

Council for Accreditation of Counseling and Related Educational Programs

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October 21, 2014

Dr. Mildred García
Office of the President
California State University, Fullerton
2600 Nutwood Ave, CP - 1000
Fullerton, California 92831

Dear Dr. García:

Enclosed is a copy of the report submitted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) on-site visiting team members detailing their September 28 - October 1, 2014, accreditation review of the Clinical Mental Health Counseling (M.S. degree) program housed in the College of Health and Human Development at California State University, Fullerton. The team reviewed these programs under the 2009 CACREP Standards.

The institution is allowed thirty (30) days in which to forward its response to the enclosed on-site review document. Therefore, four (4) copies of the Institutional Response are due in the CACREP office by November 21, 2014. The next CACREP Board of Directors meeting is scheduled for January 9 -11, 2015. The Board will review these programs and render accreditation decisions at this meeting.

As the team report does not specify any Standards as not met, the Institutional Response should provide acknowledgement of receipt of the report and any additional information or documentation the institution desires to provide to the Board. The team report does offer suggestions for the Counseling Department to consider. The institution may choose to respond to these suggestions in the Institutional Response but there is no requirement to do so.

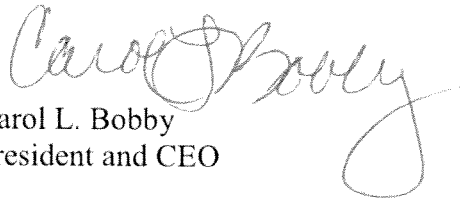
Please be advised that in rendering accreditation decisions, the CACREP Board of Directors will use only information from the institution's self-study, pertinent correspondence between the CACREP office and the Department, the on-site visitation team's report, and the institution's response to the team's report. In addition, please be advised that according to Board policy, the institution has the right to withdraw any program from further review at

any time during the accreditation process prior to a decision by the Board, through written communication with the CACREP office.

Please ensure that a designated faculty member is available by telephone during normal working hours on the days of the January meeting. We would appreciate being informed ahead of time who the contact is and how to reach him or her should the review subcommittee members have any additional questions during the final review.

In closing, we look forward to receiving your response. If you or members of your faculty have questions, please do not hesitate to contact the CACREP office. Thank you for your continued support of the CACREP accreditation process.

Sincerely,

A handwritten signature in cursive script that reads "Carol L. Bobby". The signature is written in black ink and is positioned to the right of the typed name.

Carol L. Bobby
President and CEO

cc: Dr. Jessie Jones, Interim Dean, College of Health and Human Development
Dr. Leah Brew, Chair, Department of Counseling & CACREP Liaison

CACREP On-Site Visit Team Report

Name of Institution:

California State University Fullerton

Academic Department:

Counseling Department

CACREP Program Liaison:

Leah Brew

Visiting Team Chair:

Shannon Dermer

Visiting Team Members:

Stephen Craig
Aretha Marbley

Date of Site Visit:

9/28/14-10/1/14

Multiple Sites

Yes: CSU-Fullerton - Main Campus, Fullerton, California and CSU-Fullerton - Garden Grove Campus, Garden Grove, California

Agenda for On-site Team
DAY ONE – [September 28]

Time 6pm	Dinner with Leah Brew, Matt Englar-Carlson, Jeffery Kottler, Shannon Dermer, Stephen Craig, and Aretha Marbley
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DAY TWO – [September 29]

Time	Meetings/Events Description
8:30am	Ahn Lu—meeting with head of information technology for the College. Applications, assessment, and department website are part of their responsibilities. There is a department rubric that they help process. (Shannon, Stephen, and Aretha)
9:00am	9am Jose Cruz (Provost)— <ul style="list-style-type: none"> • Counseling helps with their stewardship mission • They would like to create a doctorate. The Provost is working with them to “fast-track” this <ul style="list-style-type: none"> • Working on trying to get a clinic • Also might have a clinic in the Irvine campus • Deans and Chairs have some latitude to make decisions about where to allocate resources to reduce load. They have had some hard budget years. Having a conversation about load campus wide.
10am	Meeting with Jesse Jones (Interim Dean) <ul style="list-style-type: none"> • 6,000 students in the College and about 210 counseling students • Looking to start a counseling lab at the Irvine site—Irvine has scaled down versions of all the student resources there (bookstore, small library, counseling, etc.) <ul style="list-style-type: none"> • Would like to start a doctoral program • Highly diverse campus. Starting a bi-lingual scholar program and scholarships. <ul style="list-style-type: none"> • Plans to increase number of counseling faculty • Campus and counseling program gay affirmative and inclusive of diversity in all forms. <p>(Shannon and Aretha)</p>
10am	Meeting with VP of Technology Amir Dabrian Team members met with Ahn Lu, Director of Technology Services for the

	<p>College of Health and Human Development (CHHD) and Amir Dabirian, Vice President for Information Technology and Chief Information Officer. CSUF is to be commended for their achievements in the area of technology. All buildings have been equipped with wireless capabilities, classrooms equipped with projector and other technological advancements, and faculty are appropriately resourced with laptops, desktops, and iPads for their instructional and research demands. The self-study indicated, and the VP for Information Technology confirmed that a 24-hour HELP desk and the Academic Technology Center (ATC) are also available to students and faculty who have technological difficulties. Additionally, the “locally directed and centrally managed” philosophy appears to be working well for both faculty and students. As an example, Ahn Lu is available to address technology issues for Department Chairs as well as faculty within CHHD. She has been instrumental in assisting the counseling program in the ongoing work of developing their electronic record keeping and assessment procedures.</p> <p>(Stephen)</p>
11am	Met with Chair, Leah Brew, to go over electronic advising system and electronic assessment system. Electronic assessment system—based on grades, but can be changed manually.
12:15	<p>Counseling Practicum Agency Fair</p> <p>Observed the Agency Fair—local placement sites presented on their agencies and then were available to talk to individual students who might be interested in working at their sites.</p> <p>(Shannon, Stephen, Aretha)</p>
1:30	<p>Meeting with Katherine Powers, Director of Graduate Studies</p> <ul style="list-style-type: none"> Graduate school does review of graduate applications, helps with remediation, houses student study plans. Admissions reviews for basic eligibility for admission, but the counseling department actually admits students or not. <p>(Shannon and Aretha)</p> <p>Stephen—review graduate files</p>
3:00pm	<p>Site Supervisors (Shannon and Stephen)</p> <p>Met with site supervisors</p> <ul style="list-style-type: none"> Clinical Training Director: Mary Read

	<ul style="list-style-type: none"> • Michael Murray (Helpline Youth) • Allison Higgins (Western Youth Services) • Connie Kingsland (Outreach Concern) • Hollis Hettig (Casa Youth Shelter) • Cal State students are highly trained. They are well-prepared. • All supervisors are licensed, practicing at least 2 years, have 6 CEUs of supervision <ul style="list-style-type: none"> • Contract for number of required hours • They really liked the clinical coordinator—Mary Read. She knows sites well and helps match students. <ul style="list-style-type: none"> • Contact every 2 weeks during practicum. • “This program is always a step ahead” in training • Do individual and group supervision onsite.
<p>3:00pm</p>	<p>Aretha meet with Adolfo and Ann in Library Tour</p> <p>Met with Adolfo Prieto, Reference and Instruction Librarian and Ann Roll, Collection Development Librarian of the Paulina June & George Pollak Library</p> <p>The library provide lots of support for the Counseling Program</p> <ol style="list-style-type: none"> 1. The library holdings include more than 1.4 million volumes of print/e-books and over 50,000 journals accessible through subscriptions and database aggregators. For the Department of Counseling, there are 57,282 print books and 15, 584 E-Books. There are roughly 22 counseling related databases with a total cost of \$129,524.00. 2. Library Services available for Counseling Program <ol style="list-style-type: none"> a. Research consultations (Student can meet with librarian liaison for up to 1 hour) b. Interlibrary Loan/Reciprocal Borrowing c. Technology/Computing d. Library Liaison the Department of Counseling e. Digital-Print Services f. Tutoring, Research, Writing Center g. Information Literacy h. Virtual References Services (Available 24/7) i. Library Instruction Section j. Counseling 500--Jeff Kottler and Matt Carlson k. Also, Adolfo does instruction at Garden Grove sites and conduct in-class instruction for Leah Brew's class

	<p>Strengths: Library Resources and Strong Relationship with Library.</p> <p>Weaknesses: Undergoing construction from an earlier earthquake</p>
<p>3pm</p>	<p>Shannon and Stephen meet with site supervisors Michael Murray from Helpline Youth Counseling, Allison Higgins from Western Youth Services, Connie Kingsland from Outreach Concern, Hollis Hettig from Casa Youth Center, and Mary Head from Cal State (clinical coordinator).</p> <ul style="list-style-type: none"> • All participated in the placement fair for students looking for a placement. Excellent resource for students and another way to keep contact with site supervisors • All site supervisors give individual and group supervision. In the first semester they email with the program every two weeks. Students also have a practicum/internship class on campus. • The supervisors seemed to be aware of the requirements for supervision and client contact hours. • Supervisors though Cal State students were more prepared than students form other schools. • They all complimented Mary and said she does a great job of matching students with appropriate placements. • All supervisors felt like if they had a problem the program was responsive. • The supervisors felt that Cal State always seemed to be a “Step ahead” in their curriculum and training. • All the supervisors had supervisees do videotapes and/or audio. Some had capabilities for live supervision. <ul style="list-style-type: none"> • They hire cal state grads for their agencies.

DAY THREE – [September 30]

Time	Meetings/Events Description
	<p>Leilani Thomas (administrative assistant .5 counseling) Alison Quiqley (administrative support coordinator, counseling) Juli Martinez (field work coordinator .5 with counseling)</p> <ul style="list-style-type: none"> • Leilani works for both human services and counseling. Answer simple questions and direct students to who they need to talk to. They handle sending out student opinion questionnaires, book

	<p>orders, and help where needed. Juli Martinez helps Dr. Read getting paperwork, orientation, the practicum agency fair, helps with the exit interview, updates the website, and helps update the handbook. Alison does travel, budget, schedules classes, permitting students into classes, ordering tests for assessment classes, paperwork for hiring of adjuncts and graduate assistantships, etcetera.</p> <p>(Shannon, Stephen, and Aretha)</p>
10am	<p>Alumni meeting: Lorraine Klein, David hart, Catherine Ward, Rogelio Serrano, and Kate Gosney (Shannon and Stephen)</p> <p>Kate Gosney (2010), David Hart (2003), Lorraine Thornberg (2007), Catherine Ward (2012), Ebony Threatt (2004), Regalio Serrano (2001), Mary Read (1984).</p> <ul style="list-style-type: none"> • Great program and has evolved over time to meet training needs. <ul style="list-style-type: none"> • Faculty very supportive • Strong couples counseling training • Encourage training beyond the program <ul style="list-style-type: none"> • Strong mentorship • Strong supervision • Enjoy the experiential emphasis • Responsive faculty who support individual students • Maintain strong ties to alumni and program has excellent reputation in the community. <ul style="list-style-type: none"> • Named all of the faculty as excellent • High expectations for students with lots of support. • An emphasis on appreciating diversity, including being gay affirmative. • Very few growth areas, but suggested there could be more of an emphasis on consuming research and some research options for those who want to pursue doctorate. Could be more continuity between people who teach research class and people who supervise final project.
10am	Tour of Career Center with Elizabeth Munoz (Aretha)
11am	Meeting with full-time faculty

	<p>Matt, Jose, Mary, Leah, Jeffery, Rebecca, David, Olga</p> <ul style="list-style-type: none"> • Emphasis on personal growth in the program <ul style="list-style-type: none"> • Faculty are very collaborative • They are the second largest grad program on campus • No recognition for difference between graduate and undergraduate programs • Large class sizes and heavy teaching load (commensurate with rest of campus) • Would like lower teaching load and more resources for faculty development and graduate assistantships. Currently only have 1 graduate assistantship. This school tends not to have them unless through a grant. • Faculty have a lot of contact with students and are constantly assessing them, but not always reflected in quantitative terms that can be easily reported. • Have 2 full time staff for a program of approximately 240 master's students. Only have 1 assistantship. They have about 400 applications a year, bring in 120 for group interviews, and admit 60 students a year. <p>(Shannon, Stephen, and Aretha)</p>
<p>1:30</p>	<p>Site visit to Western You with Dr. Marry Read and Rebecca Pistilli (Stephen)</p> <p>Site team member met with California State Fullerton graduate and site supervisor, Rebecca Pistilli (MFT) and Clinical Director, Dr. Mary Read at Western Youth Services. Western Youth Services is a clinical mental health agency that provides counseling, psychological, and psychiatric services to clients in Orange County. All clients of the agency are 21 years of age and under <i>and</i> their families. The agency provides an opportunity for CSF practicum and advanced practicum students to complete their direct and indirect service requirements in an interdisciplinary environment. CSF students are obtaining experience providing individual and family counseling, including opportunities to conduct play therapy and parent-child interaction therapy. The agency has plenty of space for students to conduct their counseling work. One room is equipped with a one-way observation glass and some space is also available to record counseling sessions as needed for use in supervision. Ms. Pistilli was also aware of the individual and group supervision requirements in addition to the bi-weekly consultation between herself and CSF program faculty. She indicated that practicum instructors send her bi-weekly 530e forms that ask for her to respond to a brief series of three questions. Both formative and summative evaluation is completed on site by the site supervisor and then forwarded to the Clinical</p>

	<p>Director, Dr. Read and/or the practicum instructor for the given semester. Ms. Pistilli also indicated that, when compared to other practicum students from other programs, CSF students are very well prepared.</p> <p>Straight talk La Mirada with Dr. David Shepard meeting with Meg Kalugin and Kim Gunderson (Aretha)</p>
<p>3:00</p>	<p>Meet with adjunct faculty (Shannon) Met with Cherul Crippen, Debra Stout, and Dave Hart</p> <ul style="list-style-type: none"> • They stated that there is a lot of communication with the faculty • They are allowed to choose text and change assignments (unless they are core assignments), but cannot change class objectives. • They are sent copies of faculty minutes and if they have a concern about a student the Chair or Clinical Director are very responsive. • They think the program is a strong one and there is a collegiality with the faculty. The faculty do not make it seem like there is a hierarchy (to students) between tenure-track faculty and adjunct faculty. <p>Meet with current students (Aretha and Stephen)</p> <p>Students Present: Chase Boyle, Chip Royston, India Whitney, Tara Sohrabpartovi, Jordanna Kirschner, Curtis Thompson, Ariel Aguirre, April Painter, Rebekah Gonzales, Farah Ragan, Cesar Rodriguez</p> <p>Site team members met with a group of 11 students who are currently in the counseling program. Students indicated that they specifically chose the counseling program at CSF for its emphasis in diversity, the accomplishments of its faculty, and the strong reputation of the program. Students commented on the transformative nature of the program, noting their appreciation for the emphasis on self-care, personal growth and reflective practice. Students mentioned that all faculty attending the orientation session sent a very strong message of the commitment of the faculty to their professional and personal development. Students also reported that advisement and mentorship from program faculty was strong throughout their 12-18 months in the program thus far. The site team also inquired about areas for feedback to program faculty. Although the feedback was overwhelmingly positive, some students expressed interest in more coursework or curricular coverage of human sexuality, increased coverage of the business dimension of starting a private practice, and more</p>

	<p>clarity about the scheduled rotation of courses for program planning purposes. In terms of course offerings, some students expressed an interest in having more evening class options. Although one student indicated that there are not enough males in the program, others commented on how appreciative they were that faculty members Drs. Shepard, Smart, and Engler-Carlson offered the conference on working with males. Finally, students also expressed some excitement about the program faculty's interest and potential in starting a doctoral program in counselor education.</p>
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DAY FOUR – [October 1]

Time	Meetings/Events Description
	<p>Exit Meeting with Dean (Jesse Jones), Coordinator (Leah Brew) and faculty and staff.</p>

Entry-Level Programs

CACREP Program Title	Degree Awarded	Program Name
Clinical Mental Health Counseling	M.S.	Clinical Mental Health Counseling

Program Description

The faculty in the Department of Counseling offer a master's degree in counseling in the area of Clinical Mental Health Counseling. It is a 63 credit program and prepares students to be eligible for licensure as Professional Clinical Counselors in Clinical Mental Health settings in the state of California. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. They collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. They strive to create an education that is guided by relevant community needs and research on learning.

Section I - The Learning Environment: Structure and Evaluation

Standard	Response
Standards A. Institutional Media	Met
Standards B. Academic Unit Responsibility	Met
Standards C. Sufficient Financial Support	Met
Standards D. Faculty Encouragement	Met
Standards E. Access to Learning Resources	Met
Standards F. Technical Support	Met
Standards G. Personal Counseling Services	Met
Standards H. Counseling Instruction Environment	Met
Standards H.1 Individual Counseling Settings	Met
Standards H.2 Small Group Settings	Met
Standards H.3 Technology/Observational Capabilities	Met
Standards H.4 Client Confidentiality Procedures	Met
Standards I. Degree Hour Requirements	Met
Standards J. Student Diversity Efforts	Met
Standards K. Admissions Decisions	Met
Standards K.1 Applicant's Interpersonal Potential	Met
Standards K.2 Applicant's Graduate Study Potential	Met
Standards K.3 Applicant's Career Goals	Met
Standards L. New Student Orientation	Met
Standards L.1 Orientation Session	Met
Standards L.2 Student Handbook	Met
Standards L.2.a Mission and Objectives	Met
Standards L.2.b Professional Organizations	Met
Standards L.2.c Written Endorsement Policy	Met
Standards L.2.d Student Retention Policy	Met
Standards L.2.e Academic Appeals Policy	Met
Standards M. Core Faculty Credit Delivery	Met
Standards N. FTE Ratio	Met
Standards O. Faculty Advisor	Met
Standards P. Student Progress	Met
Standards Q. Course Load for Individual Supervision	Met
Standards R. Group Supervision Section Maximum	Met
Standards S. Student Liability Insurance	Met
Standards T. Graduate Assistantships	Met
Standards U. Faculty Diversity	Met
Standards V. Teaching Loads	Met
Standards W. Core Faculty Resources	Met
Standards W.1 3 Full Time Appointments	Met
Standards W.2 Doctorates in Counselor Education	Met
Standards W.3 Assigned in Relevant Area	Met
Standards W.4 Identify with Counseling	Met

Standard		Response
Standards	W.5 Professional Activities	Met
Standards	W.5.a Development/Renewal	Met
Standards	W.5.b Research and Scholarly Activity	Met
Standards	W.5.c Service and Advocacy	Met
Standards	W.6 Determine Curriculum	Met
Standards	X. Academic Unit Leadership	Met
Standards	X.1 Academic Unit Leader	Met
Standards	X.1.a Coordination of Program	Met
Standards	X.1.b Receives Inquiries	Met
Standards	X.1.c Recommendation for Budget	Met
Standards	X.1.d Year-round Leadership	Met
Standards	X.1.e Release Time	Met
Standards	X.2 Practicum/Internship Coordinator	Met
Standards	X.2.a Coordination of Clinical Experiences	Met
Standards	X.2.b Practicum/Internship Inquiries	Met
Standards	X.2.c Defined Responsibilities	Met
Standards	Y. Noncore Faculty	Met
Standards	Y.1 Graduate Degrees	Met
Standards	Y.2 Relevant Preparation and Experience	Met
Standards	Y.3 Identify with Counseling Profession	Met
Standards	Z. Clerical Assistance	Met
Standards	AA. Continuous Systematic Program Evaluation	Met
Standards	AA.1 Review of Programs	Met
Standards	AA.2 Graduate Follow-up Studies	Met
Standards	AA.3 Site Supervisors/Employer Follow-up Studies	Met
Standards	AA.4 Student Learning Assessment	Met
Standards	AA.5 Use of Findings	Met
Standards	AA.6 Official Report Distribution	Met
Standards	BB. Students Evaluate Faculty	Met
Standards	CC. Results of Student Evaluations	Met
Standards	DD. Written Evaluation Procedures	Met

Strengths:

1. The admissions process is impressive. They bring approximately 120 students to campus for in-person interviews and admit 60 students.
2. The core faculty deliver most of the classes, but they have a strong pool of adjuncts who assist. Great communication with the adjunct faculty.
3. Excellent support staff. They handle a lot of work. For the size of the graduate program there should probably be more than the equivalent of 2 full-time positions.

4. Alumni, site supervisors, and the faculty themselves commented on the collegiality of the faculty, their mentorship, and personal interaction with the students. The alumni identified each of the faculty as being excellent and having different strengths. Every single faculty member was identified by name as being an important part of the alumni's education and career path.

5. Cal State Fullerton is already an excellent program and could be a leader in California if they started a Counselor Education and Supervision Doctorate. They could be a national leader, but would certainly fulfill a need in California for training Counselor Educators at the doctoral level. Currently there is no doctoral level program in the state and the need will increase as more people get the LPC license that was recently created.

6. The addition of the counseling lab at the Irvine site would help fulfill the university's goal of serving the community and provide excellent education/training for the students.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

1. Although the FTE technically meets the standards, a full-time student at Cal State Fullerton is defined as 15 credits whether they are graduate or undergraduate. This leads to large classes and a heavy teaching load for faculty. There should be some recognition that the training of graduate-level trainees in counseling is more intensive than teaching in most undergraduate programs. This is especially true for an experiential-focused program such as the one at Fullerton. Despite the high teaching load and large classes, the program is well-recognized in the counseling community and by potential students.

2. The site visitors were surprised by the lack of graduate assistantships. For such a large program with limited resources graduate assistantships can be an economical way of assisting a program, assisting students in affording school, and helping students get exposed to all of the elements of being a counselor educator.

3. Having a differential teaching load for graduate programs and having assistantships will become especially important if they get a doctoral program and/or a counseling lab. Either graduate assistants or full-time staff will be needed for the counseling lab.

4. The counseling faculty make due with a limited budget and did not complain about it, but it seems like for the number of students they have, having an off-campus site, and the high teaching load, they should have more resources. They have limited undergraduate courses, but the college as a whole has over 4,400 students and some of the funds generated by larger undergraduate programs could be used to help support more expensive (and yet essential) graduate programs.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None

Section II - Professional Identity

Standard	Response
Standards A. Comprehensive Mission Statement	Met
Standards B. Program Objectives	Met
Standards B.1 Reflect Current Knowledge and Projections	Met
Standards B.2 Reflect Input	Met
Standards B.3 Related to Program Activities	Met
Standards B.4 Can be Evaluated	Met
Standards C. Students Identify	Met
Standards D. Syllabi Distributed	Met
Standards D.1 Content Areas	Met
Standards D.2 Knowledge and Skill Outcomes	Met
Standards D.3 Methods of Instruction	Met
Standards D.4 Required Texts/Readings	Met
Standards D.5 Evaluation Criteria and Procedures	Met
Standards E. Infusion of Counseling Research	Met
Standards F. Infusion of Technology	Met
Standards G. Curricular Experiences	Met
Standards G.1 Professional Orientation and Ethical Practice	Met
Standards G.1.a History and Philosophy	Met
Standards G.1.b Roles, Functions and Relationships	Met
Standards G.1.c Counselors' Roles in Emergency Teams	Met
Standards G.1.d Self-care Strategies	Met
Standards G.1.e Supervision Models	Met
Standards G.1.f Professional Organizations	Met
Standards G.1.g Professional Credentialing	Met
Standards G.1.h Advocating for Profession	Met
Standards G.1.i Advocacy Processes	Met
Standards G.1.j Ethical Standards	Met
Standards G.2 Social and Cultural Diversity	Met
Standards G.2.a Multicultural and Pluralistic Trends	Met
Standards G.2.b Attitudes, Beliefs and Understandings	Met
Standards G.2.c Theories of Multicultural Counseling	Met
Standards G.2.d Individual, Couple and Group Strategies	Met
Standards G.2.e Counselors' Roles in Self-Awareness	Met
Standards G.2.f Counselors' Roles in Eliminating Biases	Met
Standards G.3 Human Growth and Development	Met
Standards G.3.a Life Span Development Theories	Met
Standards G.3.b Learning and Personality Development	Met
Standards G.3.c Trauma-causing Events	Met
Standards G.3.d Theories and Models of Resilience	Met
Standards G.3.e Exceptional Abilities	Met
Standards G.3.f Human Behavior	Met

Standard	Response
Standards G.3.g Theories of Addiction	Met
Standards G.3.h Facilitating Optimal Development	Met
Standards G.4 Career Development	Met
Standards G.4.a Career Development Theories and Models	Met
Standards G.4.b Information Resources	Met
Standards G.4.c Program Planning	Met
Standards G.4.d Interrelationships	Met
Standards G.4.e Career And Educational Planning	Met
Standards G.4.f Assessment Instruments	Met
Standards G.4.g Processes, Techniques, and Resources	Met
Standards G.5 Helping Relationships	Met
Standards G.5.a Orientation to Wellness and Prevention	Met
Standards G.5.b Characteristics and Behavior	Met
Standards G.5.c Interviewing and Counseling Skills	Met
Standards G.5.d Counseling Theories	Met
Standards G.5.e Systems Perspective	Met
Standards G.5.f Consultation	Met
Standards G.5.g Crisis Intervention	Met
Standards G.6 Group Work	Met
Standards G.6.a Group Dynamics	Met
Standards G.6.b Leadership Styles	Met
Standards G.6.c Theories	Met
Standards G.6.d Methods	Met
Standards G.6.e Small Group Experiences	Met
Standards G.7 Assessment	Met
Standards G.7.a Historical Perspectives	Met
Standards G.7.b Standardized and Non-standardized Testing	Met
Standards G.7.c Statistical Concepts	Met
Standards G.7.d Reliability	Met
Standards G.7.e Validity	Met
Standards G.7.f Social and Cultural Factors	Met
Standards G.7.g Ethical Strategies	Met
Standards G.8 Research and Program Evaluation	Met
Standards G.8.a Importance of Research	Met
Standards G.8.b Research Methods	Met
Standards G.8.c Statistical Methods	Met
Standards G.8.d Principles, Models, and Applications	Met
Standards G.8.e Use of Research	Met
Standards G.8.f Ethical Strategies	Met

Strengths:

Alumni and site supervisors commented on the comprehensiveness of the curriculum and training. Site supervisors commented that they are always impressed with Cal State Fullerton students and believe they are better trained than most. Alumni commented that they are impressed on how good the program is and yet keeps evolving to be even better. One alumni commented that they always seem to be “ahead of the curve.”

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

None

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None

Section III - Professional Practice

Variable	Response
Standard A. Faculty Providing Supervision	Met
Standard A.1 Degree and/or Preparation	Met
Standard A.2 Relevant Experience	Met
Standard A.3 Relevant Training	Met
Standard B. Student Supervisors	Met
Standard B.1 Completed Master's Equivalent	Met
Standard B.2 Supervision Preparation	Met
Standard B.3 Supervised by Faculty 1:6	Met
Standard C. Site Supervisor	Met
Standard C.1 Master's Degree and Credentials	Met
Standard C.2 2 Years Experience	Met
Standard C.3 Knowledge of Program	Met
Standard C.4 Training in Supervision	Met
Standard D. Orientation, Assistance, and Consultation	Met
Standard E. Supervision Contracts	Met
Standard F. Practicum	Met
Standard F.1 Direct Service	Met
Standard F.2 Individual Supervision	Met
Standard F.3 Group Supervision	Met
Standard F.4 Audio-Video Tape or Live Supervision	Met
Standard F.5 Student Performance Evaluation	Met
Standard G. Internship	Met
Standard G.1 Direct Service	Met
Standard G.2 Individual Supervision	Met
Standard G.3 Group Supervision	Met
Standard G.4 Professional Activities	Met
Standard G.5 Audio/Video Tape Access	Met
Standard G.6 Student Performance Evaluation	Met

Strengths:

1. Students get an impressive amount of supervision and a variety of sites to choose from. Alumni and site supervisors complimented Mary Read on her involvement with sites and placements. The visitors were especially impressed with the placement fair and the opportunity for students to meet supervisors from placements.
2. There are a lot of opportunities for professional development through the university and through some of the placement sites.
3. There are strong collaborative relationships with site supervisors (and other campus offices).

4. Cal State professors/supervisors are available and accessible. Both sites and students like the experiential focus and some students commented that the program is “life-changing.” One alumni stated that she chose the program because it was the only one that she visited that she felt like “had a heart.”

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

1. Documentation needs to be more clear in order to designate in which courses hours appear. Using CACREP language, 100 hours (40 direct) must occur in practicum and 600 hours (240 direct) must occur in internship. There should be one form that summarizes all contact in the practicum and one form that summarizes internship.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None

Clinical Mental Health Counseling

Standard	Response
Standards Foundations	Met
Standards A. Knowledge	Met
Standards A.1 History, Philosophy, and Trends	Met
Standards A.2 Ethical and Legal Considerations	Met
Standards A.3 Roles and Functions	Met
Standards A.4 Professional Organizations, Standards, and Credentials	Met
Standards A.5 Variety of Models and Theories	Met
Standards A.6 Recognizes Substance Abuse Disorders	Met
Standards A.7 Professional Issues	Met
Standards A.8 Management of Services and Programs	Met
Standards A.9 Impact of Crises	Met
Standards A.10 Emergency Management System	Met
Standards B. Foundations - Skills and Practices	Met
Standards B.1 Ethical and Legal Practice	Met
Standards B.2 Policy, Financing, and Regulatory Processes	Met
Standards C. Counseling, Prevention, and Intervention - Knowledge	Met
Standards C.1 Principles of Mental Health	Met
Standards C.2 Etiology, diagnosis, and nomenclature	Met
Standards C.3 Models of Program Development and Service Delivery	Met
Standards C.4 Addiction and Co-occurring Delivery	Met
Standards C.5 Range of Mental Health Service Delivery	Met
Standards C.6 Crisis Intervention	Met
Standards C.7 Bio-psychosocial Case Conceptualizations	Met
Standards C.8 Importance of Family, Social Networks and Community	Met
Standards C.9 Relevant Professional Issues	Met
Standards D. Counseling, Prevention, and Intervention - Skills and Practices	Met
Standards D.1 Diagnosis, Treatment, Referral and Prevention	Met
Standards D.2 Multicultural Competencies	Met
Standards D.3 Optimal Human Development	Met
Standards D.4 Community Resources	Met
Standards D.5 Culturally Responsive Modalities	Met
Standards D.6 Suicide Risk	Met
Standards D.7 Record Keeping Standards	Met
Standards D.8 Addictions and Co-occurring Disorders	Met
Standards D.9 Recognizes Own Limitations	Met
Standards E. Diversity and Advocacy - Knowledge	Met
Standards E.1 Effect of Multicultural Society	Met
Standards E.2 Affects of Discriminations	Met
Standards E.3 Current Literature on Special Population Techniques	Met
Standards E.4 Client Advocacy and Public Policy	Met

Standard	Response
Standards E.5 Oppression and Racism	Met
Standards E.6 Public Policies on Mental Health Services	Met
Standards F. Diversity and Advocacy - Skills and Practices	Met
Standards F.1 Community Resource Information	Met
Standards F.2 Advocates for Equitable and Responsive Programs	Met
Standards F.3 Modify Techniques for Diverse Populations	Met
Standards G. Assessment - Knowledge	Met
Standards G.1 Models of Assessment	Met
Standards G.2 Clinical Evaluation Models	Met
Standards G.3 Psychopharmacology	Met
Standards G.4 Screening and Assessment for Addictions	Met
Standards H. Assessment - Skills and Practices	Met
Standards H.1 Selects Appropriate Instruments	Met
Standards H.2 Intake, Evaluation and Assessment	Met
Standards H.3 Screens for Addiction, Aggression, and Danger	Met
Standards H.4 Assessment of Dependence	Met
Standards I. Research and Evaluation - Knowledge	Met
Standards I.1 Critical Evaluation of Research	Met
Standards I.2 Models of Program Evaluation	Met
Standards I.3 Evidence-based Treatments	Met
Standards J. Research and Evaluation - Skills and Practices	Met
Standards J.1 Applies Relevant Research	Met
Standards J.2 Develops Measurable Outcomes	Met
Standards J.3 Analyzes and Uses Data	Met
Standards K. Diagnosis - Knowledge	Met
Standards K.1 Principles of Diagnosis	Met
Standards K.2 Established Diagnostic Criteria	Met
Standards K.3 Impact of Co-occurring Disorders	Met
Standards K.4 Biases and Diagnostic Tools	Met
Standards K.5 Diagnosis During Crisis	Met
Standards L. Diagnosis - Skills and Practices	Met
Standards L.1 Appropriate Use of DMS	Met
Standards L.2 Conceptualizes Multi-Axial Diagnosis	Met
Standards L.3 Differentiates Diagnosis and Normal Reactions	Met

Strengths:

1. Students, alumni and site supervisors all believe Cal State Fullerton students are excellent and that the curriculum reflects professional needs. Students are well trained and appear to be taught and learn each of the clinical mental health standard areas.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

1. Although the program technically meets the standard for assessment, the rubric system and how the results are reported could be more meaningful. The default of using grades to complete the rubric is not as sensitive of an assessment measure as rating each part of the rubric. The program is using grades in a de-facto manner to represent evaluation of standards. While they have the ability to change the rubric scores manually from the default, few faculty go in and change scores. Just because a student earns an "A" does not mean that he/she is equally good at all categories on the rubric.

2. The team encourages the program to continue to use the electronic system already in place to help create meaningful assessment and document the pathway for making evidence-based decisions that includes input from all major stakeholders (e.g. advisory board, alumni, faculty, current students).

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None