

**PROGRAM ABSTRACT - Form A**

Proposed Degree Title: M.S. in Clinical Counseling  
B.A., B.S., M.A., M.S., etc. Discipline

COLLEGE CHABSS Proposed Implementation Date August 2019

**About the A-Form.**

Background: New baccalaureate and graduate-level degrees must be approved by the Chancellor’s Office. Every January, CSU campuses send updated University Academic Master Plans (or UAMPs) to the Chancellor’s Office, which are then approved by the Board of Trustees at their March meeting. When the Board of Trustees approves a campus request to add a new program to the UAMP, it authorizes the campus to submit a formal proposal to the Chancellor’s Office for establishing such a degree program.

Purpose: The A-Form is used to propose the addition of a new baccalaureate or graduate degree to the UAMP.

Process: After review by the appropriate college curriculum or planning committee in the Spring semester, A-Forms are sent to Academic Programs at the beginning of the Summer. The forms are distributed to key University officers (including all members of Provost’s Council and the President’s Cabinet) over the Summer for information dissemination, review and feedback. The feedback received as a result of this distribution is provided to proposers as it is received during the Summer (to inform development of the program proposal) and to the Budget and Long-range Planning Committee (BLP) at the beginning of the Fall semester.

Outcomes: BLP reviews the A-Forms and the feedback collected by Academic Programs, and makes recommendations as to whether programs should be added to the next UAMP. Placement of a program on the UAMP is the campus-level authorization to proposers to submit a complete new program proposal (via a P-Form). Comments from BLP are sent back to the proposal originator to inform the final design and plan for the proposed program. The A-Form, Summer reviewer feedback, and BLP comments are additionally used to prepare a summary statement for the Chancellor’s Office, which is required for any addition to the UAMP.

**Directions.**

- Fill in the degree title, college and implementation date above.
- Attach a program abstract addressing items 1-5 to this form.
- Identify the program proposer and obtain the department chair or program director signature below.
- Submit the abstract and the Form A to the college curriculum or planning committee. (Check with the college for submission deadlines.)

1. Description: Briefly describe the essential features of the curriculum that will be developed.

- If the new degree is currently offered as an option in an existing degree program, give a rationale for the conversion.
- If the new degree program is not commonly offered as a bachelor’s or master’s degree, provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students.

2. Mission: How will this program benefit the college, university, region and/or state? How is it aligned with the College and University Mission and Vision?



Tracker \_\_\_\_\_  
RP \_\_\_\_\_  
BLP \_\_\_\_\_

3. Demand: What evidence is there of adequate student demand for this program?

[Note that Board of Trustees classifies Anthropology, Art, Biology, Chemistry, Economics, English, Foreign Languages, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech/Communication and Theatre Arts/Drama as "Broad Foundation Programs" for which societal need and student demand are not "the preeminent criteria" for offering baccalaureate programs.]

Preliminary evidence of adequate student demand for the proposed program should include

- (i) A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at <http://www2.assist.org/browseAreas.do>),
- (ii) A list of neighboring institutions, public or private, currently offering the proposed degree major program,
- (iii) Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance), and
- (iv) Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).

Graduate degree program proposals must also include the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.

4. Resources: Give preliminary estimates of the following resources needed to implement the program:

- Additional faculty positions;
- Additional resources required for program administration (e.g., release time for a Chair or Director);
- Additional staff support;
- Additional space requirements; and
- Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS).





Note that in the course of reviewing the A-Form over the Summer, the Library and IITS will estimate additional library, information technology and academic computing resources needed for implementation. Indicate whether there are any unusual aspects of the curriculum design that need to be taken into account in the preparation of the Library and IITS estimates.

If there are recognized accrediting bodies in the program area, what are the accreditation criteria and how necessary is accreditation?

5. Relation to Existing Programs: Describe the potential effect on existing programs (e.g., enrollment changes, opportunities for collaboration, resources).

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**REVIEW PROCESS**

1.  Gerardo M. González Originator (Please Print and Sign)	09/26/17 Date	2.  Program/Department Director/Chair* if applicable	9/27/17 Date
3.  College Curriculum/Planning Committee*	10/5/17 Date	4.  College Dean (or Designee)*	10/17/17 Date
5. _____ Date received in Academic Programs			

\* Signature indicates support that the proposed program move forward for consideration for placement on the UAMP.

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**Master's of Science (M.S.) in Clinical Counseling**

*1. Description:*

This proposal outlines a CSUSM Master's of Science in Clinical Counseling. This proposed master's degree parallels master's degrees offered at many CSU campuses and master's degree granting institutions. Specifically, this program is comparable to master's programs for credentialing the Licensed Marriage and Family Therapist (LMFT) or Licensed Professional Clinical Counselor (LPCC), a relatively new clinician designation. The LMFT focuses on mental health counseling for couples and family relationships. The LPCC has a broader scope of mental health practice but also incorporates services for children, couples, and families.

Initially, the aim of this proposal was to focus on LPCC preparation because this career is a rising trend among mental health professions. However, many students still prefer the traditional LMFT path. Thus, this master's program will train students for both LPCC and LMFT pathways. The dual LPCC/ LMFT approach has been effective for students and faculty at CSU Fullerton. The advantages of being license-eligible for both careers include the mobility of the degree/ license across the country, long-standing recognition of the LMFT, and the growing popularity of the LPCC. Hence, graduates can determine which license best fits their career needs or attain both licenses given the professional conditions of their work setting or state of residence. Above all, a CSUSM dual LPCC/ LMFT program will offer an innovative curriculum that integrates state-of-the-art multicultural, technological, and neurobehavioral mental health counseling best practices for preparing graduates to succeed in a fast-changing healthcare environment. Most importantly, these alumni will address many unmet and pressing mental health needs of our surrounding community and region.

The Master's of Science in Clinical Counseling will be a 2-year (including summer terms) 60-unit behavioral science degree program offering advanced in-depth study of mental health diagnostic strategies, assessment techniques, counseling approaches, basic/ applied research, and professional ethics. The curriculum will use face-to-face classroom instruction primarily, but some components of the coursework will be offered online. The program will consist of 8-week and 16-week courses. The 8-week classes will involve theory-based preparatory coursework while 16-week classes will comprise counseling-intensive courses. The program will employ a collaborative cohort approach to instill students' timely completion of graduation requirements as a group. The program will be based on a self-support budget model that will eventually sustain approximately 30-40 new enrollees per year.

The California Board of Behavioral Sciences (BBS), which regulates LPCC and LMFT licensure, has rigorous educational requirements for both degrees. The curricula for both degrees have 60-unit minima with specific course requirements including clinical practica. Fortunately, both degrees can be structured to overlap curriculum requirements, thus making it possible to prepare students for licensure in both careers. The BBS requires the LMFT curriculum to have a broad counseling base that integrates a minimum of 12 units of coursework which addresses children, couples, and families. For the LPCC curriculum, the BBS requires 13 core content areas (3 units each) and 15 units of additional advanced coursework. The LPCC educational requirements are as follows (courses that also meet specific LMFT requirements are noted with an asterisk):

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1. Counseling and psychotherapeutic theories and techniques
2. Human growth and development across the lifespan\*
3. Career development theories and techniques
4. Group counseling theories and techniques
5. Assessment, appraisal, and testing of individuals
6. Multicultural counseling theories and techniques\*
7. Principles of the diagnostic process\*
8. Research and evaluation
9. Professional orientation, ethics, and law in counseling\*
10. Psychopharmacology
11. Addictions counseling\*
12. Crisis or trauma counseling\*
13. Advanced counseling and psychotherapeutic theories and techniques\*

In addition, the BBS requires fifteen (15) units of advanced coursework for the LPCC curriculum to develop knowledge of specific treatment issues or special populations. Courses that also meet LMFT requirements are noted with an asterisk:

- Child and adolescent counseling (3 units)\*
- Couple counseling including human sexuality (3 units)\*
- Family counseling (3 units)\*
- Culminating experience (thesis/ project) development (minimum 6 units)

Lastly, BBS requires a minimum of six (6) units of practica/ field experience in direct clinical services for the LPCC and LMFT curricula.

## 2. Mission:

The proposed Master's of Science in Clinical Counseling aligns well with CHABSS' academic mission. Among the proposed master's program's aims that correspond to the CHABSS mission include offering instruction that is "responsive to new ideas and challenges, and attuned to the diversity of human experience." Graduates with a Master's of Science in Clinical Counseling will be prepared in culturally-responsive mental health practices to address unmet and urgent mental health needs of diverse communities in our region including military veterans, tribal nations, refugee/ immigrant populations, and low-income families.

The proposed program also supports the CSUSM mission to offer "graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies." The proposed Master's of Science in Clinical Counseling will integrate innovative state-of-the-art multicultural, technological, and neurobehavioral training that "provides the knowledge, skills, competencies and experiences needed in a global society experiencing accelerated technological, social, and environmental change." These proficiencies will be imperative for thriving in a rapidly evolving healthcare environment.

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Lastly, the Master's of Science in Clinical Counseling program will seek "the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state." The proposed program will address numerous gaps in the mental health needs of our region and state, particularly for underserved populations. Upon completion of the program, graduates will become advocates and leaders in their profession and in their communities.

*3. Demand: What evidence is there of adequate student demand for this program?*

Other CSU campuses currently offering the proposed program

Virtually every CSU campus with the exception of Monterey Bay, Channel Islands, and San Marcos has a master's programs for LPCC or LMFT. Many campuses offer both programs. CSU campuses similar in size to San Marcos, such as East Bay, Dominguez Hills, and San Bernardino offer independent LPCC and LMFT programs. Only CSU Fullerton has a dual LPCC/ LMFT program as outlined in this proposal.

Local institutions, public or private, currently offering the proposed program

Several public/private universities in our local region offer master's programs for LPCC and/ or LMFT professions. These institutions include CSU Fullerton, San Diego State, University of San Diego, Chapman University, National University, and Point Loma Nazarene University.

Regional demand for individuals who have earned this degree

According to a market research report commissioned by our Office of Extended Learning, local demand for master's level counseling professionals increased by 30% from 2014 to 2017 (EAB, 2017). Specifically, job postings for counseling professionals increased from 372 to 482 during this period. National demand also increased by 44% during the same period (from 25,198 to 36,369 job postings). Thus, the job market for master's level counseling professionals is promising.

Student interest in the proposed program

Based on informal surveys and inquiries, the proposed master's program will draw many applicants from behavioral science majors and minors (Psychological Science, Sociology/ Criminology, Social Science, and Human Development). Furthermore, many prospective applicants for a master's in counseling seek a post-baccalaureate foundational background in a behavioral science discipline, such psychology, for their professional clinical counseling careers.

With respect to the number of majors and degrees awarded in a corresponding baccalaureate program, Psychological Science for example shows significantly increasing numbers from 2014 to 2017. PSYC majors increased from 915 in fall 2014 to 1000 in fall 2016. Degrees awarded in PSYC increased from 164 in 2014-15 to 173 in 2016-17 (not including summer 2017).

Moreover, the proposed program will attract many applicants from across behavioral science disciplines. With a few core prerequisites, many would be qualified to apply for the program.

*4. Resources:*

As previously stated, the self-support program will be funded through Extended Learning.

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Faculty Positions

The program may be launched with a combination of existing faculty and lecturers but will need to hire additional faculty in the first few years of implementation. Eventually, there will be need for tenure-track faculty to sustain the program. These faculty members will be the core instructors who offer the curriculum and work with lecturers to ensure that the quality of the program is rigorous, consistent, and effective in achieving program and course student learning outcome (SLOs). Core faculty will also be needed to supervise graduate research projects.

Program Administration

A faculty director will be required to administer the program. Initially, a minimum of six (6) units of assigned time per semester will be needed to implement and oversee the program, such as hiring and supervising of faculty (including lecturers) and staff, projecting and tracking program budgets, coordinating the interview and selection process for student applications and admissions, building course schedules, facilitating data gathering and reporting requirements, addressing faculty and staff (personnel) and student (academic) issues, and leading accreditation and program review processes.

Staff Support

Administrative staff support for the faculty director, tenure-track faculty, lecturers, and students will be provided by Extended Learning, as is done for other self-support programs. A full-time lecturer position will be needed to coordinate the practica/ field placement opportunities and requirements for LPCC/ LMFT candidates.

Space Requirements

Space requirements for the proposed program are primarily needed for clinical training and research. Clinical training space entails rooms for student training (one-way observation, family/ group, and assessment rooms). Research space includes the similar rooms for conducting faculty and student studies (individual/ group interviews, testing, and surveys). Discussions are underway to include the proposed program in the Extended Learning Health Sciences Building, which will have clinical training and research space.

Library Resources

Among the program's library needs include counseling-related journals, titles, and databases. The program will also need support for electronic submission of master's research projects. Fortunately, many of these library needs overlap with resources for existing graduate-level behavioral science-related disciplines (e.g., M.A. in Psychological Science). Specifically, these resources include access to the PsycINFO database and counseling journals, such as:

Journal of Clinical Psychology	Journal of Counseling Psychology
Journal of Consulting and Clinical Psychology	Journal of Multicultural Counseling and Development
Clinical Psychological Science	Journal of Family Therapy

Nonetheless, a few new journals and book titles may need to be added to the library repository including the Journal of Mental Health Counseling and books that focus on clinical counseling training and development.

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Instructional Technology Needs

The program will need access to standard and specialized computing software, such as statistical packages (SPSS) and experiment software (E-Prime). Also, digital media recording/ editing hardware will be needed for capturing and reviewing student clinical training experiences.

Specialized Equipment

Faculty and students will require unique and specialized equipment for their clinical and research needs. Examples of equipment will be assessment/ testing kits, physiological instrumentation, mobile data collection devices (tablets), interview/ survey measures, and supplies.

Accreditation

There are no mandatory professional accreditation requirements for the proposed master's program. However, it is strongly recommended that the program seek accreditation from the national Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the LPCC profession. The program may also pursue accreditation from the national Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for the LMFT. CACREP and COAMFTE accreditations will enhance the prestige, appeal, and competitiveness of the dual LPCC/ LMFT program. If time, resources, and effort are limited, accreditation from CACREP will be the priority.

*5. Relation to Existing Programs:*

Impact on existing academic programs is plausible but manageable. For example, the Master's in Social Work (MSW) program offers an option to train students as a Licensed Clinical Social Worker (LCSW). Currently, the MSW program has challenges with identifying clinical practica or internships for their LCSW students. As we understand the current situation, the MSW needs several dozen clinical field placements at any one time for the LCSW to fulfill their student field study requirements. The proposed Master's of Science in Clinical Counseling program will also need approximately 30-40 clinical practica at any given time for LPCC/ LMFT candidates. This may present challenges for both programs to secure sufficient placements for their students. However, the proposed program seeks to work with the LCSW program to ensure that both programs have adequate field placements for their respective students. Furthermore, the proposed program will cultivate new partners for field placements among non-profit healthcare providers including veterans/ military families health services, tribal health clinics, hospital/ medical centers, community clinics, school districts, and international border healthcare settings.

With respect to overlap of the LPCC/ LMFT degree to the M.A. in Psychological Science, the two programs will not target the same applicants. The Psychological Science masters primarily attracts students interested in research/ teaching-related jobs, while the dual degree will appeal to applicants interested in counseling careers. Although the dual program is not necessarily a PSYC program, the PSYC Department has been generally supportive of this initiative.

In sum, the dual LPCC/ LMFT program will be unique among CSUSM master's programs. The program will prepare students for LPCC/ LMFT licensure – no current program can accomplish these ends. The program will serve regional hiring needs for masters' level clinicians and address gaps in the mental health needs of our communities, especially underserved populations.