispositions. It includes the type of assessments, data collected, criteria for success, the CACREP item and type, and how those relate to individual student evaluations (gateways). (We have the survey assessments in this table as well but do not discuss them here, as they do not relate to individual student learning.) The [Assessment](#)

[Map of CACREP Core & CMHS](#) shows where in the curriculum we are assessing. We summarize briefly below:

- *Professional Counseling Orientation & Ethical Practice*: We look at individual student learning at three points in time (three courses), using four methods (exams, signature assignment, instructor rating dispositions form, and site supervisor ratings). We assess knowledge and skills.
- *Social & Cultural Diversity*: We look at individual student learning at three points in time (three courses), using three methods (signature assignments, instructor rating forms, and site supervisor ratings). We assess knowledge and skills.
- *Human Growth & Development*: We look at individual student learning at two points in time (two courses), using two methods (exam, signature assignment). We assess knowledge.
- *Career Development*: We look at individual student learning at three points in time (three courses), using two methods (exam, signature assignments). We assess knowledge and skills.
- *Counseling & Helping Relationships*: We look at individual student learning at four points in time (four courses), using four methods (instructor rating forms, exam, signature assignment, and site supervisor ratings). We assess knowledge and skills.
- *Group Counseling & Group Work*: We look at individual student learning at three points in time (three courses), using two methods (signature assignment and site supervisor ratings). We assess knowledge and skills.
- *Assessment & Testing*: We look at individual student learning at two points in time (two courses), using two methods (exam, part of signature assignment). We assess knowledge and skills.
- *Research & Program Evaluation*: We look at individual student learning at two points in time (two courses), using signature assignments. We assess knowledge and skills.
- *Clinical Mental Health Specialty*: We look at individual student learning at three points in time (three courses), using three methods (signature assignment, instructor rating forms, and site supervisor ratings). We assess knowledge and skills.

## (2) Department SLOs and KPIs

- Please see the [Assessment Master Table Program Objectives & SLOs](#). Each SLO section indicates the KPIs associated with it, the kind of assessment (e.g., exam), the type (knowledge or skills), the timing related to gateways, and the connection to the CACREP core and CMHS. (Not every KPI is assessed in every course associated with the SLO but the [Assessment Map of SLOs](#) indicates this.) Below is a brief summarization of our department SLOs and how they relate to the CACREP core and CMHS.
- *SLO Professional Counseling Orientation & Ethical Practice*. There are two KPIs and we assess at three points in time, with four methods (two exams in two different courses, part of a signature assignment, practicum instructor rating of dispositions section, and site supervisor ratings). These are identical to two items within the CACREP core “Professional Counseling Orientation & Ethical Practice.”

- SLO *Diversity Awareness and Sensitivity*. There are four KPIs, and we assess at three points in time (twice using signature assignments). We also assess skills more broadly through the instructor rating and the site supervisor ratings. All of the assessment within this SLO falls under the “multicultural counseling competencies” item under CACREP area of “Social and Cultural Diversity.”
- SLO *Clinical Skills*. This SLO relates to two of the CACREP competencies.
  - Related to *Counseling & Helping Relationships* (“essential interviewing, counseling, and case conceptualization skills”), there are five KPIs. We assess at three points in time, using part of a signature assignment, instructor rating of skills, and site supervisor ratings.
  - Related to two items in *Group Counseling & Group Work*, there are two KPIs assessed for knowledge in a signature assignment. Skills are assessed more broadly in site supervisor ratings.
- SLO *Conceptualization & Treatment Planning*. This SLO relates to five of the CACREP competencies and the CMHS.
  - Related to two items in the *CMHS*, there are three KPIs. These are assessed at three points in time, using signature assignments, instructor rating of skills, and site supervisor ratings.
  - Related to the case conceptualization element in *Counseling & Helping Relationships*, there is one KPI that focuses more on theory. This is assessed at two points in time, using an exam, part of a signature assignment, instructor rating of skills, and site supervisor ratings.
  - Related to the conceptualization and treatment planning element in *Career Development*, there is one KPI. This is assessed at three points in time, using an exam and signature assignments.
  - Related to the element of biological, neurological, and physiological influences in *Human Growth & Development*, there is one KPI. This is assessed at two points in time, using an exam and a signature assignment.
  - Related to the use of assessments for diagnosis and treatment planning in *Assessment & Testing*, there is one KPI. This is assessed at two points in time, using an exam and part of a signature assignment.
  - SLO *Research & Professional Writing*: There are four KPIs and we assess at two points in time, using two signature assignments (including an original research project completed in their last semester). These relate to the research element of the CACREP core “Research and Program Evaluation.”
- The rubrics used for signature assignments conform most closely to the KPIs. For example, there are four KPIs for the SLO “Diversity Awareness & Sensitivity” and the rubric used in the COUN 523 signature assignment uses these four items and provides detail about what “meets expectations” and what falls below or exceeds expectations. Often you will see that assessment is conducted using a rubric with a signature assignment (a stand-alone assignment such as the COUN 523 cultural genogram paper). However, you may also see that assessment is conducted with “part of a signature assignment.” This relates to the comprehensive signature assignment that students complete in COUN 584 (Advanced Practicum). This assignment



includes aspects diagnosis and assessment, conceptualization, diversity, treatment planning, ethics, and counseling skills. So as part of assessing case conceptualization, for example, we use part of that comprehensive signature assignment. Exam questions often relate to the KPIs but may more broadly relate to the program objective connected to the SLO. The instructor ratings and site supervisor ratings more broadly relate to the program objective connected to the SLO. For example, practicum instructor and site supervisors rate students on diversity awareness and skills, but may not use the language of the KPIs. Please see the hyperlinks below for our signature assignments, rubrics, and exams.

#### Signature assignments and corresponding rubrics

- [Assessment Signature Assignment\\_COUN 500](#)
  - [Assessment Rubric\\_COUN 500](#)
- [Assessment Signature Assignment\\_COUN 522](#)
  - [Assessment Rubric\\_COUN 522](#)
- [Assessment Signature Assignment\\_COUN 523](#)
  - [Assessment Rubric\\_COUN 523](#)
- [Assessment Signature Assignment\\_COUN 528](#)
  - [Assessment Rubric\\_COUN 528](#)
- [Assessment Signature Assignment\\_COUN 538](#)
  - [Assessment Rubric\\_COUN 538](#)
- [Assessment Signature Assignment\\_COUN 584](#)
  - [Assessment Rubric\\_COUN 584](#)
- [Assessment Signature Assignment\\_COUN 590](#)
  - [Assessment Rubric\\_COUN 590](#)
- [Assessment Signature Assignment\\_COUN 597](#)
  - [Assessment Rubric\\_COUN 597](#)

#### Exams

- [Assessment Exam COUN 502](#)
- [Assessment Exam COUN 518](#)
- [Assessment Exam COUN 526](#)
- [Assessment Exam COUN 527](#)
- [Assessment Exam COUN 530](#)
- [Assessment Exam COUN 560](#)

#### *Review and analysis of data*

As noted earlier, our system for collecting data has been evolving, and beginning fall 2020 faculty and site supervisors uploaded their assessment of students into an electronic system built by the college. The course roster, along with a place to enter scores for a rubric or exam, is provided for each professor who is teaching a course in which assessment takes place. There is also a place for the practicum professors to fill out a skills rating form and dispositions form (for COUN 511, 530, 584). Once the professor has completed the practicum forms, students go into their portals and verify that they have received and understand the feedback. The Fieldwork

Coordinator sends site supervisors an email with a link to fill out the mid-semester and final evaluations of practicum students. Students verify and the data goes to the Clinical Training Director. The evaluations are linked to the students' electronic files so that they can be accessed for assessment and gateway reviews.

Please see screenshots at the end of this section F (“View of our SLO database”) for visual examples. Below we discuss how we assess and use evaluations of each student through our predetermined “criteria for success” and gateways.

### A. Criteria for success

We have established “criteria for success” for every measure used in assessment. These are included in the chart [Assessment Master Plan CACREP](#).

- In rubric scoring of non-practicum evaluations, we use a scoring system of 1 – 6 to indicate that the student’s performance: *exceeds* expectations (5-6), *meets* expectations (3-4), or is *below* expectations (1-2). Our criteria for success is for the student to obtain a score of 3 or higher on each item; however, we are not generally concerned if one item falls below expectations (i.e., if there is a pattern of below expectations, we are more concerned).
- When we use exams, our criteria for success is for the student to score 80% or higher.
- In skills ratings forms used by the instructor in a practicum class, the criteria changes based on the level of practicum. Check hyperlinks below:
  - In Coun 511 (Pre-practicum), students meet expectations with a score of 1-2. Hyperlink to form: [511 Pre-Practicum](#)
  - In Coun 530 (Beginning practicum) students meet expectations with a score of 3-4. Hyperlink to form: [530 Beginning Practicum](#)
  - In Coun 584 (Advanced practicum) students meet expectations with a score of 5-6. Hyperlink to form: [584 Advanced Practicum](#)
- Site supervisor scoring of student skills is also on a scale of 1 – 6 but 4-5 “meets standard” and 6 “exceeds standard.” Our criteria for success is 4 or higher. A student may have an area that “meets minimum standard” (score of 2-3), but only if there is a pattern are we are more concerned. Hyperlink to [Clinical Training Handbook](#) for the [Site Supervisor Final Evaluation](#) (pp. 138-143).

### B. Gateways

We have three gateways which allow us to formally examine each student’s progress. All full-time faculty participate in the gateway process and part time faculty are invited to provide feedback as well. The new electronic system and database allows us easier access to all aspects of each student’s progress. In the student’s file, we can readily view their course grades and can click on “assessment” to view students’ clinical evaluations and dispositions forms, and site supervisor evaluations. We can also see the scores from assessment exams and rubrics. Anything that is below minimum criteria is in red. (Note:

prior to fall 2020 we have had these data in paper form or on excel sheets and the assessment coordinator compiled data to discuss with the faculty.) The advisor enters the faculty decision for the gateways following the full faculty evaluations for: “new student evaluation” (Gateway 1), “advance to practicum” (Gateway 2), and “advancement to final project” (Gateway 3).

- Gateway 1: New Student Evaluation.
  - This takes place at the beginning of the students’ second semester. This review includes assessment data from the COUN 500 Introduction to Counseling course, which has a writing requirement, and COUN 511 Pre Practicum, to assess introductory clinical skills (as well as dispositions, discussed later). The advisor and assessment coordinator review the student’s file for the COUN 500 and 511 data, as well as their grades and any notes placed by advisors or other faculty. We discuss these students in the second faculty meeting of the semester and address any concerns. See a sample [faculty meeting agenda](#) here; the item is highlighted in yellow. The advisor enters the faculty decision of “no concerns,” “needs improvement,” or “concerns” in the “New Student Evaluation” section of the student’s file, along with any comments. Students are sent a message following the meeting. If there are any concerns, they are asked to meet with their advisor.
- Gateway 2: Advancement to Practicum.
  - This takes place in the semester prior to Practicum/Fieldwork experience (Coun 530, Beginning Practicum). Students would have completed at least about half of the courses (10 of 21) and must meet certain criteria: minimum 3.0 GPA; completed all pre-requisites; scores in courses where we assess key performance indicators and student dispositions must demonstrate no concerns; and we review advisement notes and comments to ensure there aren’t any concerning patterns.
  - Students must meet with an advisor to be considered for advancement. The advisor and assessment coordinator review the data in the file. The full-time faculty discuss these students in a faculty meeting just after midterms each fall and spring, and we address any concerns before advancing them to Practicum. The advisor enters information about any concerns related to practicum advisement, dispositions, and performance across the curriculum, as well as the faculty consensus regarding advancement to practicum, in the “Advance to Practicum” section of the student’s file. The advisor informs students if the faculty has any concerns. See a sample [faculty meeting agenda](#) here; the item is highlighted in yellow.
- Gateway 3 Advancement to Project.
  - This takes place in the semester prior to graduation. Students would have completed most of their coursework by this time, and they would be nearly finished with their fieldwork experience. Files are reviewed again to identify any concerns. In addition, the advisor reviews GPAs and ensures students do not have any incompletes. Students must meet with an advisor to be considered for advancement; this advisor also prepares them for graduation and final project. We discuss these students in a faculty meeting within the

last three weeks of the semester and address any concerns. The advisor enters “no concerns” or “concerns” in the “Advancement to Final Project” section of the student’s file. See a sample [faculty meeting agenda](#) here; the item is highlighted in yellow.

### View of our SLO Database

Below is a picture of the student database where we upload and can review individual student information. Note on the left column is a list of all classes where we assess student data. The semester chosen here at the top is for fall 2020, and the course selected is COUN 511 section 01 Pre-Practicum. In this class, we assess professional dispositions and clinical skills (as noted by the yellow arrow).

Semester: Fall2020 ▼


Select a Course:

- COUN-500-01
- COUN-500-02
- COUN-502-01
- COUN-502-02
- COUN-511A-01
- COUN-511A-02
- COUN-511A-03
- COUN-511B-01
- COUN-518-01
- COUN-522A-01
- COUN-526-01
- COUN-526-02
- COUN-527A-01
- COUN-528-01
- COUN-528-02
- COUN-530A-02
- COUN-530A-03
- COUN-530B-01
- COUN-538-50
- COUN-538-70
- COUN-560-01
- COUN-584A-01
- COUN-584A-03
- COUN-584A-04
- COUN-584B-02
- COUN-591-01
- COUN-597-02
- COUN-597-04

#### COUN-511A-01

| [Go to Clinical Skills](#) | [Go to Dispositions](#) |

CWID	Name	Clinical Skills Review	Dispositions Review
893460568	Sarah Cabiness	12/17/2020	2/2/2021
887321693	Sheila Chambers	12/18/2020	12/18/2020
896213287	Faith Haas	12/16/2020	12/16/2020
889168522	Kristen Hendry	12/17/2020	12/17/2020
889548202	Haleigh Klem	12/17/2020	12/17/2020
887321669	Isabelle Marquez	12/16/2020	12/16/2020
890972029	Jennifer McGivern	12/17/2020	12/17/2020
886703701	Sinclair Mitchell	12/17/2020	12/17/2020
899796270	Holly Pittaway	12/17/2020	12/17/2020
886686039	Samantha Scheussler	12/16/2020	12/16/2020
805782042	Laura Schickling	12/16/2020	12/16/2020
886699032	Simran Sekhon	12/18/2020	12/18/2020
886699016	Haley Stinson	12/17/2020	12/17/2020
891146045	Angela Umeres	12/16/2020	12/16/2020



## Professor Evaluation of Counseling Student Clinical Skills in COUN-511

Semester:  ▼

Course:

- COUN-511A-01
- COUN-511A-02
- COUN-511A-03
- COUN-511B-01
- COUN-530A-02
- COUN-530A-03
- COUN-530B-01
- COUN-584A-01
- COUN-584A-03
- COUN-584A-04
- COUN-584B-02
- COUN-591-01

Name	
Sarah Cabiness	<input type="button" value="Select"/>
Sheila Chambers	<input type="button" value="Select"/>
Faith Haas	<input type="button" value="Select"/>
Kristen Hendry	<input type="button" value="Select"/>
Haleigh Klem	<input type="button" value="Select"/>
Isabelle Marquez	<input type="button" value="Select"/>
Jennifer McGivern	<input type="button" value="Select"/>
Sinclair Mitchell	<input type="button" value="Select"/>
Holly Pittaway	<input type="button" value="Select"/>
Samantha Scheussler	<input type="button" value="Select"/>
Laura Schickling	<input type="button" value="Select"/>
Simran Sekhon	<input type="button" value="Select"/>
Haley Stinson	<input type="button" value="Select"/>
Angela Umeres	<input type="button" value="Select"/>



©2020 College of Health and Human Deve  
screen shot of the error. We suggest using

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**G. The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.**

The Department of Counseling systematically assesses each student’s professional dispositions throughout the program.

*Identification of key professional dispositions:*

The faculty identified four “global dispositions” that we believe are consistent with the field and relevant to our students: Effective and professional communication and collaboration; Emotional Maturity, Self-Awareness, and Counselor Presence; Dependability, Reliability, and Ethical Behavior; and Respect for Diversity and Openness to Other World Views. There are multiple items under each of the four global items. The entire full-time faculty assisted in the creation of the dispositions form, and the form has helped students and faculty have a better understanding about what we mean by dispositions. See [Professional Dispositions](#). (This is the form we used through spring 2020 and faculty uploaded each student’s form into the student’s file manually). Beginning in fall 2020, faculty now fill out the same information through the electronic system.

*Measurement of student professional dispositions at multiple times:*

Professional Dispositions are formally assessed at three points in time: COUN 511 (Pre-practicum), COUN 530 (Beginning practicum), and COUN 584 (Advanced practicum).

- See the last page of the [Assessment Master Plan CACREP](#) link
- See the hyperlink to [Assessment Master Table Program Objectives & SLOs](#)
- Also, all part and full time faculty members are welcome to complete a Dispositions form any time they have concerns, regardless of the class. When this happens, a note is written in the electronic student file and the form is uploaded in the file as well.

The primary method of measurement is our dispositions and professionalism form filled out by instructors in the three practicum classes. The instructor indicates “no concern,” “needs improvement,” or “concern” on the global items. If there is any indication of needs improvement or concern, the instructor fills out the more detailed corresponding section, and also has space to write a narrative. Students are expected to receive “no concern” (our criteria for success). The instructor is responsible for following up with the student if there are concerns, and they may discuss the issue in faculty meeting and document in the student’s file, as needed.

We also assess dispositions and professionalism through site supervisor evaluations:

- See hyperlink to the [Clinical Training Handbook](#) to see the [Site Supervisor Mid-semester Evaluation](#) (p. 119)
  - In the mid-semester evaluation, the site supervisor rates students with “concern” or “no concern” on 12 items within the “professionalism” category (e.g., “open to feedback”). Students are expected to receive “no concern.”

- See hyperlink to the [Clinical Training Handbook](#) to see the [Site Supervisor Final Evaluation](#) (pp. 141 competency 11).
  - In the final site evaluation, the supervisor rates the student on four competencies (9 – 12) related to dispositions and professionalism Personal qualities, Professional documentation, Professionalism, and Supervision. Students are expected to receive a 4 (“meets standard”) or above. The instructor of the class receives the supervisor feedback, and is responsible for following up with the student and supervisor if there are concerns. They may discuss the issue in faculty meeting and document in the student’s file, as needed.

*Review and analysis of the dispositions data:*

The data are formally reviewed for each student during the three gateways:

- Gateway 1: New Student Evaluation. The full-time faculty do this review in the student’s second semester during a faculty meeting. The dispositions form will have been completed for COUN 511 Pre Practicum by the instructor. We also solicit feedback from part-time faculty and review the students’ file for any notes or patterns of concern. If there are any concerns, the student is contacted by their advisor for a meeting.
- Gateway 2: Advance to Practicum. There are no additional required disposition forms between Gateways 1 and 2, but faculty can upload a dispositions form for any student at any time (and during any class). The student’s file is reviewed and any concerns that have emerged are discussed by the full-time faculty in faculty meeting. (Students will have taken at least nine courses, including the formal evaluation in COUN 511 prior to this evaluation.)
- Gateway 3: Advancement to Project. Students are required to have been evaluated in COUN 530 Beginning Practicum prior to entering this phase of evaluation. Like Gateway 2, students may have other notes or dispositions forms uploaded into their files based upon concerns in other classes where we do not formally evaluate. Student files are carefully reviewed so we are able to assess their readiness to move to their final semester.

## Professor Evaluation of Counselor Student/Trainee Dispositions & Professionalism

Semester:  ▼

Course:

COUN-511A-01

COUN-511A-02

COUN-511A-03

COUN-511B-01

COUN-530A-02

COUN-530A-03

COUN-530B-01

COUN-584A-01

COUN-584A-03

COUN-584A-04

COUN-584B-02

COUN-591-01

Name	
Sarah Cabiness	<input type="button" value="Select"/>
Sheila Chambers	<input type="button" value="Select"/>
Faith Haas	<input type="button" value="Select"/>
Kristen Hendry	<input type="button" value="Select"/>
Haleigh Klem	<input type="button" value="Select"/>
Isabelle Marquez	<input type="button" value="Select"/>
Jennifer McGivern	<input type="button" value="Select"/>
Sinclair Mitchell	<input type="button" value="Select"/>
Holly Pittaway	<input type="button" value="Select"/>
Samantha Scheussler	<input type="button" value="Select"/>
Laura Schickling	<input type="button" value="Select"/>
Simran Sekhon	<input type="button" value="Select"/>
Haley Stinson	<input type="button" value="Select"/>
Angela Umeres	<input type="button" value="Select"/>



**H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.**

Students are always evaluated by faculty members during the three Gateways noted in the prior section (Section 4.G) during faculty meetings. In addition, every faculty meeting agenda has two items related to student concerns: “Non-Remediation Student Concerns” and “Students in Remediation.” See three sample agendas for spring 2021, but with student names redacted for confidentiality. The items are highlighted in red:

- [Assessment 2021 April 6 Faculty Meeting Agenda](#)
- [Assessment 2021 February 9 Faculty Meeting Agenda](#)
- [Assessment 2021 May 4 Faculty Meeting Agenda](#)

Therefore, student issues can emerge during the Gateways or during our faculty meetings every other week. Part time faculty members email the Department Chair about concerns. The Department Chair will make notes in the student file and add the student’s name (with the faculty member’s name & concern) to the next meeting agenda. Full time faculty members bring up student issues at the beginning of the meeting, and they are noted in the appropriate section at the bottom of the agenda so we know how to budget our time. Nearly every week, there is a concern about at least one student.

Students will remain on the agenda until the situation is remediated.

See [Section I.O.](#) and [Section I.P.](#) of this self-study document for more details about the remediation process.

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## EVALUATION OF FACULTY AND SUPERVISORS

### I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.

The written procedures for administering the process for student evaluations of faculty are the responsibility of the University. Instructions for how SOQs should be administered is noted in the file folder that holds the paper SOQs (pre-COVID). Post-COVID, the instructor is informed that students received an email to complete SOQs; however, instructors are not involved with the electronic submission of SOQs. The process of students completing SOQs as well as availability to faculty are found on the Faculty Affairs and Records website. See below:

The screenshot shows a web browser window displaying the 'Faculty Affairs and Records' website. The page is titled 'STUDENT OPINION QUESTIONNAIRES (SOQs)' and provides an overview, contact information, and resources. The navigation menu includes 'EVALUATIONS', 'SOQ', 'SABBATICAL AND DIP LEAVES', 'FACULTY HANDBOOK', 'PAF REQUEST', 'EVENTS', and 'CONTACTS'. The 'SOQ' page is currently selected.

**Overview**  
**STUDENT OPINION QUESTIONNAIRES (SOQs)**  
 These are administered to students for their credit-bearing courses. Anonymous response data is used for the purposes of personnel evaluations, providing faculty with information to improve their instruction, and to provide data for institutional research while maintain faculty anonymity.

**CONTACT INFORMATION**  
 Primary Contact: Nicole Calucag  
 Email: [soq@fullerton.edu](mailto:soq@fullerton.edu)  
 Phone: (657) 278-8003  
 Hours of Operation: 8 am - 5 pm, Monday-Friday  
 Location: PLS-295

**RESOURCES**

- [SOQ Proctoring Requirements per new UPS 220.000 \(2-17-2020\)](#)
- [Login Tutorial for Faculty Student Success Dashboard \(FSSD\)](#)
- [Spring 2019 Publication and Disposition Notification](#)
- [Fall 2018 Publication and Disposition Notification](#)
- [Notification of SOQ Disposition Procedure \(11/1/18\)](#)
- [FAR SOQ Presentation](#)
- [White Paper on SOQ Use by RACE](#)
- [UPS 220.000](#)
- [Academic Technology Website](#)

**Navigation Menu:** EVALUATIONS | **SOQ** | SABBATICAL AND DIP LEAVES | FACULTY HANDBOOK | PAF REQUEST | EVENTS | CONTACTS

**Left Sidebar:**

- EVALUATIONS**
  - Departmental Personnel
  - Standards
  - SOQs
- TENURE-TRACK FACULTY**
  - Tenure-Track (Probationary)
  - Tenured Faculty (Promotion)
  - Post Tenure Reviews (No Promotion Consideration)
- TEMPORARY FACULTY**
  - Full-time Lecturer Faculty
  - Part-time Lecturer Faculty
  - Range Elevation Information
  - Departmental Standards for Lecturer Faculty
- UNIT 3 COLLECTIVE BARGAINING AGREEMENT**
  - 2014-2020 CBA

The proctoring requirements can be seen below (which is tied to this first link under Resources above):



### Student Opinion Questionnaire (SOQ) Proctoring Requirements

*The following summarizes the requirements for the administration of SOQs completed during class time per [UPS 220.000](#) (2-17-2020 version)*

#### ▪ ADMINISTRATION OF SOQs

3.2 Normally, faculty shall proctor the administration of SOQ forms for other instructors. Staff may, during unexpected circumstances, administer SOQ forms with permission of the department chair or equivalent. The instructor(s) of the course being evaluated shall not proctor the administration of their own SOQ forms. No student shall proctor the administration of the SOQ forms for faculty.

3.3 Teaching associates or faculty shall proctor the administration of SOQ forms for teaching associates...

4.2 For the administration of paper SOQ forms, departments shall provide the standardized senate approved directions, the blank SOQ forms, and pencils for students to complete the forms.

4.6 Paper SOQ forms shall be administered during the last four weeks of the semester or during the last week of instruction for courses that are taught in less than a semester.

#### ▪ PROCTOR RESPONSIBILITIES

6.1.1 Read the standardized instructions to the students:

“Student opinion questionnaires play an important role in the evaluation of instructors. Your opinions influence the evaluation of instructors that takes place periodically. Responses are anonymous, and instructors will not have access to the forms or the data until after final grades have been officially submitted. Written comments are encouraged. Course evaluations are confidential and should not be discussed with others.

Studies have shown that student evaluations of teaching are often influenced by students’ unconscious and unintentional biases about the race and gender of the instructor. For instance, women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned.

As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about the instructor(s). Focus your opinions on the effectiveness of the instructor in the course, what you have learned, and not unrelated matters.”

6.1.2 For paper SOQ forms only: Identify a student to serve as witness; Distribute an SOQ form to each student; Collect SOQ forms as students complete them; Ensure that all forms are collected before leaving the room; Securely seal the envelope containing the completed SOQ forms; Sign across the seal of the envelope (proctor and witness) prior to leaving the classroom; and Return the sealed envelope containing the completed SOQ forms to the departmentally designated location immediately after they have been completed.

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**J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.**

*Administration of SOQs by University and Faculty Members:*

At the end of every semester, the University sends out Student Opinion Questionnaires (SOQs) to students for completion. We have two different SOQs forms depending on the type of class: [SOQs for Clinical Classes](#) and [SOQs for Lecture \(non-clinical\) Classes](#). The procedure for administering SOQs has been different pre- and post-COVID:

- Prior to COVID, this was a paper form that was given to each instructor in a packet that included forms and instructions. In class, the instructor would ask a volunteer to hand them out after the instructor left the room. Students were traditionally given 15 minutes to complete the SOQs. Once all students put their form in the envelope, the student volunteer took the SOQs up to the Department office (during office hours) or in a confidential, locked blue bin in the hallway (after office hours). Once the student left the classroom, the instructor was allowed to re-enter the classroom, if this was done at the beginning of class. If this was done at the end of class, the instructor would simply leave. A Department administrative staff member would pick them up from the blue bins and process them to send them to the University to be scanned.
- Post COVID, students are sent an email that their SOQs are ready to be completed. In addition, a notification shows up on the homepage when they log in to their portal. Below is an email informing faculty when they are ready for students to complete:

Reply Reply All Forward

Tue 5/4/2021 6:32 PM

soq@fullerton.edu

### Spring 2021 Online Student Opinion Questionnaire

To Brew, Leah

**i** You forwarded this message on 5/4/2021 7:02 PM.

This message was sent with High importance.

If there are problems with how this message is displayed, click here to view it in a web browser.



Dear Leah Brew,

As you know, toward the end of every semester, the campus requests that students participate in the faculty evaluation process via the "Student Opinion Questionnaire" (SOQ) survey administered in each class. You are receiving this email because your department has identified your course(s) for inclusion in the online SOQ process beginning **Monday, May 03 through Friday, May 14, 2021.**

Students will access these online survey(s) via the Student Portal by clicking on the link for the class they are taking in your department. We have sent emails to students explaining the online evaluation process, its importance to them, and encouraging their participation. You and your students may be assured that all student responses are confidential and anonymous.

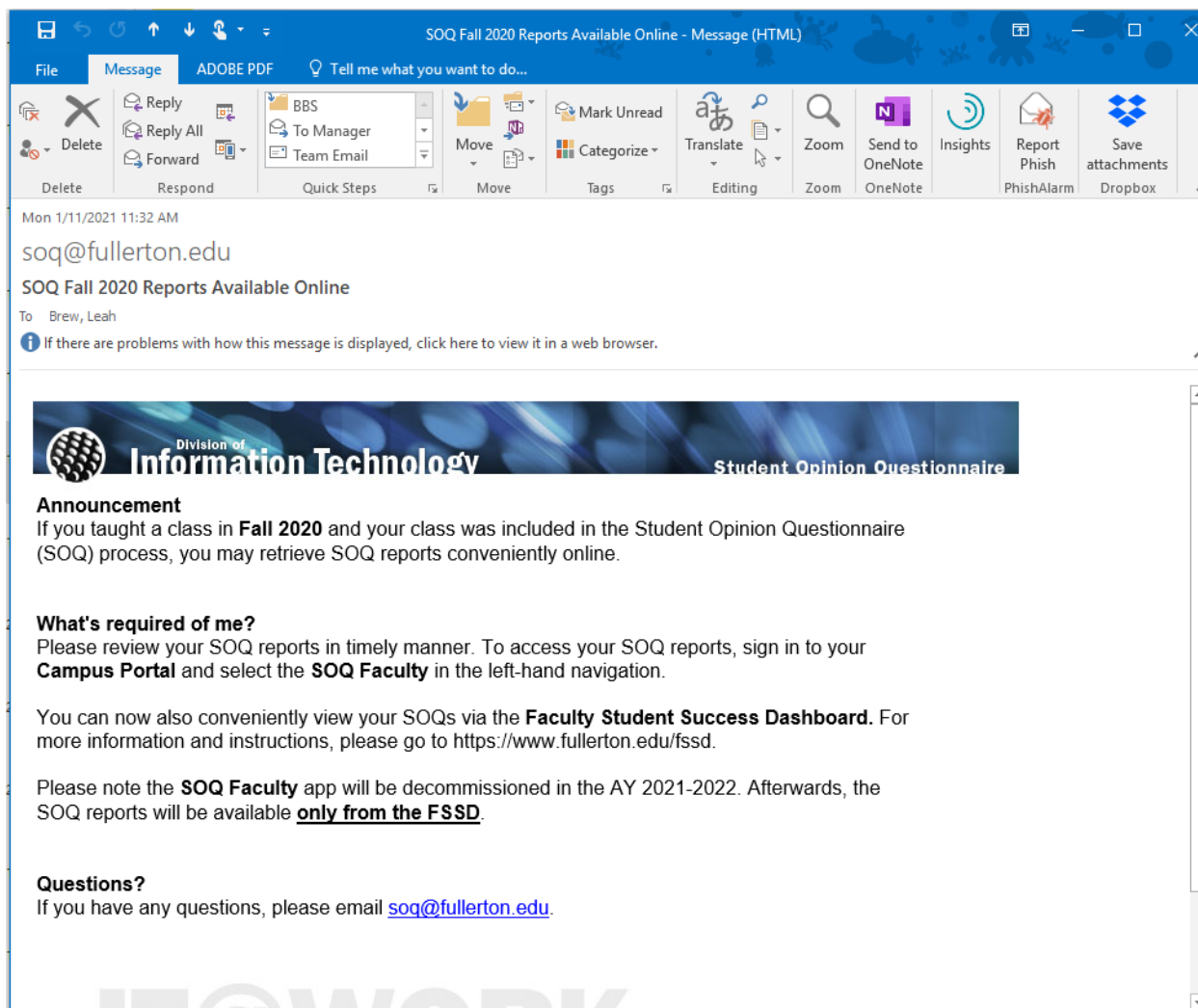
Please do encourage your students to fill out their online SOQs for your classes. This has been found to be very important for ensuring a high response rate. We will be sending multiple emails to any of your students who have not yet completed their SOQs to remind them to do so. They also will have a 'pop up' appear on their Portal when they sign in reminding them of any incomplete SOQs.

Thank you for your participation in this process.

CSUF Office of Faculty Affairs and Records

### Faculty Review of SOQs

SOQs are not available to faculty until several weeks past the date that grades are due. When they are available, the University sends out an email to all instructors to inform them of availability. See below picture of the email:



SOQ Fall 2020 Reports Available Online - Message (HTML)

File Message ADOBE PDF Tell me what you want to do...

Mon 1/11/2021 11:32 AM

soq@fullerton.edu

**SOQ Fall 2020 Reports Available Online**

To Brew, Leah

If there are problems with how this message is displayed, click here to view it in a web browser.

**Division of Information Technology** Student Opinion Questionnaire

**Announcement**  
If you taught a class in **Fall 2020** and your class was included in the Student Opinion Questionnaire (SOQ) process, you may retrieve SOQ reports conveniently online.

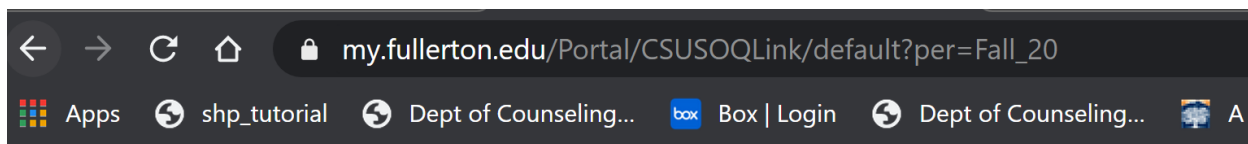
**What's required of me?**  
Please review your SOQ reports in timely manner. To access your SOQ reports, sign in to your **Campus Portal** and select the **SOQ Faculty** in the left-hand navigation.

You can now also conveniently view your SOQs via the **Faculty Student Success Dashboard**. For more information and instructions, please go to <https://www.fullerton.edu/fssd>.

Please note the **SOQ Faculty** app will be decommissioned in the AY 2021-2022. Afterwards, the SOQ reports will be available **only from the FSSD**.

**Questions?**  
If you have any questions, please email [soq@fullerton.edu](mailto:soq@fullerton.edu).

All full and part time faculty members can login to their portal to view their SOQs for the semester. Below is the section of hyperlinked information for faculty to review their individual SOQs from the previous semester:



The SOQ Reports are also a [Dashboard](#). For more information (FSSD) site at <https://www.>

Please note that this **SOQ F** Afterwards, the SOQ reports

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## Student Opinion Questionnaires

### Fall 2020

<a href="#">COUN FIELDWORK Summary</a>
<a href="#">COUN LECTURE Summary</a>
<a href="#">COUN 511A-01 Ibrew Comments</a>
<a href="#">COUN 511A-01 Ibrew Statistics</a>
<a href="#">COUN 528-02 Ibrew Comments</a>
<a href="#">COUN 528-02 Ibrew Statistics</a>
<a href="#">COUN 562-70 Ibrew Comments</a>
<a href="#">COUN 562-70 Ibrew Statistics</a>
<a href="#">COUN LECTURE Ibrew Summary</a>

Currently, the Department Chair reviews each faculty member's SOQs and sends emails of encouragement or with recommendations for help, if needed. Faculty use these evaluations during their regular reviews (annually for new part time faculty; every three years for contracted lecturers; every six years for tenure/tenure track faculty members).

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**K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.**

Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors. In fact, students are obligated to submit these evaluations at the end of their two primary fieldwork courses: COUN 530 Beginning Practicum and COUN 584 Advanced Practicum. Students will not be given a grade until all forms, including supervisor evaluations are submitted.

This policy is documented in the [Clinical Training Handbook](#).

- For information about requiring this evaluations, see page 15, item 17 that lists Student Responsibilities.
- See page 28, Student Evaluation of Agency for another mention of this requirement.
- See pages 144-147 for the forms: Student Evaluation of Agency and the Student Evaluation of Site Supervisor.
- See page 148 for the Instructor End of Semester Check-out. This indicates that instructors must collect the evaluation of supervisor in order to submit a grade.

These documents are held in an electronic file. Students who are seeking practicum/internship placements review this file of evaluations to help them decide where they may want to apply to work, and if given several offers, to decide which offer to take. This file contains confidential evaluations of our supervisors, so the site visit CACREP team can take a brief look when they arrive in person. However, below is evidence of an electronic version of the file in Dropbox:

The screenshot shows a Dropbox folder named "Student Site\_Supervisor Evals" with the following files:

Name	Modified	Members
FA18-FA19 Evaluations A-L.pdf	9/12/2020, 11:28 AM by Nicole Folmer	42 members
FA18-FA19 Evaluations M-Z.pdf	10/14/2020, 3:47 PM by Nicole Folmer	42 members
SP20-FA20 Student Assessment of Clinical Training Site.xlsx	2/8/2021, 4:34 PM by Nicole Folmer	42 members
SP20-FA20 Student Evaluation of Site Supervisor.xlsx	2/8/2021, 4:44 PM by Nicole Folmer	42 members

The first two files have the actual paper forms written by students. The excel spreadsheets contain charts where the information has been converted into a chart with the same information.

The Clinical Training Director reviews these regularly to ensure there are no serious concerns.

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## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### C. CLINICAL MENTAL HEALTH COUNSELING

**Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.**

Below, each course number is listed where the content is covered that will hyperlink to the corresponding syllabus. Within the syllabus, there will be a chart on the front page that shows where these items can be found. Hyperlinks within each syllabus will lead to the particular assignment or schedule to see more details.

#### 1) FOUNDATIONS

- a) history and development of clinical mental health counseling COUN [500](#)
- b) theories and models related to clinical mental health counseling COUN [520](#), [524](#), [527](#), [562](#)
- c) principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning COUN [530](#) and [584](#)
- d) neurobiological and medical foundation and etiology of addiction and co-occurring disorders COUN [535](#)
- e) psychological tests and assessments specific to clinical mental health counseling COUN [560](#)

#### 2) CONTEXTUAL DIMENSIONS

- a) roles and settings of clinical mental health counselors COUN [500](#)
- b) etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders COUN [522](#)
- c) mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks COUN [500](#)
- d) diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) COUN [522](#)
- e) potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders COUN [522](#) and [535](#)
- f) impact of crisis and trauma on individuals with mental health diagnoses COUN [538](#)
- g) impact of biological and neurological mechanisms on mental health COUN [518](#), [535](#), [525](#)
- h) classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation COUN [525](#)
- i) legislation and government policy relevant to clinical mental health counseling COUN [526](#)
- j) cultural factors relevant to clinical mental health counseling COUN [523](#)
- k) professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling COUN [500](#) and [526](#)

- l) legal and ethical considerations specific to clinical mental health counseling COUN [526](#)
- m) record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling COUN [522](#) and [526](#)

3) PRACTICE

- a) intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management COUN [522](#), [526](#), [530](#), [584](#)
- b) techniques and interventions for prevention and treatment of a broad range of mental health issues COUN [520](#), [524](#), [527](#), [562](#)
- c) strategies for interfacing with the legal system regarding court-referred clients COUN [526](#)
- d) strategies for interfacing with integrated behavioral health care professionals COUN [500](#)
- e) strategies to advocate for persons with mental health issues COUN [500](#)

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