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**MASTER OF ARTS IN COUNSELING**

**Self-Study for the Masters in Psychology and Counseling Accreditation Council**

**October 9, 2021**

**Master’s in Psychology & Counseling Accreditation Council**

**Self-Study**

1. ***PROGRAM MISSION AND OBJECTIVES***
	1. ***The program must have a mission statement that guides the structure and content of the curriculum. The mission statement should reflect a commitment to practitioners who bring scholarship and reflection to their work; and an understanding of diversity in clientele, methodology, and application.***
	2. ***Coherence with the mission statement shall be reflected in each program’s rationale for curriculum and graduation requirements, the epistemological perspective taught, and the systems for self-evaluation and self-improvement within each program.***
	3. ***The program's objectives shall flow from its mission statement. They should reflect current knowledge from lay and professional groups concerning the present and projected psychological and developmental needs of a multicultural society. Further, the objectives shall reflect consideration of concerns from all persons involved in the conduct of the program including program faculty, current and former students, and personnel in cooperating agencies. The objectives shall be directly related to program activities and written so that they can be evaluated objectively. Finally, each program's objectives shall promote innovation and continuous improvement that emanates from a scientific base which culminates in the application of psychological and/or counseling practice.***

Mission Statement

The Counseling Department faculty approved the following mission statement in January 2019:

The Counseling Program emphasizes the role of human relationships to heal and empower. We seek to educate a community of ethical, self-aware, and socially-engaged counselors who possess the knowledge, attitudes, and skills to competently promote the health and development of diverse individuals, couples, families, and communities. We are committed to preparing counselors to work with systemic, interpersonal, and intrapersonal factors that influence well-being when implementing culturally-appropriate counseling interventions across the lifespan. We seek to fulfill this mission with a reflective approach to counselor development that operates at the intersection of theory, research, and practice, and that promotes the education of the whole person.

Program Objectives

The Counseling Department faculty approved the following program objectives for the 60-unit Clinical Mental Health Counseling (CMHC) Degree in January 2019. The corresponding MPCAC standards are indicated in parentheses.

1. Establish a professional identity as mental health counselors who utilize the human relationship in an effort to heal, empower and promote the well-being and development of others. (A2)
2. Acquire knowledge of and demonstrate ethical and legal behavior consistent with the counseling profession. (A1)
3. Gain knowledge of the developmental, interpersonal, intrapersonal, and systemic theories of human behavior and gain skills in associated clinical interventions. (B1, B3, I, J)
4. Gain foundational knowledge of psychopharmacology and the neurobiological foundations of human behavior. (H)
5. Gain foundational knowledge of theories of substance use and co-occurring disorders and gain associated culturally-appropriate, evidence-based intervention skills. (B1, B3, H)
6. Develop a socially engaged and multiculturally competent orientation in working with diverse individuals, couples, and families. (C1, C2)
7. Demonstrate effective clinical skills in individual, couple, family, and group counseling for clients across the lifespan. (B2, B3, I)
8. Demonstrate knowledge of career counseling, career development, and the role of work across the lifespan. (G1, G2)
9. Develop the ability to understand and make good use of supervision and consultation feedback to support clinical outcomes and reflexive professional practice. (K1, K2)
10. Gain the ability to critically consume and make use of research relevant to clinical practice, including counseling outcome and process research and program evaluation. (F1, F2)
11. Acquire knowledge in psychopathology and skills in diagnosis, and treatment planning. (D1, D2)
12. Develop knowledge of culturally-appropriate methods of formal and informal assessment and their use in clinical practice. (E1, E2)
13. Develop the ability to utilize counseling knowledge, attitudes, and skills to become socially-engaged mental health professionals who serve the community in clinical, administrative, advocacy, and leadership roles. (J)

In a 2020 survey of current students, alumni, and site supervisors, the majority of respondents rated each of these objectives “Very Important,” and their written responses indicated that they believe them to be critical to the functioning of a mental health counselor. Further, in 2021, alumni and site supervisors were surveyed to assess alumni and student preparedness in these objectives. Please refer to the CMHC Program Evaluation page on the Counseling Department (<http://counseling.sonoma.edu/programs/cmhc/cmhc-program-evaluation>) website for detailed data from the survey.

1. ***PROGRAM ORIENTATION AND CORE CURRICULUM***
	1. ***The program should be identifiable as educating counseling and psychological service practitioners, using evidence-based counseling and psychological principles and theories as they apply to specific populations and settings. This is defined primarily through the coursework, field work, and disciplinary affiliations of those who teach in and administer the program.***

As our mission statement indicates, as our various materials (e.g., website, course catalog) elaborate, and as evidenced in both our coursework and fieldwork (hereafter referred to as “traineeship”), the CMHC program at Sonoma State University uses research-based counseling and psychological principles to educate counselors who work with various populations in diverse settings. Four of the current six core, tenured and tenure-track faculty have Ph.D.’s in Counseling Psychology, one in Clinical Psychology, and one in Counselor Education. All adjunct faculty have either an M.A. or Ph.D. in Counseling or a related mental health profession (see Section E2 for detailed disciplinary affiliations for all teaching and administrative faculty).

* 1. ***The program should be the equivalent of at least two academic years of full-time study. This would normally include a minimum of 48 semester hours, or the equivalent quarter hours, which must include the supervised experience described in #3 below.***

The CMHC program is 60 semester hours. It includes content coursework, a semester of practicum, and two semesters of traineeship. The program can be completed in a minimum of two academic years.

* 1. ***The program must include significant supervised experiences, a minimum of 600 hours across at least two semesters. At least 240 of the supervised experiences should be direct contact hours. Supervisors must be appropriately credentialed (commensurate with program goals and relevant state requirements). Faculty supervisor to student ratio must allow for sufficient oversight and therefore should generally be about 1:8.***

The CMHC program requires a one-semester, in-house practicum in which students gain 40 direct client contact hours and receive one hour of weekly individual or triadic supervision with their faculty supervisor, in addition to the associated 4-unit practicum course (with a 1:6 faculty-student ratio). During their traineeship, students accrue a minimum of 600 total hours, 240 of which must be direct client contact hours. Our program’s direct client contact hours requirement exceeds the licensure eligibility requirement of 150 face-to-face hours for the California MFT (Marriage and Family Therapy) license and (together with the 40 direct client contact hours from the practicum) meets the licensure eligibility requirement of 280 face-to-face hours for the California PCC (Professional Clinical Counselor) license. The traineeship involves a 4-unit (per semester, for two semesters) class with one faculty supervisor per section of 8-10 students. The onsite supervisors provide an hour of weekly individual supervision as well as two hours of weekly group supervision. All site supervisors must have an active clinical license (Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Professional Clinical Counselor who must have met education and experience requirements that allow the LPCC to treat couples and families, Licensed Psychologist, and Licensed Physician certified in Psychiatry by the American Board of Psychiatry and Neurology) for a minimum of two years of the previous five years and must complete a minimum of six hours of supervision training or coursework within 60 days of commencement of supervision, and every two-year renewal period thereafter (Psychologists and Psychiatrists are exempt from these training requirements).

At the time of this self-study, we have been following and have budgeted for a faculty-student ratio in our traineeship classes of one faculty to 8-10 students. In the upcoming 2021-2022 academic year, the ratio in our traineeship classes will be one faculty per section of nine students. Starting in the fall of 2022, we intend to drop that ratio to one faculty per section of eight students, to fully align with MPCAC guidelines.

* 1. ***The coursework in the program should emphasize the scientist-practitioner model, which includes the use of current scholarly and research literature to inform practice. The aim is to produce graduates who are scientifically-minded and who remain current in their fields, translating current scholarship and multicultural/diversity knowledge and awareness into practice. The program must reflect a commitment to recognizing varying degrees of applicability of such knowledge and skills to specific populations and settings.***

The curriculum map (see B5 below) shows the appropriate course(s) for each of the MPCAC standards. Appendix A contains examples of all syllabi. In all courses, faculty rely on current scholarly research to inform the content of the class and students must utilize research in their coursework throughout the program. Empirical (both quantitative and qualitative), peer-reviewed research and other peer-reviewed literature related to the applicability of counseling techniques and approaches, the role of (intersecting) identities, and the necessary awareness and attitudes as they apply to various populations are infused throughout the curriculum as well.

* 1. ***The program must demonstrate evidence of students’ professional competence, in the standards described A to K below. Competence must be gained by completion of the program through academic and applied experiences.***

Curriculum Map The map below specifies the core and CMHC courses where competence in each of the standards is demonstrated. Core courses are those taken by both CMHC and School Counseling students.

|  |  |  |
| --- | --- | --- |
|  | **Core** **Courses** | **CMHC Courses** |
| 1. **Professional identity; and ethical and professional standards**
 |
| 1. *Ethical/Legal Standards and Policy:*Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
 |  | 545 |
| * 1. Knowledge of ethical, legal and professional standards and guidelines: Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations
 |  | 545 |
| * 1. Awareness and application of ethical decision making: Recognizes situations that challenge adherence to professional values and demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas
 |  | 510B, 545, 515A, 515B |
| * 1. Ethical Conduct: Demonstrates integration of ethical values in professional conduct
 |  | 545, 515A, 510B, 515B |
| 1. *Professional Values and Attitudes:* Exhibits behavior and comportment that reflect the values and attitudes of counseling and psychology
 |  | 510B, 515A, 515B |
| * 1. Evidences adherence to professional values throughout professional work
 |  | 515A, 515B |
| * 1. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
 | 510A | 510B, 515A, 515B |
| * 1. Maintains professionally appropriate communication and conduct across different settings
 |  | 515A, 515B |
| * 1. Demonstrates personal accountability and accepts responsibility for own actions
 |  | 510B, 515A, 515B |
| * 1. Demonstrates concern for the welfare of others
 | 510A | 510B, 515A, 515B |
| * 1. Displays an appropriately defined professional identity
 | 501 | 545 |
| 1. **Evidence-based theories and practice of counseling and psychotherapy**
 |
| 1. *Knowledge:* Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals
 | 501 | 512, 583 |
| 1. *Relationships*: Relates effectively with individuals, groups, and communities
 | 510A | 510B, 515A, 515B |
| * 1. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines
 | 510A | 510B, 515A, 515B |
| * 1. Negotiates differences and handles conflict satisfactorily
 | 510A | 510B, 515A, 515B |
| * 1. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately
 | 510A | 510B, 515A, 515B |
| * 1. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language
 |  | 510B, 515A, 515B |
| 1. *Intervention:* Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)
 | 501 | 510B, 515A, 515B, 540, 580, 583 |
| * 1. Formulates and conceptualizes cases; plans and implements interventions utilizing at least one consistent theoretical orientation
 | 501 | 515A, 515B, 540, 580 |
| * 1. Displays skills in developing the therapeutic alliance
 | 510A |  |
| * 1. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients’ or groups’ progress and/or client feedback
 |  | 510B |
| 1. **Multiculturalism and diversity**
 |
| Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics | 570 |  |
| 1. *Knowledge and Self-Awareness:*
 |  |  |
| * 1. Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
 | 570 |  |
| * 1. Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.
 | 570 |  |
| 1. *Skills:*Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.
 |  | 510B, 515A, 515B |
| 1. **Theories of psychopathology and relevant classification systems**
 |
| 1. *Knowledge:*
 |  |  |
| * 1. Demonstrates knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories
 |  | 503, 540, 580 |
| * 1. Demonstrates knowledge of classification systems of behavior and limitations of those systems
 |  | 503 |
| 1. *Skills:*Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity
 |  | 503, 515A, 515B |
| 1. **Tests, measurements, and other assessments of behavior**
 |
| 1. *Knowledge:*
 |  |  |
| * 1. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners.
 | 513 |  |
| * 1. Demonstrates awareness of strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.
 | 513 |  |
| 1. *Skills:* Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups
 | 513 |  |
| 1. **Research methods and program evaluation**
 |  |  |
| 1. *Knowledge:*
 |  |  |
| * 1. Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work
 | 513 |  |
| * 1. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology
 | 513 |  |
| * 1. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs
 | 513 |  |
| 1. *Skills:* Critiques published research effectively
 | 513 |  |
| 1. **Career development and/or the role of work in people’s lives**
 |
| 1. Demonstrates knowledge of the role of work in people’s lives
 |  | 511F |
| 1. Demonstrates understanding of the development of work and career choices across the lifespan
 |  | 511F |
| 1. **Biological basis of behavior**
 |
| Demonstrates knowledge and understanding of the relationship between biological factors and human functioning |  | 582, 583 |
| 1. **Developmental basis of behavior**
 |
| Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan. |  | 502 |
| 1. **Social/organizational/community basis of behavior**
 |
| Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning. Demonstrates understanding of the use of systems changes (whether by prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions. | 570 | 540, 580 |
| 1. **Understanding and use of supervision during applied experiences**
 |
| 1. *Knowledge:*Demonstrates understanding of the role and practice of supervision.
 |  | 510B, 515A, 515B |
| 1. *Skills:*
 |  |  |
| * 1. Responds appropriately to supervision
 |  | 510B, 515A, 515B |
| * 1. Engages in reflective practices
 | 510A | 510B, 515A, 515B |
| * 1. Engages in appropriate self-care strategies
 | 510A | 510B, 515A, 515B |

CMHC Comprehensive Assessments

In addition to ensuring that students achieve competence in each of the MPCAC standards via coursework, the CMHC program also ensures competence in the standards via two program requirements: the CMHC Exit Exam and the comprehensive, written Case Report (which also includes an oral presentation component). The CMHC Exit Exam is a (approximately) 170-item multiple choice exam that was developed by the department faculty as a comprehensive assessment of student knowledge gained during the program. The number of questions during each administration varies due to ongoing item analysis. Questions for the exam are drawn from the material covered in each of the required core and CMHC specialization courses. Students take the exam in their final semester. The Formal Case Report, a requirement of COUN 515B requires that students demonstrate an integrated competence in the knowledge, awareness, and skills gained throughout the program in their clinical work with a selected client. Students must apply knowledge, awareness, and skills gained in each of the required core and CMHC specialization courses in their Case Report. Papers are evaluated by the 515B faculty and students must earn a passing grade on the assignment in order to graduate.

1. ***RESEARCH AND CLINICAL INSTRUCTION***
2. ***The scientist-practitioner-based program provides training in both research methods and delivery of professional services. These programs are intended for individuals pursuing careers in which they will integrate and apply the results of research to professional practice and/or be active producers of research. The levels of research and clinical instruction shall be commensurate with the scientist- practitioner model and the goals and objectives of each program which may include academic and research training, laboratory experiences, practicum, and internships which are taken throughout a student's program. Internships shall include practice in assessment procedures, where appropriate.***

The CMHC program trains students to become counselors who integrate and apply research to their professional practice. As such, all of our courses integrate the scientist-practitioner’s mindset and toolbox. Students are introduced to the mental health profession and their associated ethics (COUN 545), and a range of counseling theories (COUN 501). They are trained in evidence-based microskills and basic assessment skills as applied to diverse client populations (COUN 510A), and receive specific training in the knowledge, attitudes, and skills proven necessary for multiculturally-competent counseling practice (COUN 570). CMHC students get exposure to developmentally-appropriate counseling interventions (COUN 502), clinical diagnosis and treatment planning (COUN 503), counseling diverse couples and families (COUN 540), relationship and sexuality counseling (COUN 580), psychopharmacology (COUN 582), and substance abuse and dependence (COUN 583). Students take courses that teach different treatment modalities (e.g., individual counseling in COUN 510A; group counseling in COUN 512; career counseling in COUN 511F, and family counseling in COUN 540). All students gain substantial applied practice in Applied Counseling Practicum and Advanced Techniques (COUN 510B) and Supervised Field Experience/Traineeship (COUN 515A/B).

A minority of our students go on to pursue Ph.D.’s and, ultimately, careers in which they actively produce research. However, the curriculum emphasizes the central role of research in informing professional practice. In the research, evaluation, and assessment course (COUN 513), students gain knowledge in basic principles of research and assessment, which includes learning how to consume, critique, and apply empirical research, how to conduct needs assessments, how to evaluate the psychometric properties of and selection of relevant and appropriate assessments for diverse clients, and how to understand, at a basic level, assessment reports written by other mental health professionals.

1. ***Evidence of the use and production of research data and/or scholarship among program faculty (and students, as appropriate) shall exist and minimally include frequent use of and reference to relevant research findings in instructional experiences, supervision of student research activities by program faculty, and students having the opportunity for collaborative involvement in the research activities of program faculty.***

Our faculty are actively involved in scholarship as evidenced by our six core faculty members authoring a total of 10 publications (i.e., peer-reviewed articles, book chapters), 1 educational video, and 35 conference presentations in the 2016-2021 five-year period. Additionally, in the 2016-2019 period, three of our master’s students have participated in a faculty member’s research team.

Our faculty infuse teaching with specific research findings as well as paradigmatic scientific consensus regarding treatment effectiveness. Some evidential examples include the teaching of empirically supported treatments in COUN 501 (CBT, DBT, Behavior Therapy, Mindfulness-Based Therapies), empirically supported couples therapy in COUN 580 (Gottman, Emotion Focused Couples Therapy), and empirically supported prevention and intervention related to substance use disorders (Motivational Interviewing, community reinforcement); common factors and psychotherapy outcome research is a major focus in COUN 510A; and, multicultural counseling competence (attrition among minority populations, nonverbal communication, the therapeutic relationship) is central in COUN 570.

1. ***THE INSTITUTION***
2. ***The current institutional catalogue or bulletin shall accurately describe the program, including admission criteria, minimum program requirements, and matriculation requirements (e.g. examinations, academic-standing policies, and financial policies).***

Sonoma State University is accredited by WASC (Western Association of Schools and Colleges). In the SSU catalog, the Counseling Department (a free-standing department that houses only the CMHC and School Counseling programs) and its constituent programs is accurately described.

Our Counseling program is one of 14 graduate programs at Sonoma State University and one of five graduate programs within the School of Social Sciences. For a small department (with two small programs), we enjoy a strong regional and national reputation. Topcounselingschools.org ranked our programs as #1 in top value counseling master’s degree programs in California, based upon the following criteria: program completion rate, job placement rate, licensing exam pass rate, accreditation length (through CACREP), research productivity, and tuition/fees.

Sonoma State University’s catalog description (from the 2021-2022 academic year) of the Counseling department can be found in Appendix B. The entire course catalog, which includes academic-standing and financial policies, can be found at <https://catalog.sonoma.edu/mime/media/6/1301/2020-21_SSUcatalog%282%29.pdf>.

1. ***The program for which accreditation is sought shall clearly be identified as part of the institution's graduate program and shall have a minimum of four (4) graduates within the prior two years.***

The CMHC program enjoys a long and strong reputation of preparing competent professionals for counseling and related work locally, nationally and internationally. Our graduates contribute to the profession at large in a variety of roles, including clinical, administrative, advocacy, and leadership. For the past two years (academic years 2019/2020 and 2020/2021), we have had 29 graduates from the CMHC program. This is lower than the average (40) graduates we typically have in any given two-year period, likely partly attributable to the pandemic.As we navigate the reality of the pandemic and its impact on how we deliver our program, and with the hire of our new faculty member, Dr. Cecile Bhang, we have increased the number of admitted students to 24 per year, which will increase the number of graduates in any two year period. For the incoming 2021/2022 AY, 24 students have been admitted.

1. ***The institution shall provide a budget sufficient to ensure the operation of the program, including sufficient equipment and materials, etc. The institution shall also provide encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and offices held).***

Following a period in which the national and state-level recession and concomitant budget cuts impacted our ability to immediately replace retired faculty, for the past two years, the budget allocation for the CMHC program has been consistent and sufficient. The Counseling department was granted a tenure-line position to start in the Fall of 2017. Dr. Silvio Machado was hired for this position and has continued with the department since that time. In late July of 2018, the department received another tenure-line search, for the Fall of 2018, allowing the department to return to its original (6 core, tenure-line faculty) size that existed prior to the recent retirements and budget cuts. This search was approved with the intent of hiring someone with a Counselor Education background (in order to meet CACREP requirements) as well as with particular areas of specialization; unfortunately, because of the limited nature of the search, we were unable to successfully fill the position. However, since we were approved for another tenure-line hire during the 2019-2020 academic year, we successfully conducted a search for a Counselor Educator or Psychologist (thereby broadening the pool of applicants) to hire another core faculty member to begin in the 2020/2021 academic year. We are happy to report that Dr. Cecile Bhang began with the department in Fall, 2020. Additionally, the School of Social Sciences gives the CMHC program coordinator and the department chair one course release per semester.

1. ***Library, training, and computer facilities and their resources shall be appropriate for scholarly inquiry, study, and research by program faculty and students.***

The SSU Library employs several full-time librarians, one of whom functions as liaison to the Department of Counseling. Our liaison, Catherine Fonseca, has a Master’s degree in Library and Information Science. Research databases for which the SSU Library has subscriptions relevant to Counseling include:

1. Psychotherapy.net--streaming of sample counseling videos and interviews with psychotherapists
2. PsycArticles--Full-text database from journals published by the American Psychological Association (APA) and allied organizations. Covers general psychology as well as specialized, applied, clinical and theoretical research.
3. PsychInfo--Comprehensive source for psychological research, with citations and summaries of journals, book chapters, books, technical reports, and dissertations, in psychology, medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business, and law.Academic Search Complete--comprehensive, multidisciplinary, scholarly full-text research journals.
4. Mental Measurements Yearbook with Tests in Print--provides users with a comprehensive guide to contemporary testing instruments. Designed for an audience ranging from novice test consumers to experienced professionals, the MMY series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.
5. EBSCO (Education Research Complete)
6. PILOTS: Published International Literature on Traumatic Stress--includes citations to literature on post-traumatic stress disorder (PTSD) and other mental-health issues resulting from traumatic events. Coverage includes the assessment, description, prevention, or treatment of any psychiatric disorder, public policy issues, and more.
7. SAGE journals online--Access to 440+ Sage online journals from social sciences, humanities, medicine, engineering, physical and life sciences, professional, and business disciplines, with backfiles to 1999.
8. Sage Knowledge--Over 100 online multi-volume reference works, primarily in the social sciences and education. Great starting point for authoritative overviews on thousands of topics.
9. JSTOR--an archive of full-text scholarship. As such, access may not include the most recent 3-5 years of a particular publication. Content ranges from humanities to the social sciences. Limit search by discipline, such as Business.
10. Science Direct (Elsevier)--Provides full-text access to journals in the science and social sciences. Included are journals from a host of scientific societies and scientific, technical and medical (STM) publishers.
11. Social Sciences Citation Index--As part of Web of Science, provides cited reference searching from high impact research journals in the social sciences.
12. ERIC--Provides access to citations and abstracts to periodicals, documents and research reports in education. Some full-text is available.
13. EBSCO e-Book collection--The full collection provides the full-text of ebooks from selected academic and commercial publishers, as well as the full-text of a large number of older works in the public domain.
14. Dissertations and Theses Global--Comprehensive collection of dissertations and theses, with over 1.9 million in full text format.
15. ***Research support, stipend levels, and departmental support shall be adequate for program faculty and students.***

Research, Professional Development, and Travel Support

*Research, Scholarship, & Creative Activities Program:* Faculty research is supported by the institution by way of several funding opportunities. Most notably, the Research, Scholarship, and Creativity Activity Program (RSCAP) provides mini-grants and summer fellowships on a competitive basis. Mini-grants assist faculty in their efforts to devote time to the various stages of their research endeavors, remain current in their specific disciplines, pursue new ways to enrich undergraduate and graduate student learning, and contribute to knowledge that will strengthen Sonoma State University. This program emphasizes the importance of encouraging and supporting faculty seeking tenure or promotion. Summer fellowships assist faculty with their efforts to conduct and disseminate their research and/or to prepare and submit grants and other external funding requests. Funds from the fellowship may be used to: prepare a research, scholarly or creative activity for publication submission by spring semester; prepare an external grant proposal for submission by spring; prepare for a publically reviewed conference, exhibition, performance, or creative activity.

*Professional Development Funding and Support:* The Center for Teaching and Educational Technology offers a host of resources and support to the faculty. Staff in the center are available for individual consultations on the use of technology in the classroom, as well as confidential consultations to support faculty with a wide range of course-related issues from facilitating difficult conversations in the classroom to designing effective student learning assessments. Ongoing workshops (e.g., on the use of Canvas learning management system) are also available to faculty, some of which are discipline-specific.

The Center for Teaching and Educational Technology also offers development and funding opportunities, including the Online Proven Course Redesign Program (OPCRP) and the Online and Blended Teaching Excellence Program. OPCRP is a structured program that aims to support SSU academic departments in converting existing courses to online instructional formats. This program provides direct financial support and training to SSU faculty who participate in this opportunity. The program is supported by Academic Affairs through the Office of Academic Programs and the Center for Teaching and Educational Technology. The Online and Blended Teaching Excellence Program, an intensive, hands-on semester-long professional development course for online and blended instruction, is offered for up to 12 SSU faculty. Participants have the experience of being an online student while simultaneously building a redesigned online or hybrid course to be offered in the upcoming semester. Participants in this program may be eligible to receive up to $2,000 to complete the course. Sessions cover best practices with online course design and delivery, and dedicated time is available with Center for Teaching and Educational Technology staff to help during the redesign process.

In addition to these ongoing resources for scholarship, other funding opportunities are also available for faculty professional development. For example, in 2018, we applied for and received a $1,500 instructional innovation grant through SSU’s Center for Teaching and Educational Technology that allowed us to offer a full-day multicultural competence training for all core and adjunct faculty in the department. We allocated some of the funds as incentives for the adjunct faculty in the department, thereby increasing participation.

*Travel Funding:* Travel funding ranging from $750 (for regional, in-state travel) to $1500 (for national and international travel) is allocated through the School of Social Sciences to support faculty research, conference presentations and attendance. There is a Faculty Travel Committee consisting of three people elected on an annual basis who review applications to determine who will be awarded travel money. The committee makes its recommendation to the Dean, who makes the final decision on disbursements. Travel funds are available to tenured/tenure-track faculty and lecturers.

Dr. Cecile Bhang received a 2020-2021 RSCAP fellowship for her research project *Cultural Resilience-Promoting Factors in 1.5 Generation Korean American Emerging and Young Adults.*

She was also awarded Social Science Undergraduate Research Initiative funding to work with two undergraduate students on a project focusing on the effect of patriarchy on career development of Women of Color. In 2018-2019, Dr. Machado received a RSCAP grant for his research project entitled *Jungian Depth Psychotherapy for Anxiety & OCD: A Clinical Case Study*. Additionally, Dr. Machado received start up funds for new faculty research/supplies, received a 2017-2018 School of Social Sciences Travel Fund for his presentation at the Association for Humanistic Counseling in St. Petersburg, FL., titled *Existential Dimensions of Surviving HIV: The Experience of Gay Long-Term Survivors*, and received 2018-2019 School of Social Sciences Travel Funds for the following two presentations at the Society for Humanistic Psychology in Corvallis, OR: *Queer Identity as Spiritual Identity: Preliminary Findings from a Qualitative Study and Following the Thread of Individuation: The Dream Journey through Anxiety, Depression, and OCD.*  Dr. Zagelbaum received a $2,000 School of Social Science summer grant for his facilitation of guidance, support, and interpersonal skill development groups to the prisoners at San Quentin. Drs. Shulman and Machado received a $1,500 Instructional Innovation Project grant in Spring, 2018 through SSU’s Center for Teaching and Educational Technology for an all-day workshop on increasing multicultural competence in teaching, offered to all tenure-track, tenured, and adjunct faculty.

Departmental Support and Facilities

*Administrative Support:* As described below (E5), the department has one full-time staff member, Lisa Kelley, who functions as the administrative coordinator conducting clerical support to the Counseling department faculty (e.g., managing the department office, maintaining student records, coordinating student interviews and admissions).

*Office Space and Facilities:* In addition to the department office, adjacent to the Chair’s office, all full-time faculty have individual offices to conduct work and meet with students. Adjunct faculty share offices based upon their on-campus schedules. At present, our Department has several different training spaces: two small classrooms with video-recording capacities (used for 510A and 510B), five counseling rooms (used for the CMHC practicum), a sandtray/sandplay therapy collection, and a computer lab with five computers for students to conduct work and, in particular, to write case notes. Plans for a major renovation are underway, which will afford the department updated classrooms, counseling rooms, computer labs, study spaces, and offices along with updated recording technology. The renovated building is expected to be complete by Fall of 2023.

Student Support

Until 2019-2020, our department has not had the support to offer students assistantships. However, with a recent increased emphasis on graduate studies at SSU, the University has begun to offer a limited number of graduate assistantships (e.g., research assistantships, teaching assistantships) through the University Graduate Assistant/Teaching Associate Fee Waiver Program. Fee waivers are granted each academic year to eligible students who are hired by their departments as either Graduate Assistants or Teaching Associates. Criteria also require that students be in classified standing, planning full-time enrollment, maintaining a GPA of 3.0 in their last 60 units of coursework with no grades below a B, and are making satisfactory progress toward the graduate degree. Students who are underrepresented in their fields of study are given priority in the selection process. Nomination forms are circulated each spring semester. Departments wishing to award fee waivers submit nominations to the Graduate Studies Office through their school deans. Departments are notified of awards and students receive letters of confirmation in the summer months prior to the academic year in which the student is receiving the fee waiver.

The University also offers a Graduate Equity Fellowship. The Graduate Equity Fellowship program seeks to increase the diversity of students completing graduate programs at Sonoma State University, who plan to pursue doctoral programs, and are considering university faculty careers. It provides fellowships for economically disadvantaged SSU students, especially for those who are underrepresented among graduate degree recipients in their areas of study, and promotes faculty mentoring and research opportunities. The intent of the fellowship is to minimize the debt burden and time to degree by replacing loans with grants. Eligibility includes admission and full-time enrollment in a graduate program, demonstrated financial need, and an academic standing of 3.0 GPA.

The university has a financial aid office to assist students seeking financial aid. A university scholarship office also provides support related to scholarships from which many of our students receive support.

SSU has a disability services center for students as well as a health center and counseling services center, for physical and psychological concerns. Faculty members provide support around personal issues that intersect with academic work, and refer to CAPS (Counseling & Psychological Services) for more complex or severe concerns.

1. ***Evidence shall exist of cooperative relationships between the program and other institutional academic units and off-campus professional and community resources that contribute to the professional preparation of students in the program.***

Our counseling programs have strong collaborative relationships with other departments and non-academic units on campus. Two faculty members, Drs. Shulman and Machado, have affiliate faculty status in the WGS (Women and Gender Studies) department and Dr. Buckley served as interim Dean of the School of Social Sciences in the 2018-2020 academic years. We also enjoy a strong working relationship with our university counseling center, CAPS.

Both the CMHC and School programs have a long history of collaborative relationships with community partners, as we serve an integral role in our community. These partnerships are mutually beneficial, as we train new generations of counselors who go on to provide critical clinical and administrative services to the community, and our partners provide valuable training opportunities to our students. Additionally, three of our faculty members, Drs. Machado, Shulman, and Bhang regularly provide training to mental health professionals, teachers, and administrators at local mental health agencies and schools.

We maintain a broad range of training sites at which our students can conduct their traineeship/supervised field experiences. Below is a list of sites with whom our students can find training opportunities. The vast majority of our students live within an hour commute of SSU; accordingly, most of our training sites are in that zone.

Clinical Mental Health Counseling Traineeship Sites:

Buckelew Programs of Sonoma County

Child Parent Institute

Community Family Services Agency/West County Community

Credo High School

Family Works

Hanna Boys Center

Healthcare Foundation of Northern Sonoma Co

Hospice By The Bay - Hospice of Marin

Hospice Petaluma/Memorial Hosp/St. Joseph’s

Humanidad Therapy & Education Services

Lomi Psychotherapy Clinic

Mark West Union School District

Mendocino County Youth Project

Napa County Health and Human Services Agency

Novato Youth Center

Petaluma City School District

Russian River Counselors

Roseland School District

San Rafael Police/Youth Services Program

Seneca Center

Social Advocates for Youth

Sonoma County Workforce Development

SOS Community Counseling

Santa Rosa Center for Cognitive Behavioral Therapy

Sutter At Home Hospice

TLC Child & Family Services

YWCA

LifeWorks

Community Institute for Psychotherapy

Cotati-Rohnert Park School District

Gender Health Center

John Muir Charter School

James Morehouse Project

Mission Hospice and Home Care

1. ***FACULTY AND STAFF***
2. ***One faculty member shall be clearly designated as the program director for each program in which accreditation is sought, and is responsible for the coordination of the entire program and is the one to whom inquiries regarding the program are addressed. The program director shall hold a graduate degree in psychology, counseling or a closely related field, have professional experience in the program area, hold membership(s) in appropriate professional organizations, be employed by the institution and be regularly involved in the instructional activities of the program (e.g., teach courses, supervise students, etc.)***

The program coordinator for the CMCH Counseling program is responsible for the coordination and oversight of the program as well as responding to all inquiries about the program. Dr. Adam Hill, a tenured full-time faculty member, who teaches and supervises in the Counseling Program, is the current CMHC program coordinator. He receives one course release (4 units = ⅓ of tenure-track teaching load) per semester for his role as CMHC program coordinator. He has a Ph.D. in Counselor Education and Supervision from Kent State University, and is active in the American Counseling Association, the Western Association for Counselor Education and Supervision, the California Association for Licensed Professional Clinical Counselors, the California Association of Marriage and Family Therapists, and the Redwood Empire division of the California Association for Marriage and Family Therapists. For more information on his professional activities, please see Dr. Hill’s vitae in Appendix C.

1. ***In addition to the program director(s), the other full-time, adjunct, and/or affiliate program faculty members shall hold graduate degrees in psychology, counseling or closely related fields, hold membership(s) in professional organizations, and have had professional experience in the program area. Program faculty members shall be assigned to provide classroom, research, and clinical instruction and supervision only in areas for which they have demonstrated competence. The program will have a sufficient number of appropriately trained faculty to accommodate the labor-intensive nature of teaching the skills of applied psychology and counseling.***

Core Faculty: All members of our core, full-time faculty hold doctoral degrees. Drs. Buckley, Shulman, Bhang, and Zagelbaum have doctoral degrees in counseling psychology. Drs. Buckley, Bhang, and Shulman are licensed psychologists, and Dr. Zagelbaum is a national certified counselor. Dr. Buckley is a member of the American Counseling Association, the American School Counselor Association, and the California Association of School Counselors. Dr. Shulman is a member of American Psychological Divisions 9 (Society for the Scientific Study Study of Social Issues), 17 (Society for Counseling Psychology), 35 (Society for the Psychology of Women), and 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues), as well as the American Counseling Association and the Association for Women in Psychology. Dr. Bhang is a member of the following professional organizations: American Psychological Association’s Division 17, Division 17’s COVID-19 Special Task Force group, Division 17’s Initiatives and Outreach for ECP STS Committee (Supervision and Training Section), Korean Psychologist Network of APA Division 17 (International section), Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race), and Division 35 (Society for the Psychology of Women). Dr. Zagelbaum’s professional organization affiliations include: American Counseling Association, American Psychological Association, Association for Counselor Education and Supervision, California Association of School Counselors, Western Association for Counselor Education and Supervision, Association for Supervision and Curriculum Development, and American School Counselor Association. Dr. Hill has a doctoral degree in counselor education and supervision, is a licensed marriage and family therapist, and is a member of the professional organization noted above (see E1). Dr. Machado has a doctoral degree in clinical psychology and is a licensed psychologist. He is a member of the American Psychological Association Divisions 17 (Society for Counseling Psychology), 32 (Society for Humanistic Psychology), 56 (Trauma Psychology), a member of the Sandplay Therapists of America, as well as the Redwood Chapter of the California Psychological Association. All core faculty CV’s are attached in Appendix C.

Adjunct Faculty: Members of the adjunct faculty have experience and expertise in the courses that they teach.The adjunct faculty pool is created on an ongoing basis, with pool refreshes occurring typically every 2-3 years. The faculty for this pool are vetted through a comprehensive University procedure whereby a hiring committee (composed of core faculty members) create a list of desired and required criteria crosswalked with relevant interview questions that must pass review at the Faculty Affairs level. The committee then reviews applications and CV’s, interviews the selected pool, and makes decisions about both who to allow into the pool as well as which courses each adjunct faculty member is deemed qualified to teach. Once the pool is established, the Department Chair has the discretion (although the department works collaboratively) to hire anyone in the pool for any course for which they are qualified, taking into consideration union rules regarding entitlement (entitlement is based upon number of units taught, number of semesters taught, and three-year reviews).

Core faculty members regularly conduct course observations and reviews for adjunct faculty members. The University requires a comprehensive review of all adjunct faculty every three years, a task done by the Department Chair. This process also includes a course observation and review. Additionally, the Department Chair regularly reviews student evaluations of teaching effectiveness (the end of semester student evaluations of the course) of all adjunct faculty, the results of which inform the three-year review process. Lastly, the adjunct faculty are invited to attend faculty meetings and there exists regular communication between the adjunct faculty and the Department Chair.

The adjunct faculty have academic and clinical backgrounds in varied counseling and mental health specialties. All have doctoral or master’s degrees in counseling or a related discipline. The table below documents all adjunct faculty who have taught in the CMHC program for the past three years, their graduate degrees and credentials.

|  |  |
| --- | --- |
| **Adjunct Faculty** | **Graduate Degree & Credential** |
| Shanna Butler | Ph.D. clinical psychology; licensed psychologist |
| Elizabeth Perluss | Ph.D. in psychology; licensed marriage and family therapist |
| Sean Saiter | Ph.D. psychology |
| Tatra de la Rosa | MA in counseling; licensed marriage and family therapist |
| Myra Mayesh |
| Mark Edwards |
| Tom Newell |
| Erica Bosque | MSW; licensed clinical social worker; pupil personnel services credential |
| Maria Avina Patino | MA in counseling; pupil personnel services credential; licensed marriage and family therapist |
| Nikki Cavalier | MSW; licensed clinical social worker |
| Patrick Thompson | MS in psychiatric nursing; nurse practitioner |
| Shannon Mache | MA in counseling; pupil personnel services credential |

The courses that adjunct faculty teach vary by semester. However, approximately 45-50% of course units are typically taught by the adjunct faculty. We ensure that all sections of the Supervised Fieldwork course (the course associated with students’ external, two-semester long traineeship) are taught by core faculty members, to maintain a close level of oversight of students as well as ongoing relationships with site supervisors during this clinical experience. Below is a list of the adjunct faculty who taught one or more courses in the last three years as well as the courses that they taught and the relevant semester(s).

|  |  |
| --- | --- |
| **Adjunct Faculty Member** | **Courses Taught by Semester[[1]](#footnote-1)** |
| Sean Saiter | COUN 513 | Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall, 2020, Spring, 2021 |
| Mark Edwards | COUN 502 | Fall 2019, Fall 2020 |
| COUN 510B | Spring 2019, Spring 2020 |
| COUN 510A | Fall 2018 |
| COUN 540 | Fall 2018, Fall 2019 |
| Tom Newell | COUN 510B | Spring 2019, Spring 2020 |
| COUN 583 | Spring 2019, 2020, 2021 |
| COUN 501 | Fall 2020 |
| Shanna Butler | COUN 510A | Fall 2019 |
| Shannon Mache | COUN 511F | Fall 2018, Fall 2019, Spring 2020, Spring 2021 |
| Tatra de la Rosa | COUN 570 | Fall 2019, Spring 2019 |
| COUN 580 | Spring 2020 |
| Patrick Thompson | COUN 582 | Spring 2019, 2020, 2021 |
| Erica Bosque | COUN 570 | Fall 2020 |
| Myra Mayesh | COUN 512 | Spring 2019, Spring 2021 |
| Elizabeth Perluss | COUN 580 | Spring 2021 |
| Nikki Cavalier | COUN 510A | Fall 2018 |
| Maria Avina Patino | COUN 570 | Fall 2018 |

1. ***During the three-year period preceding the date of application for accreditation of the program, the program faculty shall have engaged in activities for professional development/renewal (e.g., attended appropriate program area meetings, conventions, workshops, and seminars), research (e.g., publications and grants), and service (e.g., program presentations, workshops, consultations, speeches, and direct services).***

In the past three years, the Counseling faculty have been involved in professional development, research and scholarship, and service. As reflected in the vitae in Appendix C, the counseling faculty regularly attend and present at counseling-related conferences, workshops, and seminars, such as the American Counseling Association, the Association for Humanistic Counseling, the Society for Humanistic Psychology, the Western Association for Counselor Education and Supervision, the California Association for Licensed Professional Clinical Counselors, the American Psychological Association, and the Association for Women in Psychology. Our now-six core faculty members have authored a total of 10 publications (i.e., peer-reviewed articles, book chapters), 1 educational video, and 35 conference presentations in the 2016-2021 five-year period. Additionally, in the 2016-2019 period, three of our master’s students have participated in a faculty member’s research team. Service is important to the counseling faculty and, as reflected in their vitae, faculty engage in a wide range of service activities, including serving as reviewers for conference proposals and peer-reviewed journals, providing education and training to local mental health agencies, and providing direct clinical and supervision services in the community.

1. ***Regular, adjunct, and affiliate program faculty who provide on-campus or off-campus instruction and/or supervision shall have relevant professional experience and degrees and have demonstrated competence in the program area at levels appropriate for the students' program.***

Per the CA Board of Behavioral Sciences (the licensing body for the MFT and the PCC licenses), all of the site supervisors who provide clinical supervision to trainees have a license to practice (psychologist, LMFT, LPCC, or LCSW), have been licensed for a minimum of two years, and have completed (at minimum) a 6-hour supervision continuing education course (required for all except psychologists). We encourage supervisors to be aware of supervision models and approaches. We look for supervisors who are dedicated to improving the skills of those they supervise. All teaching faculty (core and adjunct) have degrees and experience appropriate for the particular courses taught. See the chart, in E2 (above), for listing of faculty degrees. Moreover, when adjunct faculty are hired, they are hired to teach specific courses (rather than to teach any open course), based upon their professional and academic qualifications.

1. ***Each program shall have appropriate secretarial and other support staff relative to the needs and objectives of the program.***

The counseling program at Sonoma State University has appropriate administrative staff to support its mission. There is one FT administrative coordinator (currently, Lisa Kelley) who works closely with the Department Chair, the CMHC program coordinator, and staff in the School of Social Sciences to coordinate various aspects of the department’s functioning (e.g., class schedules, budgeting, new student interviews).

1. ***The teaching loads of program faculty shall be consistent with the goals and objectives of the program and are an integral part of professional preparation, and incorporate allocated time for advisement for, and supervision of, student research, professional research, and, if applicable, administrative responsibilities.***

As a small, graduate-only department within a teaching-oriented university, our core, tenured and tenure-track faculty maintain a high teaching/supervision load (80%) and participate in service and research (combined, 20%). The teaching load for the core faculty is 24 units for the academic year, which usually translates to three four-unit courses in the fall and three four-unit courses in the spring. Some of the clinical courses carry a higher weighted teaching unit (WTU) load, which can result in fewer classes for a faculty member in a given semester. For example, 510B involves a 3-unit base load, with an additional 0.5 units per student (for individual or triadic supervision), while 515A and 515B involve a 3-unit base with an additional 0.33 units per student (for coordination with each individual site and site supervisor). In addition to their teaching loads, core faculty engage in 3-units of departmental and university service (including student advising) and scholarship each semester.

The department chair, currently Dr. Shulman, and the CMHC program coordinator, currently Dr. Hill, each receive a four-unit course release per semester. Additionally, as part of a University retention policy, Dr. Cecile Bhang, who began in the 2020/2021 academic year, is receiving a four-unit course release each semester for her first four semesters (two academic years) at SSU.

Below is a list of core faculty members, the FTE for each, and percentage of time contributed to the CMHC program.

|  |  |  |  |
| --- | --- | --- | --- |
| **Core Faculty Member** | **FTE** | **Course Reduction** | **% Time Contributing to CMHC Program** |
| Julie Shulman | .66 | 4 units per semester for Chair responsibilities | 100% |
| Sil Machado | 1.0 | N/A | 100% |
| Cecile Bhang | .66 | 4 units per semester (new professor release time) during 2020-2021 and 2021-2022 AY’s | 100% |
| Adam Hill | .66 | 4 units per semester for CHMC Coordinator responsibilities | 100% |
| Adam Zagelbaum | 0-.33 | N/A | Varies; typically 0% - 33% depending upon whether he teaches core courses (for both CMHC students as well as students from the School Counseling program) |
| Maureen Buckley | 0-.33 | N/A | Varies; typically 0% - 33% depending upon whether he teaches core courses (for both CMHC students as well as students from the School Counseling program) |

1. ***There shall be evidence that the institution has sought to recruit and/or retain program faculty members representative of the diversity among people in society.***

The program faculty and the larger institution have been working diligently to recruit and retain faculty of color. In the 2018-2019 academic year, when we conducted a faculty search, our three finalists who came for campus visits were women of color. We recently completed a successful search, hiring Dr. Cecile Bhang who identifies as Korean American and will enrich our program in numerous ways. In addition to seeking a faculty member who had expertise in multicultural counseling (as well as an expertise in children/families), our position announcement was explicit in attempting to recruit diverse applicants. In it, it stated, “Candidates from groups underrepresented in higher education and mental health are enthusiastically encouraged to apply.”

In our adjunct faculty pool refresh in Spring 2020, the committee made a concerted effort to recruit and interview a diverse pool of applicants. In addition to including the above statement encouraging underrepresented candidates to apply, the position announcement was posted widely to professional organizations that focus on the interests of ethnically diverse professionals in the field.

At the University level, the Senate Diversity Subcommittee (SDS), which directly informs the Academic Senate on matters related to diversity, equity, and inclusion on campus, has recently formed a task force that will focus on fostering equity in the re-appointment, tenure, and promotion (RTP) of minority faculty members. Dr. Machado is a member of this RTP taskforce, which is currently developing a faculty survey to assess the experiences of the RTP process among minority faculty members. Results of this survey will be reviewed by SDS, with the goal of making recommendations to the Faculty Standards and Affairs Committee (FSAC) and the Faculty Affairs office. Ultimately, the taskforce intends these changes to support the retention of minority faculty.

The Voices to Action Group, which is funded by a grant from the Chancellor’s Office, is a year-long program for tenure-track faculty of color that is designed to gather information about barriers faculty face and to provide recommendations to the University to remedy those barriers. This program is similar to the SDS RTP taskforce; however, the focus of the Voices to Action Group is broader, and recommendations will focus on RTP, as well as general policy change, Academic Senate recommendations, and ongoing support and resource provision.

Additionally, the Queer Faculty and Staff Association (QFaSA) is an affinity group for queer-identified faculty and staff that was formed over the past two years. By providing a space for faculty and staff with shared experience to support each other, this group encourages the retention of faculty representing sexual and gender identity diversity.

1. ***PROGRAM ORGANIZATION AND ADMINISTRATION***
2. ***The program and its curriculum should have a coherent organization and structure that reflects its mission statement. Policies and practices within the program are developed and implemented by program faculty, and shall recognize the role of the institution in setting institutional priorities and ensuring that the program fits appropriately within the institutional structure and operating policies.***

The CMHC program and curriculum have a coherent organization and structure that have been developed and revised by the core faculty, in accordance with California state licensure requirements and reflecting our mission statement. The mission statement reads:

The Counseling Program emphasizes the role of human relationships to heal and empower. We seek to educate a community of ethical, self-aware, and socially-engaged counselors who possess the knowledge, attitudes, and skills to competently promote the health and development of diverse individuals, couples, families, and communities. We are committed to preparing counselors to work with systemic, interpersonal, and intrapersonal factors that influence well-being when implementing culturally-appropriate counseling interventions across the lifespan. We seek to fulfill this mission with a reflective approach to counselor development that operates at the intersection of theory, research, and practice, and that promotes the education of the whole person.

The policies within the program also cohere with the welcome statement from the School of Social Sciences:

The School of Social Sciences offers knowledge and skills that prepare our graduates to live richly rewarding personal, professional, and social lives while understanding and appreciating human complexity in a global society. The school contributes to the political, economic, and cultural literacy of its citizens while expanding and preserving knowledge.It is a regional center for active social change and human betterment, advocacy, and planning. The school maintains an environment conducive to personal and professional growth attained through equality, shared governance,and open communication.

1. ***Entrance requirements should reflect the responsibility that the program has to the public. Efforts should be made to ensure that students have the intellectual and personal capabilities required to perform as competent professionals. The level of students matriculating in the program shall comprise a level of preparedness deemed appropriate by each program within the guidelines of the program's mission.***

We view gatekeeping as a significant and central role the core faculty play in the department and in the profession at large. The graduation requirements and the thorough application and interview process for the CMHC program reflect the responsibility we believe we have to the public for training ethical and competent counseling professionals.

CMHC Admissions Requirements

Applicants must hold a BA or BS degree, preferably in psychology or another related behavioral or social science, with a 3.0 grade point average. In extenuating circumstances, which the applicant must describe in the autobiography, those with a grade point average below 3.0 may be accepted. Two prerequisite courses in personality theory and abnormal psychology are required. All prerequisite courses should be completed before beginning classes in the fall of the student’s entry year. Students may enter the program with prerequisite courses that are not complete, but it is strongly discouraged because it will delay the student’s course of studies. Prerequisite courses not completed by the end of the fall semester of the student’s entry year will result in the student being blocked from entering classes in the spring.

## CMHC Admissions Process:Within our cohort model, students are accepted into the Counseling program once per year, in the fall semester. Comprehensive applications, due at the start of the fall semester in the preceding year, include several questions about applicants’ desire to pursue the M.A. degree, relevant academic and work/volunteer experiences, professional interests as well as an autobiography detailing their own professional and personal journey to this point of wanting to train to become a professional counselor. These applications are evaluated based on GPA, relevant academic/work/volunteer experiences, quality of writing, evidence of a basic understanding of the field, maturity, empathy, and self-reflection. The CMHC program receives approximately 130 applications for the program. Of these, the faculty select approximately 60 applicants to invite for in-person interviews.

Interviewees participate in a 30-minute individual interview and a 30-minute group interview

(along with five other applicants) with two members of an interview panel consisting of faculty and alumni. The 2020-2021 academic year involved only individual interviews because of the pandemic. During the group interviews, interviewees are asked to introduce themselves to one another and share a setback and triumph with the group. Meanwhile, faculty are observing basic listening skills, fluid intelligence and interpersonal skills, including eye contact, sharing of space, attentiveness to others around them, and demonstration of self-awareness of one’s privileged identities and their impact on interpersonal dynamics in the group.

Prior to the current admission cycle for fall 2021 admission, of the approximately 60 interviewees, 20 candidates were invited to join the CMHC program. Since Dr. Cecile Bhang joined the faculty in fall 2020, we have increased the number of candidates we accept to 24. A waitlist is also compiled, and we admit candidates from this list to ensure a cohort of 24 students.

1. ***The program admissions criteria and selection procedures into the program shall be distributed to prospective students. The criteria and procedures shall include consideration of the goals and objectives commensurate with each individual program. A written policy of commitment to recruitment of students representing a variety of societal subgroups and subcultures shall be developed and implemented by the program faculty. Personnel in various areas of the program and relevant job settings shall be available to discuss pertinent areas of interest with prospective students.***

The program criteria and selection procedures are detailed in a department pamphlet (that is distributed at the information meetings, below) and posted on the Counseling department webpage:

<http://counseling.sonoma.edu/admissions>

Additionally, core faculty host periodic information meetings to which all prospective students are invited. These meetings are also posted on the webpage:

<http://counseling.sonoma.edu/admissions/information-meetings>

The webpage directs students with general inquiries to Lisa Kelley, the administrative coordinator, and program-specific questions to the program coordinator, Adam Hill (CMHC).

The Counseling Department faculty approved the following multicultural statement in January 2020:

The Counseling Program at Sonoma State University views multiculturalism as essential to the education, training, and development of aspiring counselors and, more generally, to the counseling profession. We embrace a broad definition of diversity that includes age, national origin, immigration status, race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, physical and mental abilities, and language, along with the various and complex ways these forms of diversity intersect. We seek to foster an educational atmosphere that embraces and celebrates the diverse, intersecting identities of our students, faculty, clients, and community members, where all students feel safe to learn, dialogue, and provide feedback to each other and to faculty about multicultural issues.

Recognizing this statement is aspirational, we maintain an ongoing commitment to develop and implement specific actions that uphold the values contained herein. We are committed to multiculturalism in all aspects of our program by:

* Promoting students’ and faculty’s continuous awareness of their cultural values and how assumptions derived from these values shape their approach to learning, teaching, research, and clinical practice.
* Supporting students and faculty to foster an inclusive atmosphere in all aspects of the program that moves towards models that account for the experiences of those who historically have been underrepresented in the field.
* Supporting students and faculty to critically examine the assumptions inherent in the counseling profession and society at large.
* Supporting students’ and faculty’s continuous self-examination with regard to intentional and unintentional forms of bias, stereotype, prejudice, and discrimination.
* Promoting student and faculty awareness of the limiting, and potentially harmful effects of unexamined privilege.
* Integrating multicultural perspectives throughout the program’s curriculum and training, and centralizing multicultural competence and humility as a core program goal.
* Actively recruiting and maintaining students and faculty of diverse backgrounds.

1. ***Published, planned program of studies, plus appropriate supplemental materials (e.g., institutional catalogues or bulletins and student handbooks) shall be available for use by prospective students, students, and program faculty advisors. The planned programs identify prerequisite curricular experiences, core curriculum requirements, research studies requirements, specialized studies requirements, supervised practicum and internship requirements (if applicable), and appropriate elective curricular experience.***

The website serves as a comprehensive source of program information, including prerequisites, coursework, Exit Exam and final Case Report requirements, practicum and traineeship/supervised field experience requirements. Additionally, all students are assigned an advisor with whom they have regular advising meetings to review their program of studies. The CMHC counseling program’s advising forms can be found in Appendix D.

1. ***Available information should include a formal, written student retention policy, explaining procedures for possible student remediation and/or dismissal from the program for other than academic (i.e., grade point average) reasons, personal and professional expectations held by program faculty for students enrolled in the program, information about professional organizations, involvement, activities potentially appropriate to students in the program, and written program objectivity.***

The program takes seriously non-academic competencies, and emphasizes them throughout the program. The retention policy (see Appendix E), found on our webpage, includes references to this emphasis in addition to academic expectations: <http://counseling.sonoma.edu/student-retention-policy>

Additionally, program objectives and criteria for continuation are included on our webpage:

<http://counseling.sonoma.edu/program-objectives>

Student concerns are regularly discussed in weekly faculty meetings (whole department meetings are held every other week and program-specific meetings are held every other week). Additionally, each student undergoes a comprehensive student evaluation by the faculty every semester. See Appendix F for the Comprehensive Student Review form. If concerns arise, the student’s advisor is tasked with holding a conversation with the student.

Any remediation plans and/or dismissal is discussed by the core faculty with input from adjunct faculty and site supervisors, as relevant, on an individual basis (see retention policy, linked to above).

1. ***Flexibility shall be provided within the program's curriculum to accommodate individual differences in student competencies and understandings acquired before entering the program. Course (or other curricular experience) syllabi shall be available for review by all students enrolled in the program which shall include objectives, content areas, required texts and/or readings, student performance evaluation criteria and procedures.***

Advisors meet regularly with students to review their progress in and any challenges with the program. In these meetings, individual needs are assessed and reviewed. All coursework is required; however, students decide and often revise whether to take courses on a full-time or part-time basis. Because several courses are offered only once per academic year, advisors work closely with part-time students (or any students who choose not to take the typical full-time sequence of coursework) to ensure they take the courses in an order that makes the most academic and financial sense to them. All syllabi are available for review via Lisa Kelley, the department administrative coordinator.

1. ***Where assistantships are provided for students in the program, the program faculty shall clearly define the policies for selection, assignment, and continued employment of program students who receive graduate and/or other assistantships.***

California State University Presidents may waive tuition for individual students who are enrolled in a California State University graduate program as classified or conditionally classified graduate students and who are employed by the California State University. Sonoma State’s current practice is for the Provost to allocate funding for a limited number of tuition waivers for graduate students in academic programs serving as either teaching associates (TA) or graduate assistants (GA). Funding for the tuition waivers is provided by the Provost’s Office, while funding for the TA and GA position salaries is provided by the schools or units. Tuition waivers support TA or GA positions for classified or conditionally classified graduate students in existing degree programs.

Each stakeholder in the Graduate Tuition Waiver Program has a separate role. Program Coordinators develop eligible positions in consultation with deans and department chairs, post job announcements, and work with faculty in the program to determine the allocation of tuition fee waivers to eligible applicants. Department Chairs ensure positions support the mission and needs of the department. Deans determine the funding available to support the compensation for these TA and GA positions and work with program coordinators and department chairs to determine whether positions contribute to values and priorities of the SSU Strategic Plan. The Sonoma State Graduate Studies office manages the TA/GA waiver process and assists with the process at all levels. The Provost determines the funding available to support tuition fee waivers and with the Dean of Graduate Studies determines the allocation of waivers to schools and units.

The Sonoma State Graduate Tuition Waiver program was substantially revised for the 2020-2021 academic year, and the revised guidelines position students in the master’s in counseling program to take advantage of the tuition waiver program more than was possible in the past. Since the Counseling Department has not previously participated in the Graduate Tuition Waiver program, department faculty have not yet developed eligibility criteria. However, per the university policy, eligibility criteria must include the following:

1. be admitted to an approved graduate degree program
2. complete FAFSA application by the published priority deadline
3. complete a Sonoma State University scholarship application if in their second year
4. be ineligible for a State University Grant (SUG)
5. maintain a 3.0 GPA
6. Student’s ability to support the core values and strategic priorities of the Sonoma State University Strategic Plan, including contributions to student success, a diverse student body, academic excellence, and leadership cultivation.

Since the Counseling Department does not have undergraduate programs for which graduate students could serve as teaching assistants, tuition waivers are available only to students interested in serving as research assistants. Graduate assistants work closely with faculty on research and scholarship and must provide a minimum of ten hours per week of service. Post-COVID, the Counseling Department intends to pursue the possibility of undergraduate teaching assistant opportunities with the Psychology Department.

1. ***All students shall have an approved faculty advisor at all times. Faculty advisors shall hold an appointment recognized by the institution in the institutional academic unit in which the program is housed.***

All students are assigned a faculty advisor (among the core faculty) at the half-day, new student orientation that the core faculty facilitate prior to the start of the fall semester. All core faculty are tenure-track or tenured faculty in the department of Counseling. Advisors meet regularly with students throughout their time in the program.

1. ***Students shall have the opportunity to participate in workshops, seminars, or similar professional activities that enhance program requirements and facilitate students' personal and professional development (e.g., attendance at regional meetings, webinars, outside speakers, etc.).***

In addition to inviting students to conferences that faculty attend (e.g., ACA, Brief Therapy Conference, Association for Women in Psychology), a department-specific speaker series was established to enrich students’ exposure to and learning from a variety of counseling professionals. Funded through an on-campus Instructionally Related Activities grant, the Clinical Mental Health Speaker Series program involved six guest presentations over the course of the fall and spring semesters in a wide range of counseling related topics that are applicable to students in both the CMHC and School Counseling programs. During the 2018-2019 academic year, expert speakers for this series presented on topics such as counseling work with veterans in the VA system, expressive arts therapy, starting and maintaining a private counseling practice, and counseling work with Latinx clients. The 2019-2020 academic guest speakers presented on counseling and psychotherapy with Native American/American Indian clients, trauma therapy with children, somatic psychotherapy, and counseling underserved Latinx populations. Planned presentations on peer-oriented systems of care and case conceptualization from multiple theoretical perspectives were canceled due to COVID-19.

1. ***EVALUATIONS IN THE PROGRAM***
2. ***Outcome evaluation shall be conducted in reference to each individual program’s purposes, goals, and objectives and is essential in the self-study process. Student and graduate achievements, faculty development, and/or program change may be used to measure the evaluation. Through the self-study process, program objectives shall be reviewed and/or revised on a regularly scheduled basis with input from program faculty, current and former students, and personnel in cooperating agencies, and shall be developed in accord with pertinent professional organization positions and perspectives.***

Program quality is monitored via a number of regularly scheduled activities. The information below describes how the following indices are tracked and how data collected routinely inform programmatic decisions.

*Student and Graduate Achievement:* The CMHC program’s purposes, goals, and objectives are assessed via student and graduate achievement through a number of routine faculty activities. During biweekly CMHC faculty meetings, student progress is regularly discussed. CMHC Exit Exam pass rates, student final Case Reports, and supervisor evaluations are reviewed during these meetings. Additionally, every semester, each student undergoes a comprehensive evaluation of their academic progress, clinical skill development, and non-academic competencies (i.e., the Comprehensive Student Review). Results of this ongoing assessment inform faculty decisions regarding curriculum and program structure.

During our time as a CACREP accredited program, alumni surveys (as well as supervisor surveys) have been a regular part of our ongoing program assessment. Our most recent alumni survey was conducted this year (2021) and focused on licensure pass rates, employment status, and graduate perceptions of the program’s objectives and how well the program accomplished them. This information is posted to our website (<http://counseling.sonoma.edu/programs/cmhc/cmhc-program-evaluation>). Going forward, alumni will be surveyed every two years and data from these surveys will be used to inform ongoing program evaluation of goals, purposes, and objectives.

*Faculty Development:* Faculty development is monitored on a yearly basis during our all-day faculty meetings at the beginning of each semester and on an ongoing basis. Faculty are involved in professional organizations (e.g. APA, ACA, ACES, AWP) to stay abreast of current trends in the education and training of counselors, and faculty continuously review relevant state licensure statutes in assessing the curriculum.

*Program Change:* Core faculty hold an all-day retreat at the start of each semester. At these meetings, faculty review the program mission statement, goals, and objectives, the program evaluation process, programmatic and curricular issues, student performance, and teaching evaluations. The CMHC faculty also hold a yearly CMHC retreat, during which the specifics of the CMHC program are reviewed, including program objectives and curriculum, licensure changes, the quality and diversity of the student body (reviewing demographics of applicant pool, interviewed candidates, and admitted students; recruitment efforts) and data from alumni and supervisor surveys (moving forward, data from employer surveys will be reviewed as well). For example, in 2017, based on the feedback from students, alumni, and fieldwork onsite supervisors, the faculty determined that our COUN 570 Multicultural Counseling course should be taken in the first semester rather than in the second year of the program in order to lay a foundation for integrating a multicultural perspective throughout the entire program, including as students begin their field placements working with a diversity of clients. This decision was the direct result of stakeholder feedback in an effort to bring the curriculum into greater alignment with our program objectives.

CMHC faculty maintain ongoing contact with the California Board of Behavioral Sciences to remain apprised of changes in licensure requirements and to ensure our curriculum continues to align with licensure requirements. For example, in 2012, the CMHC faculty overhauled the CMHC program to meet the licensure requirements for both California licenses (i.e., marriage and family therapist and the then-new professional clinical counselor); prior to that, the program met the marriage and family therapist licensure requirements only.

1. ***Continuing evaluation of the program and its outcome shall follow a formal procedure that includes regularly scheduled review by program faculty of program emphases, curricular offerings, current professional trends in the program area, and types of students seeking admission into the program. Evaluation shall also include follow-up studies of graduates of the program, employers of program graduates, field placement supervisors, and personnel in cooperating and associated agencies regarding the assessment of their perceptions and evaluations of the major aspects of the program.***

The CMHC program’s effectiveness at meeting its program objectives and MPCAC standards is assessed in course assignments. For example, in Spring 2020 and Spring 20201, standard H was assessed using three exams students took each semester in Psychopharmacology (COUN 582). The average score over the two semesters on these exams was 94.42% with no single test score falling below 89%. In the Multicultural Counseling course, students are demonstrating competence in several MPCAC standards. On the Cultural Identity Presentation assignment in Multicultural Counseling (COUN 570), which is one of the assignments that assesses MPCAC standard C, 24 students earned A’s, one student earned an A-, and five students earned B’s in Fall 2020. In Fall 2019, students earned 29 A’s and one A-. The program’s effectiveness is also assessed in the CMHC Exit Exam, the final Case Report, site supervisor evaluations, and surveys from alumni, supervisors, and employers.

At CMHC program biweekly meetings, faculty routinely discuss curricular issues, professional trends (e.g., licensure changes, telehealth requirements, trauma-informed care), and student admissions. Additionally, as stated above, at the yearly CMHC retreat, faculty review program objectives and curriculum, licensure changes, the quality and diversity of the student body, and data from alumni and supervisor surveys (moving forward, data from employer surveys will be reviewed as well). In reviewing our student body, it became apparent over the past few years that we needed to increase our efforts to both recruit and retain students of color. As a result of intentional efforts, including holding our prospective student information meetings online (thereby increasing our reach), finally succeeding in hiring a faculty of color (and, so, having some representation for our students of color), and clarifying our interview process to reduce bias that may have been inadvertently disadvantaging people of color, we increased our percentage of students of color from a 2018 cohort of 12% students of color, a 2019 cohort of 31% students of color, 29% in the 2020 cohort, and 50% in the incoming group of 2021.

1. ***The results of program evaluations shall be made available on a systematic basis to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies. Students shall have regular and systematic opportunities to evaluate formally the curricular experiences in which they participate.***

The Counseling Department’s website is updated every year with program evaluation information, including alumni and supervisor input on program objectives and curriculum (input from employers will also be included moving forward), as well as licensure exam pass rates and employment information. Alumni survey data indicate that they were “extremely or very well prepared” (47%) or “adequately prepared” (35%) in terms of awareness, knowledge, and skills related to the thirteen program objectives.

Students regularly evaluate their program coursework through institution-wide SETE’s (Student Evaluation of Teaching Effectiveness). These evaluations are reviewed by the chair and feedback and support are offered to faculty on an as-needed basis.

1. ***The program will provide evidence describing procedures used for an annual review of student performance, assessment of students’ skills development, and progress in the program with clearly described procedures for feedback to the student, and appeal process.***

Each semester, faculty meet during our Comprehensive Student Review (CSR) meeting and evaluate every CMHC student on academic, clinical skill, and non-academic competencies. Within the context of this evaluation, faculty make explicit decisions regarding each student’s readiness to proceed to the next course in the clinical sequences of classes. Specifically, COUN 510A (pre-practicum) is taken in the first semester of the first year by all students, and students’ readiness to proceed to COUN 501B (practicum) in the spring of the first year is determined during this first semester. Similarly, readiness to proceed to COUN 515A (the first semester of traineeship) is determined during the practicum semester and readiness to continue on at traineeship (COUN 515B) is determined during COUN 515A. Lastly, assessment of readiness to graduate is determined, considering various factors (which include the Exit Exam score, site supervisor evaluation, fieldwork course instructor evaluation, and Case Report), during the student’s COUN 515B experience. All feedback is relayed to students by their respective advisors.

If adjunct faculty members serve as instructors of any of the classes, they are asked to provide written feedback and invited to attend the CSR. In the event that they are unable to attend, the Department Chair or the Program Coordinator reviews the progress of those adjunct faculty members’ students by written notes. This information is reported back to the Program Faculty during the CSR. These student reviews include the students’ academic performance, their developing competence in becoming effective counselors, and an evaluation of whether their progress toward meeting professional and department objectives needs more intensive attention. All feedback and related information is integrated during the CSR and determination is made regarding each student’s readiness for the next class of the clinical sequence. When concerns are noted, the advisor drafts a remediation plan in collaboration with other faculty who have knowledge of the student. This remediation plan includes specific, observable outcomes used to demonstrate adequate competence in the specified area(s) of concern. The advisor, in collaboration with other faculty, monitors the student’s progress with the remediation plan. In the event of a student appeal, the appeal is reviewed by program faculty.

Over the past several years, the department has worked to refine our process for addressing student non-academic competencies. Although such procedures have long been in place, we are working to increase their formality by creating a form that documents, for each student, faculty determination of the student’s status on non-academic competencies, based on a Likert-type scale checklist of personal and professional characteristics and behaviors that are foundational to entry-level clinical practice.

1. ***Students will demonstrate competence and professional behavior consistent with each program's mission statement and goals prior to the completion of the program.***

In addition to maintaining a “B” or above in all courses throughout the program, students must also demonstrate clinical and non-academic competence in areas related to the mission statement and program objectives as evaluated by the CSR each semester, as well as two semesters of traineeship site evaluations. Additionally, prior to being eligible for graduation, students must successfully complete the final Case Report and the comprehensive Exit Exam, in which they demonstrate competence in all program objectives (see Appendix H for Case Report requirements).

1. See Appendix B for course titles and descriptions. [↑](#footnote-ref-1)