



CACREP Site Review Team Report

Name of Institution:

California State University, Fullerton

Academic Department:

Counseling Department

CACREP Program Liaison:

Dr. Leah Brew

Site Review Team Chair:

Dr. Tsui-yee Chow, Adler University

Site Review Team Members:

Dr. Michelle Shuler, Austin Community College

Dr. Michele Rivas, Nova Southeastern University

Date of Site Review:

April 24, 2023 - April 26, 2023

Multiple Sites/Delivery Methods

No – program is campus-based with one hybrid course

Agenda for Site Review Team

Day 1 – April 24, 2023		
Time	Event Description	Location
9:00 a.m. - 9:45 a.m.	Team Members met with Chair and Liaison, Dr. Olga Mejía, Chair Dr. Leah Brew, Liaison	Zoom
10:00 a.m. - 10:45 a.m.	Team Members met with Clinical Training Director and Fieldwork Coordinator, Dr. Dave Hart; and CTD, Dr. Nicole Folmer, Advisor	Zoom
11:00 a.m. - 11:30 a.m.	Meeting with Advisory Board and Supervisors: Larry Valentine, Orange County Coast College; Veronica DeFernandez, Orange County Health Agency; Andy Tseheridis, Orange County Health Agency; Anne Cameron, The LGBTQ Center, Orange County; Maryam Sayyedi, OMID; and Tsai-ling Fraher, OMID	Zoom
11:00 a.m. - 11:30 a.m.	Meeting with Team Members met with Part-Time Faculty: Thuy Nguyen, Joanne Munro, Karen Godinez, and Cheryl Crippen	Zoom
11:45 a.m. - 12:15 p.m.	Meeting with Alumni: Ginger Klee, Mary Read, Carla Vargas (Animo), Mitzy Ruelas, (Animo), Jolene Navarro (Animo), Charles “Chip” Royston, Chase Boylen	Zoom
11:45 a.m. - 12:15 p.m.	Meeting with Students: Miah Sabas, Katelyn Rawlings, Sydney Herring-Alderete, Emilio Lara Maza, Valeria Ayala, Daniela Rodriguez, Melissa Iraheta, David Patty, Miller Wood, and Leslie Alvarez	Zoom
1:30 p.m. - 2:00 p.m.	Meeting with the Assessment Coordinator: Dr. Rebekah Smart	Zoom
1:30 p.m. - 2:00 p.m.	Meeting with Dept of Counseling Staff: Andi Huberg, Leilani Thomas	Zoom
2:15 p.m. - 2:45 p.m.	Meeting with Student Service Personnel: CAPS: Kevin Thomasn Library: Adolfo Prieton Career Center: Elizabeth Bobadilla	Zoom
2:45 p.m. - 3:45 p.m.	Team Meeting	Zoom
3:45 p.m. - 4:15 p.m.	Debriefing with liaison: Dr. Leah Brew	Zoom

Day 2 – April 25, 2023		
Time	Event Description	Location
9:00 a.m. - 9:30 a.m.	Provost and former VP of Information Technology: Dr. Amir Dabiria	Zoom
9:00 a.m. - 9:30 a.m.	Director of Admissions: Dr. David Shepard, and Dr. Ali Dilley	Zoom
10:30 a.m. - 11:00 a.m.	Meeting with the Dean: Dr. Jason Smith	Zoom

11:30 a.m. - 12:45 p.m.	Faculty relevant for CACREP: CACREP Liaison: Leah Brew; Clinical Training Director: Dave Hart; Director of Admissions/Graduate Advisor, David Shepard; Director of Assessmentn Rebekah Smart; Advancement to Final Project Advisor Elected/Starts as Chair for Fall 2023 Semestern Matt Englar-Carlson (he/him); faculty, Jose Cervantes Eric Price, and Ana Reyes	Zoom
12:45 p.m. - 1:15 p.m.	Site visit team Meeting	Zoom
2:00 p.m. - 3:30 p.m.	Site Visit Team Meeting	Zoom
3:45 p.m. - 4:15 p.m.	Debriefing with CACREP liaison: Dr. Leah Brew	Zoom

Day 3 – April 26, 2023		
Time	Event Description	Location
9:00 a.m. - 9:45 a.m.	Exit Report: Provost, Amir Dabirian; Dean, Jason Smith; Chair, Olga Mejia; CACREP Liaison, Leah Brew, and faculty	Zoom

Entry-Level Specialty Areas

CACREP Program Title	Degree Awarded	Program Name
Clinical Mental Health Counseling	Master of Science Counseling (Marriage and Family Therapy)	Counseling (Marriage and Family Therapy)

Specialty Area/Program Description(s)

The Department of Counseling is housed within the College of Health and Human Development (HHD), California State University, the Fullerton campus. It offers a Master of Science in Counseling, with an emphasis in clinical mental health settings. It 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 Professional Clinical Counselors (LPCC) and as Licensed Marriage and Family Therapists (LMFT). The CMHC specialty is 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.

Each year, the program accepts approximately 60 students in the traditional format, and every three years approximately 24 students to the evening cohort. It typically graduates 60 students annually. An important feature of the program is its *Ánimo* Emphasis, which addresses the professional, curricular, and training needs of clinical mental health counselors working with Latinx and Spanish-speaking clients. It focuses on developing self-awareness as a bilingual and bicultural counselor, knowledge of Latinx-cultures and therapeutic-Spanish, familiarity with interventions appropriate to Latinx and Spanish-speaking clients, and social justice advocacy for issues relevant to the Latinx community.

Section 1: The Learning Environment

THE INSTITUTION

Standard	Response
A. Academic Unit Responsibility	MET
B. Institutional Media	NOT MET
C. Sufficient Financial Support	MET
D. Graduate Assistantships	MET
E. Faculty Support	MET
F. Learning Resources	MET
G. Technical Support	MET
H. Personal Counseling Services	MET
I. Counseling Instruction Environments	MET

THE ACADEMIC UNIT

Standard	Response
J. Degree Credit Hour Requirements	MET
K. Student Diversity Efforts	MET
L. Admissions Decisions	MET
M. New Student Orientation	MET
N. Student Handbook	MET
O. Retention, Remediation, and Dismissal Policy	MET
P. Academic Advisor	MET
Q. Faculty Diversity Efforts	MET
R. Core Faculty Resources	MET
S. Core Faculty Credit Delivery	MET
T. FTE Ratio	MET
U. Faculty Work Loads	MET
V. Clerical Assistance	MET

FACULTY & STAFF

Standard	Response
W. Core Faculty Education Requirements	MET
X. Core Faculty Professional Identity	MET
Y. Core Faculty Program Authority	MET
Z. Non-Core Faculty	MET
AA. Non-Core Faculty Orientation	MET
BB. Faculty Preparation and Experience	MET
CC. Academic Unit Leader	MET
DD. Practicum and Internship Coordinator	MET

Strengths:

The university administration Provost, Dean, and President is clearly supportive of the program's mission and vision. This is evident by the most recent approval for the department to pursue the

development of a doctoral program in Counselor Education and Supervision. The program has a significant impact on the overall wellbeing of the community by training highly effective culturally competent counselors. Specifically, the *Ánimo* program is beneficial to the community, the county and the particular geographical part of the country. The university administration recognizes this importance and commented on the desire to see this program expand and continue to be a signature program for the institution. We are impressed by the faculty's devotion to student and student development and the overall continued development of the program. Many have made long term commitments to the program and have situated themselves as counselor educators despite external and environmental factors not supportive of this identity. Despite this the faculty have remained steadfast in their position as counselors, counselor educators, and gatekeepers for the counseling profession.

The faculty and university administration are committed to working with governing bodies through advocacy and policy change that supports the continued progress of the LPCC licensure in the state of California. Ancillary services such as the library, career center, and counseling center represent a strong support to students and faculty in the program. The team noted that the library consultant for the counseling students holds the identity and training of a counselor and is actively engaged in research projects and class consultations with the students and faculty in the program.

The admission process is commended for the care and respect it gives to the students seeking admission to the department. With over 700 applicants the team is still able to put a very personal and human touch on a process that can sometimes be overwhelming, intimidating and a barrier for individuals. The attention to making the application process fair and equitable is clearly a priority for the admissions team and to all faculty. It is clear the department makes significant efforts to recruit and retain a diverse group of students. Several students and alumni highlighted the role of the *Ánimo* Emphasis in their pursuit of becoming a counselor. One alumni said “being a part of this program has allowed them to do the work they want to do within their community”. Furthermore the self-study indicated efforts to “decolonize” coursework and offer opportunities to explore areas of diversity. Several alumni mentioned the impact such opportunities had on their personal and professional development.

Suggestions:

The team was made aware of the approval for the change in department name and degree title to reflect Clinical Mental Health Counseling. We also acknowledge the need for the department to retain MFT in the department name and degree title. The suggestion would be to develop a plan to more clearly state the department's commitment to clinical mental health counseling and emphasize the counselor identity across all media prior to this change.

Specific Requirements:

Standard 1.B - Institutional media (website, manuals etc...) should accurately describe the academic unit. Multiple Marriage and Family references can create a lack of clarity on whether the program presents a clear, primary counseling identity. The site team recognizes the need for the department to continue to reference the MFT profession (licensure path, codes of ethics, professional organizations etc...) due to California state regulations around professional practice. However, the site team recommends the department clearly define and align itself with a counselor identity.

Suggestions for this would be to reorganize information on the webpage that clearly places the focus of the department as a Clinical Mental Health Counseling program separately from the information related to the MFT path. Compartmentalizing the counselor identity separate from the MFT identity could clearly identify the programs and degrees as counseling programs and counseling degrees.

Section 2: Professional Counseling Identity

FOUNDATION

Standard	Response
A. Mission Statement and Objectives	MET
B. Program Objectives	MET
C. Student Professional Identity	MET

COUNSELING CURRICULUM

Standard	Response
D. Syllabi	MET
E. Counseling-related Research	MET
F. Common Core Areas	MET

F.1 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Standard	Response
F.1.a History and Philosophy	MET
F.1.b Role, Functions, and Relationships	MET
F.1.c Community Outreach and Emergency Teams	MET
F.1.d Advocacy for the Profession	MET
F.1.e Advocacy Processes	MET
F.1.f Professional Counseling Organizations	MET
F.1.g Professional Counseling Credentialing	MET
F.1.h Current Labor Market Information	MET
F.1.i Ethical Standards	MET
F.1.j Impact of Technology	MET
F.1.k Self-Evaluation	MET
F.1.l Self-Care Strategies	MET
F.1.m Counseling Supervision	MET

F.2 SOCIAL AND CULTURAL DIVERSITY

Standard	Response
F.2.a Multicultural and Pluralistic Characteristics	MET
F.2.b Theories of Multicultural Counseling and Identity Development	MET
F.2.c Multicultural Counseling Competencies	MET
F.2.d Impact of Heritage, Attitudes, Beliefs, and Experiences	MET
F.2.e Effects of Power and Privilege	MET
F.2.f Help-Seeking Behaviors	MET
F.2.g Impact of Spiritual Beliefs	MET
F.2.h Eliminating Barriers, Prejudices, and Processes Of Oppression	MET

F.3 HUMAN GROWTH AND DEVELOPMENT

Standard	Response
F.3.a Theories of Individual and Family Development	MET
F.3.b Theories of Learning	MET
F.3.c Theories of Personality Development	MET

F.3.d Theories of Addictions and Addictive Behaviors	MET
F.3.e Biological, Neurological, and Physiological Factors	MET
F.3.f Systemic and Environmental Factors	MET
F.3.g Effects of Crisis, Disasters, and Trauma	MET
F.3.h Differing Abilities and Differentiated Interventions	MET
F.3.i Promoting Resilience, Optimum Development, and Wellness	MET

F.4 CAREER DEVELOPMENT

Standard	Response
F.4.a Theories of Career Development, Counseling, and Decision Making	MET
F.4.b Interrelationships Between Work and Life Roles	MET
F.4.c Identifying and Using Career Informational Resources	MET
F.4.d Work Environment and Clients' Life Experiences	MET
F.4.e Assessment of Contributing Factors to Career Development	MET
F.4.f Program Planning, Implementation, and Evaluation	MET
F.4.g Advocacy Strategies	MET
F.4.h Facilitating Client Skill Development	MET
F.4.i Assessment Tools and Techniques	MET
F.4.j Ethical and Culturally Relevant Strategies	MET

F.5 COUNSELING AND HELPING RELATIONSHIPS

Standard	Response
F.5.a Theories and Models Of Counseling	MET
F.5.b Systems Approach to Conceptualizing Clients	MET
F.5.c Theories of Consultation	MET
F.5.d In-Person and Technology-Assisted Relationships	MET
F.5.e Impact of Technology	MET
F.5.f Counselor Characteristics and Behaviors	MET
F.5.g Interviewing, Counseling, and Case Conceptualization Skills	MET
F.5.h Treatment or Intervention Plans	MET
F.5.i Measurable Client Outcomes	MET
F.5.j Evidence-Based Counseling	MET
F.5.k Community-Based Resources	MET
F.5.l Suicide Prevention	MET
F.5.m Crisis Intervention	MET
F.5.n Personal Model of Counseling	MET

F.6 GROUP COUNSELING AND GROUP WORK

Standard	Response
F.6.a Theoretical Foundations	MET
F.6.b Group Dynamics	MET
F.6.c Therapeutic Factors	MET
F.6.d Effective Group Leaders	MET
F.6.e Group Formation	MET
F.6.f Types of Groups	MET
F.6.g Designing and Facilitating Groups	MET
F.6.h Small Group Experience	MET

F.7 ASSESSMENT AND TESTING

Standard	Response
F.7.a Historical Perspectives	MET
F.7.b Initial Assessment Meetings	MET
F.7.c Assessment of Risk to Self and Others	MET
F.7.d Identifying and Reporting Trauma and Abuse	MET
F.7.e Diagnostic And Intervention Planning	MET
F.7.f Testing and Assessment Concepts	MET
F.7.g Statistical Concepts	MET
F.7.h Reliability and Validity	MET
F.7.i Academic/Educational, Career, Personal, and Social Development	MET
F.7.j Environmental Assessments and Behavioral Observations	MET
F.7.k Symptom Checklists and Testing	MET
F.7.l Using Assessment Results to Diagnose	MET
F.7.m Assessment Selection, Administration, and Interpretation	MET

F.8 RESEARCH AND PROGRAM EVALUATION

Standard	Response
F.8.a Importance of Research	MET
F.8.b Evidence-Based Counseling	MET
F.8.c Needs Assessments	MET
F.8.d Outcome Measures	MET
F.8.e Evaluating Interventions and Programs	MET
F.8.f Research Methods	MET
F.8.g Research and Program Evaluation Designs	MET
F.8.h Statistical Methods	MET
F.8.i Analysis and Use of Data	MET
F.8.j Reporting Research and Program Evaluation Results	MET

Strengths:

Curriculum covers standards of training while systematically implementing ideas related to social justice advocacy through assignments, projects, and lectures. The syllabi are well developed and clearly reflect how SLO's are measured and also how these connect to the KPI's, the program objectives, and the CACREP standards. Students stated they felt well prepared and equipped with the tools needed to provide services to their clients. Specifically several students in the Animo program, stated how much this has helped them serve as bilingual counselors. In fact, they believed they were making a positive impact on the community. Site supervisors value the program and think it prepares competent counselors with high levels of skills and positive attitudes toward work and learning, which is manifested in their interest to hire them post-graduation.

The overall university community noted the quality of time and resources invested by faculty in culturally responsive curriculum and a commitment to overall programmatic development. During the visit, it was evident that faculty dedication along with the Animo emphasis strongly promotes visibility of the program. Alumni spoke highly of the program and the opportunities they had to

explore their personal and professional identities. Specifically, alumni commented on how open the faculty and department are to allowing exploration of issues related to diversity and equity. This seems to have had a significant impact on the personal identity development of several individuals present in the meeting. Several commented on how this exploration naturally flowed into their professional identity and is reflected in their current practice.

Suggestions:

Current students mentioned that although they appreciate the flexibility of the format of their program, they would like to have more sustained contact with peers (in a cohort) throughout their program. The team encourages the program to explore this concern further with the students and find ways to foster connection among groups. It seems clear the department is providing a pathway for the pursuit of the LPCC licensure in CA. However, few alumni (in this particular meeting) were actually pursuing this licensure path. The team recognizes the “newness” of the LPCC in the state of CA and encourages the department to continue to look for ways to support this licensure as a pathway post-graduation.

Specific Requirements:

None.

Section 3: Professional Practice

ENTRY-LEVEL PROFESSIONAL PRACTICE

Standard	Response
A. Professional Liability Insurance	MET
B. Recordings and/or Live Supervision	MET
C. Formative and Summative Evaluations	MET
D. Professional Activities and Resources for Students	MET
E. Group Leadership or Co-Leadership	MET

ENTRY-LEVEL PROFESSIONAL PRACTICE

Standard	Response
F. Practicum Duration	MET
G. Direct Service with Clients	MET
H. Individual/Triadic Supervision	MET
I. Group Supervision	MET

INTERNSHIP

Standard	Response
J. Internship Duration	MET
K. Direct Service Hours	MET
L. Individual/Triadic Supervision	MET
M. Group Supervision	MET

SUPERVISOR QUALIFICATIONS

Standard	Response
N. Faculty Supervisor Qualifications	MET
O. Student Supervisor Qualifications	MET
P. Site Supervisor Qualifications	MET
Q. Orientation, Consultation, and Professional Development	MET
R. Supervision Agreements	MET

PRACTICUM AND INTERNSHIP COURSE LOADS

Standard	Response
S. Course Load and Ratio for Individual/Triadic Supervision	MET
T. Course Load and Ratio for Group Supervision	MET
U. Group Supervision Ratio	MET
V. Course Load and Ratio for Supervision of Student Supervisors	MET

Strengths:

The program has a comprehensive process to manage the Professional Practice of counseling students. Having a Clinical Training Director along with a Fieldwork Coordinator substantially increases the ability to cultivate community partnership by recruiting new sites and training site supervisors, as well as handling the administrative/logistical aspects of clinical placement and

documentation compliance. It was clear in our interactions with the program that the Clinical Training Director focuses on building partnerships, ensuring training excellence for beginning counselors, and connecting the university with the community through agency sites. Having a Fieldwork Coordinator who focuses on data management, orientations, exit interviews, event planning, and logistics is beneficial to the overall training operation. The program offers a biannual Supervision Fair where all site supervisors are invited for a meal and a professional development training. Examples of the latest training offered include “Working with older adults with dementia and their families” and “Evidence-based practices related to self-awareness and self-care as practicing counselors.”

Site supervisors recognize the quality of the training of students from the program, and these students are frequently prioritized in agency settings for training opportunities and employment after graduation. The *Ánimo* concentration further brings visibility to the program’s students and desirability from clinical sites. Over the course of the site visit it was made clear to the team the state of California may be (at this time) partial to the MFT licensure in terms of employment. From our conversations with the faculty it seems clear, as a new license in the state, the LPCC seems to have a long road ahead. At this time, students benefit from the ability to be eligible for dual licensure (LPCC/MFT) upon graduation. It is a strength of the program that students have the opportunity for dual licensure (LPCC and MFT) so they are more marketable.

Suggestions:

The team recommends the department maintain autonomy over fieldwork coordination to include event planning for site supervisors, evaluation of the quality of sites, management of internship databases and management of student and site issues. It was suggested by site supervisors and advisory board members that students have opportunities to engage and cultivate a wider range of theoretical approaches; in addition to Client Centered and Humanistic approaches, students also incorporate approaches such as CBT, Solution Focused to expand their ability to serve a wide range of presenting issues.

Given the seemingly acute discrepancies between LPCC and MFT credentials in California, it is suggested that the Clinical Training Director and Fieldwork Coordinator continue educating site supervisors about professional identity through professional development and orientations, as well as students about counselor identity through the overall training. The team suggests the Clinical Training Handbook be revised to reflect the role of CMHC and counselor identity as the primary clinical focus. Separating this information from information related to MFT could clarify the program as a counseling program.

Specific Requirements:

None.

Section 4: Evaluation in the Program

EVALUATION OF THE PROGRAM

Standard	Response
A. Systematic Evaluation Plan for Program Objectives	MET
B. Use of Data in Program Evaluation	MET
C. Use of Program Evaluation Data to Inform Program Modifications	MET
D. Development, Posting and Notification of Annual Report	MET
E. Annual Posting of Data	MET

ASSESSMENT OF STUDENTS

Standard	Response
F. Systematic Assessment of Individual Student Progress	MET
G. Systematic Assessment of Individual Student Dispositions	MET
H. Process for Use of Data for Retention, Remediation and Dismissal	MET

EVALUATION OF FACULTY AND STUDENTS

Standard	Response
I. Written Procedures for Student Evaluation of Faculty	MET
J. Student Evaluation of Faculty	MET
K. Student Evaluation of Supervisors	MET

Strengths:

The department has been extremely thorough in their approach to assessment. It is clear that all faculty are involved in the process and the department utilizes the data to make substantive changes to their curriculum, program offerings etc. The team would like to recognize the work Dr. Smart does to streamline the entire assessment process.

Suggestions:

The team recommends the continued support of course release for faculty who oversee the assessment process.

Specific Requirements:

None.

Section 5.C. Clinical Mental Health Counseling

5.C.1. FOUNDATIONS

Standard	Response
5.C.1.a History and Development	MET
5.C.1.b Theories and Models	MET
5.C.1.c Case Conceptualization and Treatment Planning	MET
5.C.1.d Addiction and Co-Occurring Disorders	MET
5.C.1.e Tests and Assessments	MET

5.C.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.C.2.a Roles and Settings	MET
5.C.2.b Mental and Emotional Disorders	MET
5.C.2.c Mental Health Service Delivery	MET
5.C.2.d Diagnostic Process	MET
5.C.2.e Potential to Mimic and/or Co-Occur	MET
5.C.2.f Crisis and Trauma	MET
5.C.2.g Biological and Neurological Mechanisms	MET
5.C.2.h Psychopharmacological Medications	MET
5.C.2.i Legislation and Policy	MET
5.C.2.j Cultural Factors	MET
5.C.2.k Professional Organizations, Standards, and Credentials	MET
5.C.2.l Legal and Ethical Considerations	MET
5.C.2.m Practice and Management Issues	MET

5.C.3. PRACTICE

Standard	Response
5.C.3.a Treatment Planning and Caseload Management	MET
5.C.3.b Techniques and Interventions	MET
5.C.3.c Interfacing with Legal System	MET
5.C.3.d Interfacing with Health Care Professionals	MET
5.C.3.e Advocacy Strategies	MET

Strengths:

CMHC training is infused within the core coursework and clinical training objectives. Faculty are highly committed to utilizing counseling related textbooks, research, and contemporary material. The courses reflect the faculty's commitment training students in all areas of DEI competencies.

Students have ample opportunity to engage in counseling related advocacy at the local, state and national levels, and to be involved in the legislation process (ie. LPCC licensure and potential for a new doctoral program).

Suggestions:

After meeting with students, alumni, and faculty it seems clear the department is focused on counseling and counselor training. In the light of this comment it is important the program continues to affirm the CMHC specialty and related identity.

Specific Requirements:

None.



Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350 • Alexandria, VA 22314 • (703) 535-5990 • www.cacrep.org

August 7, 2023

Dr. Sylvia A. Alva
Office of the President
California State University, Fullerton
2600 Nutwood Avenue, CP-1000
Fullerton, California 92831

Dear Dr. Alva:

The Board of Directors (“Board”) of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met July 6-8, 2023, for the purpose of making accreditation decisions. A counseling specialty area housed in the College of Health and Human Development at California State University, Fullerton was reviewed under the 2016 CACREP Standards. The Board made the following decision:

Clinical Mental Health Counseling (M.S. degree)

Reaffirm Accreditation

California State University Fullerton offers its Clinical Mental Health Counseling (CMHC) specialty area via primarily in-person synchronous learning at its Fullerton, California campus. The program currently offers one hybrid course in the program of study involving in-person instruction at the Fullerton campus combined with additional coursework to be completed online.

* Please note that the counseling program has submitted a required Digital Delivery Report. The Board will provide developmental feedback on the program’s use of digital delivery and learning components when it completes its review of the Digital Delivery Report.

The Board based the above accreditation decision on an extensive review of the self-study documents, the site review team’s report, and the institution’s response to the site review team’s report. The Board makes a decision to reaffirm accreditation when it determines that a counseling specialty area is in full compliance with all applicable accreditation standards and policies.

The accreditation cycle for the Clinical Mental Health Counseling specialty area runs through October 31, 2031. Barring an interruption of accredited status for the specialty area, resulting from voluntary withdrawal or Board actions related to the review of required reports during the accreditation cycle, the program’s

application and self-study report for reaffirmation of accreditation will be due approximately eighteen months prior to the cycle end date.

In the process of reaffirming the accreditation of this counseling specialty areas for the period specified above, the Board also issued a comment pertaining to program identity. The Board considers this issue to be an important matter; however, please note there is no requirement for a formal response to the comment.

Comment

The Board acknowledged and commended the work completed by the counseling faculty and the administration during this review period to revise and clarify information in the counseling program materials regarding the connection of the Clinical Mental Health Counseling specialty area to Marriage and Family Therapy, a distinct discipline and a unique component of licensure in California for professional counselors. The Board encourages the program faculty to continue in these efforts, noting some remaining references that are unclear in this regard in program materials, such as the assessment document in the student handbook (p. 37) and training manual (p. 21). The Board further encouraged continued vigilance on the program's part in relation to program identity and attention to the guidelines presented in the recently released [Guiding Statement on Variation in Accredited Programs](#).

A certificate of accreditation will be sent directly to Dr. Smith. On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to the counseling program throughout the accreditation process. Administrative support is considered vital to the process of continuous improvement of higher education programs. I extend congratulations, on behalf of the CACREP Board and Staff, to all of those involved in making this a successful reaffirmation of accreditation review process.

Sincerely,



M. Sylvia Fernandez, Ph.D.
President and CEO

cc: Dr. Jason Smith, Dean, College of Health and Human Development
Dr. Matt Englar-Carlson, Chair, Department of Counseling
Dr. Leah Brew, CACREP Liaison