

2013 CACREP Mid-Cycle Report

for

California State University, Northridge Programs in Counseling

(accredited under the 2001 CACREP Standards)

INSTRUCTIONS:

Responses to each of the seven items listed below are required as part of the Mid-cycle Report. Responses should include a narrative outlining what changes have occurred, a discussion of the impact of the changes on the program, *and relevant documentation* demonstrating continued compliance with the CACREP Standards. The responses should be compiled into a report format that is easily navigated and submitted electronically on CDs in a read-only format. Since four copies are needed, please **submit four disks**. The Mid-cycle Report is due in the CACREP office by September 15, 2013. Failure to submit a Mid-cycle Report may result in suspension of your program's accreditation (Accreditation Maintenance Policy #6).

I. CHANGES IN FACULTY (Standards IV. A-C and CES Standards IV.A)

Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on the teaching assignments, faculty load, etc.

If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process?

The following changes have occurred in our full-time faculty membership:

1. **Dana Stone, Ph.D.** (MFT) was hired as a tenure-line (Assistant Professor) faculty member in Fall 2011 (CV included as **Appendix I-A**). Dana teaches MFT courses and core courses in Diversity.
2. **Julie Hau, Ph.D.** (CV included as **Appendix I-B**) was hired to begin her faculty appointment in fall 2011, but, actually taught only spring 2012 and spring 2013. She began her first tenure-line (Assistant Professor) year in Fall 2013. She has taught Career Counseling specialty courses and will teach those and possibly a Diversity or Research core course in Spring 2014.
3. **Shyrea Minton, Ed.D.** (CV included as **Appendix I-C**) was hired in Fall 2013 as an Assistant Professor to teach in the School Counseling program, where she is currently teaching Diversity and Fieldwork courses. She is one of the first licensed professional (clinical) counselors in California.

4. **Charles Hanson** (Professor, School Counseling and MFT programs) is semi-retired (currently in year two of the five year Early Retirement program.)
5. **Luis Rubalcava** (Professor, MFT) is semi-retired (in year three of the five year Early Retirement program.)
6. **Gregory Jackson** (Professor, Career Counseling) was semi-retired (in year three) when he became ill and subsequently passed away during summer 2013. (Julie had been hired to replace him upon his planned retirement.)
7. We recently received approval to hire a new [Marriage and Family Counseling](#)-focused faculty member for Fall 2014. This hire is one of only about 10-15 total searches that will be conducted within our entire large university due to ongoing budgetary challenges demonstrating the commitment of the academic department, college of education, and university to this graduate program.

We continue to have consistent, well-prepared, and effective part-time faculty members—most of whom have earned doctorates in counseling or closely related disciplines and/or who are licensed counselors/therapists who supplement our full-time faculty. Each of these part-time faculty continue to be mentored, supervised and evaluated by our full-time faculty and department chair so that they are current in the required class content and program requirements.

II. CHANGES IN CURRICULUM

(Standards II.K.1-8; Program Area Standards; CES Standards II.C and D)

For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, include all the relevant syllabi.

The [Marriage & Family Counseling](#) program was revised to meet the 2012 standards for licensure as required by the CA Board of Behavioral Sciences (BBS). These standards focus on the application of the 'recovery model' as described by the BBS. Most of the programs' courses (including the practicum and internship courses) were revised (or a new course was created) to reflect that requirement.

We have the good fortune of having **Diane Gehart** as a member of our faculty. It was she who led the revision of the assessment for those curricula. Diane is known (among other ways) for her publication of effective assessment practices of Marriage and Family counseling students -n-training using CACREP accreditation standards. The new and revised course syllabi and course proposals/revisions are included as:

Appendix II – A 1 – [Marriage and Family Counseling](#) Program Revisions Overview

Appendix II – A 2 – Approved [Marriage and Family Counseling](#) Program Modification

Appendix II – B 1 – Approved (by CSUN) LPCC Program Option

Appendix II – B 2 – List of Additional Coursework Required by the Board of Behavioral Sciences for the LPCC

Appendices II – C – Approved Course Modifications for [Marriage and Family Counseling](#) Courses

Appendices II – D – Approved New [Marriage and Family Counseling](#) Approved New Course Forms

Appendices II – E – Approved New [Marriage and Family Counseling](#) Course Syllabi). Documentation of how each CACREP curricular sub-standard is met is included within each syllabus provided.

The existing [School Counseling](#), [Student Affairs/College Counseling Practice](#), and [Career Counseling](#) master's programs have not changed formal curricula, though are each evaluated bi-annually to assure currency in the field and to assess level of overlap across courses.

In response to California's passing of the licensure law for counselors to practice independently (i.e., as Licensed Professional Clinical Counselors), our department developed and added through our curricular process a pathway to add the additional courses within each of the above three degrees to prepare our students to be eligible (along with post-graduate internship hours and testing) for this license. Upon completing the [School](#), [Student Affairs Practice/College Counseling](#), or [Career Counseling](#) core and specialty courses, students will be able to apply (to begin Summer 2014) for the "LPCC Option" that commences at the end of the core and first program specialization courses. While the entire process will include at least 80 semester units, at least now it is *possible* for these counseling students to prepare to become licensed counselors if they wish to do so.

The additional courses required for the LPCC option are those mandated by the California Board of Behavioral Sciences licensing board. The department already had these courses existing (or were recently developed) within our [Marriage and Family Counseling](#) program, so no new courses needed to be developed to meet these requirements. The table that shows the additional courses required for licensure (by program) and the approved program option addition are included as [Appendix II - B 1](#) and [Appendix II - B 2](#).

For the LPCC option, a clinical internship (of a minimum of 250 clinical hours supervised by a licensed professional) will be required likely above-and-beyond the initial 600-hour internship as required by CACREP. That internship will meet the BBS licensure requirements, and is equivalent to the one that has been developed to meet the [Marriage and Family Counseling](#) internship as the LPCC and LMFT requirements are essentially the same (other than the LMFT requirement to address couple and family needs, which is not specifically required by the BBS for LPCCs, only a counseling specialization of one sort.) It is possible, though unlikely, that a licensed professional supervised the CACREP fieldwork hours. If that has occurred and were documented at that time, those hours are applicable to the pre-master's clinical internship required hours in preparation of the LPCC.

The curricula for the updated [Marriage and Family Counseling](#) program meets the criteria as stated by the Board of Behavioral Sciences for both the LPCC as well as the LMFT coursework without any additional pre-master's courses or changes.

III. CHANGES IN PRACTICUM AND INTERNSHIP (Standards III. A-M; CES Standards III. A-C)

Please indicate any changes that have occurred in clinical instruction since your last on-site visit. Please describe these changes and provide evidence of continued compliance with the CACREP Standards. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship sites onsite placements.

No changes in clinical instruction have occurred for the **Student Affairs Practice/College Counseling** or **School Counseling** programs.

The **Career Counseling** program continues to have the same internship requirements, but adds as a first year site, the California State University, Northridge Career Center (with supervision provided by 90% of all of the first year students by Assistant Director, Nyla Dalferes, M.S., NCC) (See: **Appendix III – A**) and the career counseling area of one Community Mental Health program (See **Appendix III – B1 and B2**; Beit T'shuvah – see <http://www.beittshuvah.org/Alison-Goldberg>.)

At both sites, students observe and complete the 100-hour practicum hour practicum clinical requirement (including a minimum of 40 direct contact hours) under the supervision of highly experienced master's level counselor site supervisors who are then directly supervised by core faculty member, **Dr. Julie Hau**. Julie received a campus-based curricular development grant to create this supervision program for the 2013-2014 academic year.

The **Marriage and Family Counseling** program option revised the clinical requirements to meet the 2012 Recovery Model requirements for the BBS (Described in **Appendix II – A 1**.) These changes have been above and beyond those required in the past, not removing any of the existing requirements. No changes have been made in terms of clock hours requirement, supervision, or placement sites.

IV. CHANGES IN PROGRAM OPERATIONS (Standards V. A-L and CES Standards V. A-C)

Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes.

Please provide an FTE student to faculty ratio for the past year and include the detailed calculations (Summer 2012 through Spring 2013). If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.

There have been no changes in organizational structure or support services since the last on-site visit. We continue to have the same department chair, associate dean, and dean, all of whom are highly supportive of our graduate counseling programs.

However, the California budget has been particularly restrictive with respect to funds for higher education in the past five years in particular. The Michael D. Eisner College of Education and the university have each planned carefully and made wise choices such that our graduate counseling programs have been able to continue with the same enrollment numbers. Our department has actually been one of the few provided with new faculty lines, and we will be able to search for one additional tenure track faculty member for the [Marriage and Family Counseling](#) program area to begin in Fall 2014 as well.

A description of how the FTE (which our institution calls “SFR” or Student Faculty Ratio) calculated is below and in [Appendix IV - A](#). Callie Juarez, the CSUN MDE-COE Manager of Academic Resources, contributed this computation.

FTES (Full-time Equivalent Students)

(Enrollment of student x course units) /15=Undergraduate FTES
(Enrollment of student x course units)/12=Graduate FTES

FTEF (Full-time Equivalent Faculty)

WTU/12=Tenure Track Instructional FTEF
WTU/15= Lecturer/Temporary FTEF

SFR (Student Faculty Ratio)

FTES/FTEF

The FTE student-to-faculty (referred to above as “SFR”) ratio for the most recent academic year (Fall 2012 thru Summer 2013, as required) with the detailed calculations included in [Appendix IV - B](#) (Fall 2012), [Appendix IV - C](#) (Spring 2013), and [Appendix IV - D](#) (Summer 2013.)

The programs all are delivered **on-ground** and at **one site** at the university, so there is only one calculation included per term.

Due to budget constraints, all courses (other than practicum and fieldwork courses) in the Michael D. Eisner College of Education (MDE-COE) are required to have course enrollment no smaller than 18 students. If the college SFR is less than that, the college would be penalized financially and have to return money to the university, which is particularly challenging in a small college in a state where education is so poorly funded that there are few new credential students. In order to meet the overall 18 to 1 SFR, lecture and seminar courses must essentially have at least 20 or more students in them.

Because we are essentially a graduate college with only one (small) undergraduate program, we do not have large undergraduate classes that allow us to attain the 18 to 1 ratio while holding practicum courses of 5 (or 6) to 1 or lecture/seminars to 10 to 1 ratios other than in our CACREP (and NASP) accredited programs. [Communication per Beverly Cabello, Ph.D., Associate Dean, MDE-COE, September 2013.]

The SFRs for the most recent academic year are as follows:

Fall 2012 = 13.18

Summer 2013 = 11.5

Spring 2013 = 12.02

Mean SFR = 12.23

These SFRs demonstrate a **positive improvement trend** in the SFR for our four CACREP programs as the mean SFR in the 2008-9 academic year was 14.49 overall and for the 2010-11 academic year was 13.22. Given budgetary constraints within the university, this trend demonstrates the support and resources we have received relative to other departments. This SFR is considerably lower than that of most other departments and graduate programs at the university and we are most appreciative of the institutional resources afforded to us to keep our numbers as low as we have.

V. PROGRAM ASSESSMENT AND EVALUATIONS (Standards VI. A-G)

Please indicate recent program evaluation activities and when and what the next scheduled program evaluation activities are. Describe the process implemented, who is included/involved in the processes, and how the results are used for program development, including how the report is shared with constituents

Please include a sample evaluation form and a summary of the most recent evaluation results.

In addition, please provide an update on your program's comprehensive assessment planning process as you prepare to meet the 2009 Standards, which will require that program evaluations and follow-up studies occur on a continuous and systematic basis.

Program evaluation occurs every year. Data are collected for all students at:

- (1) admission,
- (2) previous to clinical practice,
- (3) during clinical practice (at least once),
- (4) post-clinical practice,
- (5) at the culminating activity,
- (6) at exit from the program, and
- (7) one year after students graduate from the program.

Graduates of the program are asked to assess how well the program prepared them in regard to specific dispositions, knowledge, and skills in their specific counseling area.

Employers of our alumni are asked how well prepared our graduates are in regard to the dispositions, knowledge and skills required for their counseling position.

Field site supervisors, university field supervisors and students evaluate the field experience itself.

The instruments are designed to assess student dispositions, knowledge, and skills at each transition point in their program and are included as **Appendices V-A**. Data are collected through a centralized electronic warehouse where they may be aggregated and used as needed for both accreditation reporting and as a continuous feedback opportunity for our faculty and administration.

All of these data are presented to the department housing the counseling programs, in this case, Educational Psychology and Counseling. The department chair and faculty are expected to use these data as well as their own experiences of teaching and supervising in the program to recommend programmatic or course-specific changes. Departments are also responsible for writing an annual report to the university for WASC, and a biennial report for the Commission on Teacher Credentialing (CTC) for the PPS credential in School Counseling. In addition the reports are disseminated to the program advisory committees, and are posted to the department website for six months or more. [Confirmed by B. Cabello, Associate Dean, Sept. 7, 2013.]

A summary of the most recent evaluation reports are included in **Appendix V – B** (Career Counseling), **Appendix V - C** (Student Affairs Practice/College Counseling), **Appendix V - D** (Marriage and Family Counseling), and **Appendix V - E** (School Counseling.)

Comprehensive and Systematic Program Assessment

We are preparing to meet the 2009 (or 2016 standards) by program by continuing to assess both input processes and output processes on an annual basis as we have done for many years. The Marriage and Family Counseling and Student Affairs/College Counseling programs already exemplify this. The former are assessed (as noted in the **Marriage and Family Counseling** Overview Summary and course syllabi within **Appendix V - D1 through Appendix D12**) by “Signature Assignments” for each course that demonstrates how the students have met each CACREP specialty standard.

The **Student Affairs Practice/College Counseling** students are required to develop an electronic portfolio beginning at the start of their graduate program. That portfolio is developmental in nature and describes how students meet all of both the core and specialty 2009 CACREP standards. It is reviewed iteratively over the entire program, then assessed by rubric (**Appendix V – A7c**) by both a core faculty member and at least one additional faculty member or professional practitioner. The students write both reflections and create artifacts that provide such documentation. The **Career Counseling** program plans to adopt a similar system of demonstration. The **School Counseling** program plans to expand that which they include in their portfolios to demonstrate successful completion of each of the specialty standards as well.

Both programmatic changes and departmental changes result from the feedback provided by the assessment and evaluation results. This process occurs via consultation with relevant faculty, our students via open forums, and with our program-level advisory groups. Examples of such changes include the development and use of electronic portfolios for the **Student Affairs Practice/College Counseling** students and the signature assignments for the **Marriage and Family Counseling** students. Other programs are considering each of the above as well based on their effectiveness for those students.

VI. PROGRAM IMPROVEMENT AND INNOVATION

The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.

The [Marriage and Family Counseling](#) program has implemented Signature Assignments within each of their courses. (**Appendices V-D1 to V-D12** – Course Syllabi.) Those will be used across all sections of each course to demonstrate competency in the subject area. We are currently in the second year of their use and, thus far, it has been a very successful endeavor for both the students and the program.

The [Student Affairs Practice/College Counseling](#) program has implemented a required electronic portfolio component to its program (**Appendices V-A7c.**) The ePort follows the CACREP requirements and documents how students meet both the core and specialty standards for this program. The [Career Counseling](#) program is considering implementing a similar option.

VII. ISSUES AND QUESTIONS

Please take a moment to identify any issue, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.

To the CACREP staff: In particular, Robert and Sarah, thank you for your responsiveness and thoroughness whenever we have questions or concerns.

For the CACREP Board, please understand that we are making our best efforts to be compliant with the Student to Faculty ratios within each of our four accredited CACREP programs.