

CSULB College of Education
Proposal to Elevate an Option to a Full Degree Program

Master of Science in Counseling Psychology
(Currently Master of Science in Counseling, Option in Marriage, Family Therapy)
June 2018

Dr. Bitá Ghafoori, Coordinator
Dr. Hiromi Masunaga, Chair, ASEC

1. Program Type (Please specify any from the list below that apply—delete the others)

a. State-Support Option Elevation

2. Program Identification

a. Campus- CSULB

b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History)

Master of Science in Counseling Psychology

c. Term and academic year of intended implementation (e.g., fall 2017)

Fall 2019

d. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements

65 units

e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility

*Department of Advanced Studies in Education and Counseling (ASEC)
College of Education, CSULB*

f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program

*Bitá Ghafoori, Ph.D. (Professor & Co-Coordinator of MFT program)
William Saltzman, Ph.D. (Professor & Co-Coordinator of MFT program)*

- g. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template

The WASC Substantive Change Review Form is attached.

- h. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: <http://www.calstate.edu/app/resources.shtml>, you can search CIP 2010 at <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

*We suggest the name Counseling Psychology
CIP Code 42.2803*

- i. Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.

Students beginning their educational program in Fall 2019 will be eligible to earn the MS in Counseling Psychology degree name; all students matriculating prior to Fall 2019 will continue to be eligible to earn the current degree: MS in Counseling, Option in Marriage and Family Therapy. None of the coursework is changing, only the title and degree status, therefore, students are able to complete their program as planned.

- j. Provide evidence the current option will be discontinued once all existing students exit the program.

We will closely monitor students exiting the program. Once all students who have completed the MS in Counseling, Option in Marriage and Family Therapy have completed degree requirements and graduated we will go through appropriate curriculum committee, department, College, and University processes to discontinue the MS in Counseling, Option in Marriage and Family Therapy program.

3. Program Overview and Rationale

Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.

Students in the MS in Counseling Psychology program will be prepared for licensed independent MFT or LPCC practice to work in private practice, community-agency settings, government-court settings, hospitals, clinics, Employee Assistance Programs, and city-county-state agencies to provide counseling services for adults, children, families, and couples. The program combines theory and practice utilizing on and off campus course work and field work assignments. Strengths of the program include the multicultural faculty, excellent reputation, and high demand for graduates. As detailed in the display of SLOs, the program maps onto the conceptual framework key ideas. Further, the changes will continue the program's long-standing success at recruiting and retaining highly qualified individuals to be leaders in the profession who will also contribute through scholarly work and innovations. The MS in Counseling Psychology program specifically relates to the CED mission statement in that the program prepares professional practitioners who promote equity and excellence in diverse urban setting through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

The rationale for the program elevation to a stand-alone MS in Counseling Psychology degree program is that the current program is a strong and highly desired program which has consistently received over 200 applications/year over the past few years with admission of approximately 25-30 students, and nearly 100% yield. Due to the number of applicants, admissions, graduations, and high yield, the program could function as a stand alone program. Moreover, additional reasons for changing the name is that the title "Counseling Psychology" and the definition of the title and detail for CIP Code 42.2803 is more consistent with the educational program that we currently offer. Also, many universities who offer a master's program leading to licensure as a Marriage and Family Therapist (MFT) or Licensed Professional Clinical Counselor (LPCC) currently are offered under the title "Counseling Psychology"; one exists within the CSU system: Bakersfield. Another CSU MFT program, CSU San Bernardino, offers the MS in Clinical/Counseling Psychology that also leads to the MFT and LPCC license. Many other MS in Counseling Psychology programs exist outside of the CSU system that lead to the MFT and LPCC license, for example: Cal Lutheran University, Santa Clara University, Dominican University, University of San Francisco, California Baptist University, Mount Saint Mary's University, and Pacifica Graduate School to name a few. We believe the name change would be beneficial to current and future students since it more accurately represents the contents of their educational program at CSULB which focuses primarily on teaching the specialty within professional psychology that focuses on facilitating personal and interpersonal functioning across the lifespan. The content of our educational program is clearly aligned with the description of Counseling Psychology according to the American Psychological Association description (Psychology):

<http://www.div17.org/about-cp/what-is-counseling-psychology/>.

The three core faculty members in the MFT program are all licensed Clinical Psychologists, have clear knowledge of the nuances between Counseling and Clinical Psychology, and believe both the educational and clinical training provided in the MFT program is better aligned with the title “Counseling Psychology” rather than “Counseling”. “Counseling” could possibly refer to School Counseling or another type of counseling which does not focus on training students in the discipline of psychology- specifically mental health treatment aimed at improving well-being, alleviating distress, resolving crises, and increasing functioning. Counseling Psychology also differs from Counseling in that the focus is on diagnosis and treatment of mental disorders. The proposed name change meets the Board of Behavioral Sciences (BBS), the licensing board for MFTs and LPCCs in California, requirements according to the California Business and Professions code (4980.36) educational requirements for MFTs and LPCCs:

<http://codes.findlaw.com/ca/business-and-professions-code/bpc-sect-4980-36.html>

Section b clearly indicates all of the titles that are appropriate. The following is a second link from the Board of Behavioral Sciences:

<https://bbs.ca.gov/applicants/lmft.html>

The proposed name change is not a direct result of the BBS requirements. Finally, although the MFT program is very successful at recruiting and retaining students, many students have stated they have difficulty finding our program since we do not have “psychology” in our name, and among those that successfully find our program, many have questions about whether the curriculum will train them in professional psychology- the MFT program faculty believe it is necessary to include “psychology” in our program title to address issues which have emerged over the years.

- a. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

Proposed Catalog Text: Master of Science in Counseling Psychology

Students in this MS program will be prepared for licensed independent MFT and/or LPCC practice to work in private practice, community-agency settings, government-court settings, hospitals, clinics, Employee Assistance Programs, and city-county-state agencies to provide counseling services for adults, children, families, and couples. Visit the program website for program details (<http://www.ced.csulb.edu/mft>).

Prerequisite

Take the following before or during the program:

EDP 400 Intro to Educational Research (3) (or equivalent)

Students should advance to candidacy as early as possible. For advancement to candidacy students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete COUN 510, COUN 513, COUN 515, COUN 522, COUN 608, and COUN 609 with a C or better.
3. Maintain a 3.0 grade point average in all course work.
4. Resolve any incomplete grades.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Take all of the following (59 units) and choose option A or B below:

COUN 508A Family Systems Therapy Applied to Aging, Long Term Care, and Lifespan Development (3)

COUN 508B Family Systems Methods (3)

COUN 510 Law and Ethics for Counselors (3)

COUN 511 Counseling the Alcohol/Chemically Dependent Person (2)

COUN 512 Child and Spousal/Partner Abuse (1)

COUN 513 Introduction to Clinical Interviewing (3)

COUN 514 Psychopharmacology for Counselors (3)

COUN 515 Counseling Theories (3)

COUN 522 Counseling Methods and Techniques (3)

COUN 543 Human Sexuality Counseling (3)

COUN 555 Cross Cultural Counseling (3)

COUN 556 Counseling Children and Adolescents (3)

COUN 557 Counseling Couples (3)

COUN 601 Trauma and Grief Counseling (3)

COUN 608 Psychological Assessment and Testing (3)

COUN 609 MFT Practicum (4)

COUN 638 Group Counseling (3)

COUN 643D Counseling Field Work: Marriage and Family Therapy (3)

COUN 644D Advanced Counseling Field Work: Marriage and Family Therapy (3)

COUN 685 Community Mental Health Counseling (1)

EDP 520 Quantitative Research Methods in Education (3) or EDP 595 Qualitative Research Methods in Education (3)

Option A: Thesis students (total units: 65): take EDP 698 Thesis (must enroll in 6 units of thesis work).

Option B: Comprehensive Exam students (total units: 65): take an additional 6 units of approved electives from courses in the Counseling Psychology program.

Elective options include:

COUN 507 Career and Academic Counseling in K-12 Settings (3)

COUN 559 Play-Art Therapy for Children/Adolescents (3)

COUN 680 Family Trauma Treatment Seminar (3)

COUN 681 Spirituality and Counseling (1)

COUN 683 Cognitive Behavioral Therapy (2)

- b. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area-

Please see Dean's Memo and CED College Curriculum Materials, attached

4. **Curriculum** – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

- a. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

Please see attachment "MFT Program Change Chart (8.7.17)

- b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Description of Institutional Learning Outcomes (ILOs):

| | |
|--------|--|
| ILO #1 | Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study |
| ILO #2 | Critically and ethically engaged in global and local issues |
| ILO #3 | Knowledgeable and respectful of the diversity of individuals, groups, and cultures |

| | |
|--------|--|
| ILO #4 | Accomplished at integrating the skills of a liberal education with disciplinary or professional competency |
| ILO #5 | Skilled in collaborative problem-solving, research, and creative activity |

Description of Program Learning Outcomes (PLOs):

| | |
|--------|---|
| PLO #1 | Apply a rich body of relevant psychological knowledge and information to assist clients with mental health difficulties |
| PLO #2 | Integrate the scientist-practitioner model in the field or research settings through critical analysis, problem solving, and collaboration techniques |
| PLO #3 | Advocate for mental health equity and social justice in diverse and multicultural contexts |

Student Learning Outcomes, established based on the American Association for Marriage and Family Therapists and the BBS training and practice guidelines, are presented as follows:

Description of Student Learning Outcomes (SLOs):

| | |
|--------|--|
| SLO #1 | Demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting. |
| SLO #2 | Draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families. |
| SLO #3 | Use an actual case to develop an appropriate treatment plan that includes attention to 1) developmental issues; 2) legal and ethical issues; 3) evidence-based approaches for treatment of specific disorders. |

Comprehensive Assessment Plan

| <i>a</i> | <i>b</i> | <i>c</i> | <i>d</i> | <i>e</i> | <i>f</i> | <i>g</i> | <i>h</i> | <i>i</i> | <i>j</i> | <i>k</i> |
|-------------|-------------|-------------|---|---|--|--|--|--|--|---|
| <i>ILOs</i> | <i>PLOs</i> | <i>SLOs</i> | <i>Course where each SLO is assessed</i> | <i>Assessment activity/ assignment used to measure each SLO</i> | <i>Assessment tool used to measure outcome success</i> | <i>Assessment schedule – how often SLOs will be assessed</i> | <i>How data/ findings will be quantitatively or qualitatively reported</i> | <i>Designated personnel to collect, analyze, and interpret student learning outcome data</i> | <i>Program data/ findings dissemination schedule</i> | <i>Closing the loop strategies</i> |
| 2,3 | 1,2,3 | #1 | 511 (I), 512(I), 513 (I) 515(I) 522(I) 543(I) 556 (I) 601(I) 643d (D) 644d (M) | Evidence-based practice; diversity and advocacy; | Paper: DSM 5 Diagnosis as part of a comprehensive treatment plan; rubric is used to assess | 1 time/Year | Data is gathered by faculty member and given to the CED assessment office for analysis; number/percentage of correct score is gathered | Bitu Ghafoori & Bill Saltzman | 1 time/Year | Data discussion meeting-program faculty |

| | | | | | | | | | | |
|-----|---|----|--|--|--|-------------|--|-------------------------------|-------------|---|
| 1,4 | 1 | #2 | 508a, b (I) 515(D), 608(I), 609 (D), 522(D), 556(D) 638(I) 644d (M) | Evidence-based practice; collaboration & advocacy; Diversity and advocacy | Paper: Family treatment plan; rubric is used to assess | 1 time/Year | Data is gathered by faculty member and given to the CED assessment office for analysis; number/percentage of correct score is gathered | Bitu Ghafoori & Bill Saltzman | 1 time/Year | Data discussion meeting-program faculty |
| 5 | 3 | #3 | 510 (I), 513(D), 515(M) 522(M) 555(M) 557 (D) 601(D) 608 (I), 638 (I) 609 (D) 685(D) 644d (M) | collaboration & advocacy; Diversity and advocacy; innovation and collaboration | Paper: Individual treatment plan; rubric is used to assess | 1 time/Year | Data is gathered by faculty member and given to the CED assessment office for analysis; number/percentage of correct score is gathered | Bitu Ghafoori & Bill Saltzman | 1 time/Year | Data discussion meeting-program faculty |

Table indicating where each SLO is introduced (I), developed (D), and mastered (M):

| | 1 | 2 | 3 |
|------|----------|----------|----------|
| 508a | | I | |
| 508b | | I | |
| 510 | | | I |
| 511 | I | | |
| 512 | I | | |
| 513 | I | I | D |
| 514 | | | I |
| 515 | I | D | M |
| 522 | I | D | M |
| 543 | I | | |
| 555 | | | M |
| 556 | I | D | |
| 557 | | | D |
| 601 | I | | D |
| 608 | | I | I |
| 609 | | D | D |
| 638 | | I | I |
| 643d | D | | |

| | | | |
|------|---|---|---|
| 644d | M | M | M |
| 685 | | | D |
| | | | |

Additional elements of the conceptual framework that are not tied specifically to the SLOs include:

- Effective Pedagogy: our MFT program faculty strive to deliver highly effective teaching to help students be the best counselors they can be in the very competitive field in Southern California.
- Leadership: our MFT program trains not only practitioners, but future leaders of the profession by requiring rigorous coursework, professionalism, and either a high quality thesis or challenging comprehensive examination.
- Scholarship: our MFT program strives to train practitioners-scholars who are trained to be both consumers of scholarly work and eventual contributors to scholarship through integrating the latest scholarly work in teaching of counseling materials.

5. Evidence of Potential Student Demand

The following is a table indicating enrollment numbers for the MS in Counseling, MFT option program for the past four years. The numbers applied, admitted, and the yield indicate the current and future interest in the program.

| Fall 2014 | | | Fall 2015 | | | Fall 2016 | | | Fall 2017 | | |
|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| Applied | Admit | Yield | Applied | Admit | Yield | Applied | Admit | Yield | Applied | Admit | Yield |
| 212 | 35 | 30 | 237 | 40 | 31 | 216 | 32 | 26 | 208 | 35 | 30 |

6. Stateside Programs

Describe how resources would be affected by elevating an option to a degree.

- List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, and affiliations with other campus programs. Indicate if teaching responsibilities would be different in a degree program as compared to the current option.

Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

Bitu Ghafoori, Ph.D., Professor & Director of the Long Beach Trauma Recovery Center

William Saltzman, Ph.D., Professor

Paul Ratanasiripong, Ph.D., Professor

Ali Rezai, Ph.D., Professor

Laura Forrest, Ph.D., Associate Professor

7. Describe facilities that would be used in support of the proposed program. Describe any change in facilities (i.e., more rooms needed for more course offerings) that might result from an elevation of this program.

No additional facilities will be needed to support the proposed program

Submit completed proposal packages to:

APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us

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