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**CALIFORNIA STATE UNIVERSITY, LONG BEACH**  
VICE PROVOST FOR ACADEMIC PROGRAMS

**Memorandum of Understanding**

This MOU has been read and approved by:

Department Chair/Program Director: Hiromi Masunaga Date: 12/11/2021  
Hiromi Masunaga

Dean, College of Education : Shireen Pavri Date: 12/12/2021  
Shireen Pavri

Vice Provost Academic Programs: Jody Cormack Date: 12/13/2021  
Jody Cormack



## **CALIFORNIA STATE UNIVERSITY, LONG BEACH**

VICE PROVOST FOR ACADEMIC PROGRAMS

### **Memorandum of Understanding**

Department of Advanced Studies in Education and Counseling,  
MS in Counseling Psychology (formerly MFT)  
College of Education  
October 2021

This Memorandum of Understanding outlines the consensus reached by the MS in Counseling Psychology Program, the College of Education (CED), and the Division of Academic Affairs, based on the program review (Self-study in 2016 with update in 2020; External Review in April, 2021; and UPRC report in August, 2021). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The last program review with MOU occurred in 2008. The MOU at that time focused on the need for the CED to consider consolidation or elimination of some low-enrolled or low-grad rate degree options, more support staff for essential functions such as assessment and accreditation, develop priority list for allocation of existing and vacant faculty lines guided by enrollments, pursue additional funding for technology, and ensure that information on student enrollments is both accurate and up-to date. It is noted that although this MOU was for Counseling Psychology, it also included recommendations for other programs within the Department.

A number of strengths were identified in the program review reports, including: the department has elevated the major from MS in Counseling, Option in Marriage and Family Therapy to MS in Counseling Psychology in Fall 2019; an increase to a minimum of 280 hours of face-to-face practical experience in counseling; 93.7% student graduation rates; Excellent PLOs pertaining to the skills needed for an effective practitioner.

Areas of concern and opportunities for development included: availability of the program's mission on the program website; this is a program with strong student interest, and there is the opportunity for growth with the appropriate faculty and practical experience resources; providing students the opportunity to provide actionable feedback on the program's relevance, diversity, and clinical experiences for use in program assessment for program improvement; need for increased clinical, library, and training support for students.

It is therefore agreed that the Program will:

1. Consistently engage in an ongoing program of assessment of institutional, programmatic, and student learning outcomes across the curriculum. The Program will provide an annual update using the University assessment template (due June 1)

reporting on annual assessment and progress made towards the actions agreed to in this MOU to the CED dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. The next program review cycle was scheduled to be from 2016-2023. Because the program review was delayed, the review cycle will be partially modified, and will now be from 2018-2024. A comprehensive self-study will be due June 2024 for the 2024/25 Program review process.

2. Evaluate the curriculum and survey opportunities to integrate diversity across courses.
3. Review elective courses, class size, the availability of classes (including practical fieldwork experience), and faculty resources in consideration of potential program growth.
4. Conduct a comprehensive review of the website for accuracy of its information given the recent changes to the program (recent elevation), including updating the program mission statement in a prominent position within the website.
5. Work with the College to develop a strategic plan which identifies priority needs for hiring tenure-track faculty with consideration for diversity according to available resources.
6. Work with the college to identify potential areas of growth and develop a strategic plan for the necessary resources to support any growth or expansion, either stateside or in self-support. Any growth would need to consider availability of Clinic sites.
7. Work with the College to engage in strategic planning discussions with the program in terms of areas of growth and provide support for any required resources needed (faculty, staff, facilities, etc.)
8. Work with the College to support the department in the expansion of assessment processes to help improve graduate education and closing the loop activities.