

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

SECTION I THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION THE INSTITUTION

A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.

CALIFORNIA STATE UNIVERSITY, FRESNO

California State University, Fresno is the only major public university serving California's vast central San Joaquin Valley, a 14,000 square mile, predominantly rural area as large as the states of Connecticut, Rhode Island, and Massachusetts combined. Originating in 1911 as a teacher training college, California State University, Fresno has evolved over the past 90 years to a present enrollment of approximately 20,900 students and **1,197** faculty, and **771** support and administrative staff. The campus encompasses over 1,400 acres of which 1,200 are utilized by University Farm facilities.

Vision

We will become New California's premier engaged university, nationally recognized for our teaching, learning, transformational scholarship, and dynamic leadership which engages faculty, students, staff, and community in mutually beneficial and respectful collaboration benefiting the region and society as a whole.

The University's Mission

The university offers a high-quality educational opportunity to qualified students at the bachelor's and master's levels, as well as in doctoral programs in selected professional areas. To carry out this mission, the university provides a strong General Education program and other opportunities, to expand students' intellectual horizons, foster lifelong learning, prepare them for further professional study and instill within them an appreciation of cultures other than their own. The university offers undergraduate degrees and programs in the liberal arts and sciences as well as in a variety of professional disciplines emphasizing agriculture, business, engineering and technology, health and human services, and education, preparing students for productive careers

and responsible world citizenship. Building upon the strength of these under-graduate programs, graduate programs provide opportunities for personal and career enhancement through advanced study, preparing students for positions of leadership in the arts, sciences and professions.

Priorities

To realize this vision, the university will adopt the following priorities:

- Develop an engaged and diverse student learning community with graduates who value lifelong learning, possess a broad general education, communicate effectively, are mathematically literate, appreciate the fine arts, are committed to the principles of tolerance and freedom, and are concerned about the welfare of others and society.
- Recruit and retain high quality, diverse faculty, dedicated to teaching, research, creative activity and service, and are recognized for their active involvement in the application of knowledge.
- Recruit and retain high quality, diverse staff and administrators dedicated to the support of the academic mission of the university.
- Engage in high quality research, with particular emphasis on applications that support the region.
- Build upon existing academic programs and create new academic programs to help transform and develop the region.
- Support and develop high quality graduate programs appropriate to the needs of the region, and achieve the Carnegie classification of "Doctoral/Research University-Intensive" (for Carnegie classification information see www.carnegiefoundation.org).
- Play a major role in transforming our region by employing the university's resources for the solution of problems and improvement of the lives and livelihoods of its citizens.
- Establish partnerships and alliances that serve the region and work with educational institutions to improve the commitment, quality and value of education.
- Establish a positive and productive working environment for the entire university community, which values the individual; supports teamwork and cooperation; requires honesty, integrity and civility; and inspires enthusiasm and pride.
- Commit to continuous improvement by planning, implementing, and evaluating new strategies and improving the university's operational and technological infrastructure to enhance instruction; support scholarship, research, creative activity and service; and facilitate the delivery of support services for students, staff, faculty and alumni.
- Search effectively for resources from a wide range of sources to support all members of the university community in their quest for innovation and excellence.
- Demonstrate and communicate the quality of the university's programs, students, faculty, staff and alumni and its many and diverse centers of excellence.

Accreditation

California State University, Fresno is fully accredited by the California Board of Education and the Western Association of Schools and Colleges. The Western Association of Schools and Colleges may be contacted at 985 Atlantic Avenue, Suite 100, Alameda, CA, 94501 or by telephone at (510) 748-9001. The university is also a member of the Western Association of Graduate Schools, the Council of Graduate Schools in the United States, and the American Association of Colleges for Teacher Education.

College/school, department, or program accreditations, certificated memberships, and accrediting organizations include the following:

- Accreditation Board for Engineering and Technology
- American Chemical Society
- American Council for Construction Education
- American Dietetic Association
- American Physical Therapy Association
- American Speech-Language-Hearing Association
- Association to Advance Collegiate Schools of Business
- California Commission on Teacher Credentialing
- California Board of Registered Nursing
- State of California Health and Human Services
- Certified Financial Planner Board of Standards
- Commission on Accreditation of Athletics Training Education
- Commission on Accreditation for Dietetics Education
- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education
- Commission on Teacher Credentialing
- Council on Academic Accreditation in Audiology and Speech Language Pathology
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Education for Public Health
- Council on Education of the Deaf
- Council on Rehabilitation Education Inc.
- Council on Social Work Education
- Foundation for Interior Design Education Research
- National Association of School Psychologists
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theatre

- National Council for Accreditation of Teacher Education
- National Environmental Health Science and Protection Accreditation Council
- National Recreation and Park Association
- Organization of American Kodaly Educators
- State Board of Registration for Professional Engineers and Land Surveyors

Academic programs and degree requirement:

http://www.csufresno.edu/academics/degrees_programs/index.shtml

Degree requirement:

<http://www.csufresno.edu/catoffice/current/degereq.html>

Admissions criteria for different programs:

<http://www.csufresno.edu/CSUF/admissions/>

Academic standing policy:

<http://www.csufresno.edu/ClassSchedule/records/disqualification.shtml>

Financial aid information:

<http://www.csufresno.edu/studentaffairs/programs/financialaid/forms/11.12/FinAidBulletin.11.12.pdf>

THE KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

Mission

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

The Kremen School of Education and Human Development (KSOEHD) prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields.

Goals

- to recruit qualified candidates who are representative of the diversity in our community into the fields of education and counseling, beginning with students in the public schools;
- to be at the cutting edge of the application of best practice models and educational technology;
- to prepare education professionals who have a command of content knowledge and pedagogy and who continuously strive to improve their practice;

- to support the lifelong development of practicing professionals with services and programs, including the doctorate;
- to prepare professionals who are committed to leadership and service in diverse community settings;
- to integrate performance assessment as a key evaluation technique in each of our programs;
- to sustain a university work environment that is exemplary in its humanity, ethics, effectiveness, and intellectual vitality;
- to secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives; and
- to be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

B. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

THE DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, & REHABILITATION

The institutional academic unit being presented for re-accreditation by CACREP is the Master of Science Degree in Counseling: Option in Marriage and Family Therapy. This academic unit, The Department of Counseling, Special Education, & Rehabilitation has the primary responsibility for preparation of students in the program.

History

During the academic year of 1982-1983, a request was made for a revised degree major program in the Department of Advanced Studies housed in the School of Education and Human Development at California State University, Fresno. The proposal was approved by the Division of Graduate Studies and was implemented in January, 1984. The proposal changed the then active 30 semester unit Master of Arts Degree in Counseling to a 60 semester unit Master of Science Degree in Counseling and included the Option in Marriage and Family Therapy (formerly titled: Marriage, Family and Child Counseling). The major concepts behind this change were as follows:

1. To expand the 30-unit MA degree so that it would be more consistent with current requirements for entry into the counseling field.
2. To bring the Master of Science Degree in Counseling into compliance with professional standards recommended by state and national organizations and boards which were no longer supportive of 30 unit degree programs.

3. To bring the proposed Master of Science Degree in Counseling: Option in Marriage and Family therapy into compliance with current academic demands required for students wanting to pursue a career in the field of counseling.
4. To develop a Master of Science Degree in Counseling for students who want to apply for positions in state and federal agencies which require a two-year master's degree in counseling.
5. To provide greater opportunity for students in the proposed program to develop and refine professional skills.

During the past 25 years, the Master of Science Degree in Counseling: Option in Marriage and Family Therapy has flourished and made an impact on students taking the courses and on agencies and organizations in the California State University, Fresno service area. During that time period, the Department of Advanced Studies was changed to the The Department of Counseling, Special Education, & Rehabilitation (CSE). Culturally diverse full-time program faculty were hired in the program, and the Clovis Family Counseling Center was established in conjunction with the neighboring Clovis Unified School District for the clinical training of applicants. The program faculty instituted yearly evaluations of the program to assure that program offerings were current and met the ever-changing needs of a pluralistic society. The KSOEHD changed polices, planning, and procedures to meet the needs of graduates in counseling in a changing world. A strong support system from the University to the School to the Department was devised to meet the needs of the program. The College of Education and Counseling moved into a newly constructed Education Building in March of 1994. This new building houses state-of-the-art equipment in the clinical facilities and serves as laboratories for counseling practicum. The Clovis Family Counseling Center was moved to the Fresno Unified School District and renamed Fresno Family Counseling Center and dedication was made during the fall, 1994 semester.

The Counseling: Option in MFT curriculum is now contained within a 60-unit program that includes practicum and field training. The program has approval from the State of California Department of Consumer Affairs Board of Behavioral Science, the state's licensing body. Counseling, Special Education and Rehabilitation (CSER) Department has 18 tenured or tenured-track, full-time faculty members, 9 of which support the Counselor Education program. During any given semester, the department may employ as many as 28 part-time instructors (each with an equivalent .20 and several with .40 teaching assignments) to support Counseling and Special Education programs.

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

RESOURCES

Sufficient resources are consistently allocated for the operation of the Counseling: Option in MFT program, to enable it to be effective in coordination, admission, advising,

curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate. When the program was initiated in 1984, the University agreed to provide budgetary support for a 60-unit Master's of Science degree in Counseling: Option in Marriage and Family Therapy program and continues to meet the provisions established through the program document. Two major academic units provide the budget allocations:

UNIVERSITY

Credential and degree programs at California State University, Fresno are funded through state allocations from the Chancellor to each of the 23 universities in the system. The CSU system funds each university on a historical and prior year performance basis, and, since the 1990s, no special formulas have been used. However, the current process calls for each campus to set enrollment targets, and allocations for each university are made whether or not FTES enrollment targets have been achieved.

The president is responsible for final determination of budgetary allocations for all university programs and operations. Regular consultation with university administrators and faculty occurs prior to annual budget requests during the spring semester of each year. Equitable distribution of funding support is assured through established formulas in areas such as instructional staffing, travel, and student assistant support. Deans are regularly consulted in matters related to budget development, allocations, and adjustments of the university academic budget.

The **University Budget Committee** meets regularly with university administrators and serves as the faculty representative body that is responsible for recommendations on all budgetary decisions affecting instruction. Periodically, groups such as the **Task Force on Budget and Fiscal Planning** (established Spring 1992) are formulated by the President to address special budgetary needs. During Spring 1993, the Provost directed the University Budget Committee to develop a new model for allocating resources within the University. The **Instructional Budget Allocation Model** was prepared and reviewed by administrators and faculty in the University in the Spring of 1994. Subsequently, it was implemented in the Summer of 1994.

California State University, Fresno, along with other state colleges and universities in California, has, in prior years, been faced with considerable reductions in state fiscal support. The institution has sufficient resources that enable program enrollees to acquire the knowledge and develop the skills needed for successful entry into their field of educational specialization. Furthermore, resources received by the KSOEHD continue to be comparable to those received in other schools within the University.

SCHOOL

The KSOEHD Dean is responsible for establishing and managing the school budget. The Dean meets and consults regularly with department chairs and, along with other

matters, addresses KSOEHD budget issues. Departmental and school-wide budgetary requests are assembled by the Dean and sent to the Provost and Vice-President for Academic Affairs for review and approval.

The **School Budget Committee** is a standing faculty committee that represents KSOEHD faculty on all budgetary matters. The Dean meets and consults with this committee at least two times each year addressing such areas as review of budget proposals and formulating and discussing related budgeting issues.

The KSOEHD is currently allocated a total of nine instructional administrative positions. These are used in providing coordination and management of all school programs and operations. Program coordinators are assigned administrative time for program management that varies from .25 to 1.00 of a position depending on the size of the program and/or the number of administrative responsibilities assigned.

1. School Allocations and Trends

KSOEHD Budget Trends – 2006-2007 through 2010-2011

Table E.1 provides information about overall The Kremen School of Education and Human Development total allocations from 2006-2007 through 2010-2011.

Table E.1 The Kremen School of Education and Human Development State Budget Allocation 1995-96 through 1999-00					
	2006-07	2007-08	2008-09	2009-10	2010-11
Budget	\$7,998,643	\$7,842,316	\$8,410,474	\$6,910,095	\$7,101,735

2. KSOEHD Operating Budget Distribution 2010-11

Table E.2 provides information about KSOEHD allocations to departments during 2010-2011.

Table E.2 The Kremen School of Education and Human Development Operating Budget Distributions 2010-2011	
Department	General Operation
CSER	\$46,737
C & I	\$47,578
ERAF	\$22,101
LEE	\$22,350
EHD & Inst Travel	\$70,000
Master Teacher	\$60,000
General Fund	\$256,000
Sub-Total	\$524,766
Student Services	\$30,000
	\$554,766

*In addition to the general operations allocation, each full-time faculty member receives a \$500 professional development travel allotment from the KSOEHD general fund.

* The \$30,000 allocated for Student Services was obtained from revenue generated from student credential fees.

3. Operating Support

Table E.3 provides information about the Department of Counseling, Special Education, & Rehabilitation operating budget during the last five years. Operating allocations have remained relatively constant during this time period. The Department of Counseling, Special Education, & Rehabilitation is budgeted on a proportional-to-FTEs-and-FTEF-basis with three other departments in the KSOEHD. Specific budget allocations for the 2006 through 2011 academic years are as follows:

Table E.3 The Department of Counseling, Special Education, & Rehabilitation Operating Budget 2006 through 2011					
	06-07	07-08	08-09	09-10	10-11
Full-Time	\$1,073,330	\$1,395,080	\$1,388,143	\$1,230,085	\$1,377,644
Part-Time	\$465,820	\$436,351	\$664,590	\$407,093	\$584,893
Student Assistants	\$8,738	\$9,000	\$9,000	\$9,000	\$9,000
Supplies/ Services	\$43,575	\$53,575	\$48,200	\$35,000	\$46,737

D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).

Faculty members are encouraged to attend local, state and national professional conferences of their choice to improve their current background and knowledge in their respective fields. The CSER Department allocates travel funds during the start of each academic year; when the funds are depleted, faculty members supplement existing budgets to meet this need. When a faculty member holds an office in a state or national organization, every effort is made by the Department Chair to assure that the faculty member receives some reimbursement for travel.

The Department Chair recognizes the need for resources for faculty and makes every effort to inform the faculty of the availability of university grants that will permit further study and research in the field. The University announces at the beginning of each semester the availability of funds for research grants. The KSOEHD also provides annual monies for faculty professional development in the form of research and development grants. Program faculty are urged at department meetings and through the KSOEHD faculty assembly to respond to the call for these grant opportunities. Additionally, a CSE department representative is elected each academic year to serve on the KSOEHD Research Committee to make certain faculty are informed about available funds for professional development and travel.

The University maintains a sabbatical leave program for faculty and each year at least one faculty member from the CSER Department is awarded time to participate in a special study or research program. The study or program must be judged to be of a nature that will add to the field and the faculty member is required to write a paper and present findings to the KSOEHD faculty.

E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

Henry Madden Library

Henry Madden Library is the largest academic library between Sacramento and Los Angeles. It has a physical collection of over a million books, subscriptions to over 60,000 online journals, magazines and newspapers, and access to a large collection of electronic books.

The Henry Madden Library is a center for study, learning, and scholarship at Fresno State. Its collections and services are central to undergraduate and graduate instructional programs and to research of all kinds. More detailed information is available from our Web site.

The new library building provides state-of-the-art research and study space, including wireless Internet access, a laptop lending program, individual study carrels, and group study rooms. The library's coffee shop is a favorite place to take a study break.

The library is a cultural center on campus and is a place for events and exhibits including ethnic/multicultural programs, poetry readings, lectures, and films.

Collections

From the library's Web page, you can locate books, journals, and other library holdings quickly and easily. You can also search and retrieve articles from a wide range of subject databases.

Books. The Madden Library contains more than a million volumes on all subjects and in many languages. Books are shelved in the Lower Level for browsing and may also be requested online.

Journals. The library subscribes to more than 2,000 journals in print and almost 40,000 in electronic formats. Print and microform journals are shelved on the second floor and electronic access is available from any campus computer, as well as from off-campus with a Fresno State login.

Music and Media. The library contains an extensive collection of music scores and recordings, as well as a growing collection of videos. Facilities for music and video creation and editing are also available on the third floor.

Arne Nixon Center/Special Collections. The library has several collections of rare and unique materials, including children's literature, World's Fair, and Central Valley Political Archives. They are available for research by appointment.

Services

Research assistance is available from the Reference Department and from subject liaisons by appointment. You can reach the librarians in person on the first floor, by telephone at 278.2174, or by instant messaging.

Subject Liaisons.

The library has established a liaison program that links specialist librarians to each college and many departments. Library liaisons can assist with specialized research needs, demonstrate tools and strategies, and consult about collections and purchases. For a list of library liaisons, see the link under Services for Faculty on the library Web page.

Instruction.

The library provides instruction in a variety of ways, including through online tutorials on Blackboard and through instructional materials on the library Web page. Also, instructors can have a librarian visit their classes or have their classes come to the library.

Borrowing from Other Libraries.

Interlibrary Loan and Resource Sharing Services enable you to borrow research materials from libraries throughout the country at no charge. Through the Link+ request system, we can get books within a few days from libraries throughout California and Nevada.

Laptop Lending.

The library has more than 200 laptop computers with wireless access that may be checked out by students.

Copiers and Printers.

Photocopy machines and printers are available throughout the library.

Technology Innovations in Learning, and Teaching (TILT)

Technology Innovations in Learning, and Teaching (TILT), formerly Digital Campus, provides faculty with tools to help improve teaching and learning through technology. TILT provides faculty professional development, technology training, support and development of academic uses of technology.

Learning Center

The Learning Center (LC) offers a supportive learning environment. It assists students in developing learning strategies and behaviors necessary to their growth as critical thinkers and independent, life-long learners. Services include tutoring, supplemental instruction, Academic Success Workshops, group presentations, and individual consultation.

Tutoring

Tutoring is free to enrolled students and available for most subject areas. Tutors complete training certified by the College Reading and Learning Association and are recommended by faculty. Frequently requested subjects include mathematics, history,

political science, economics, physics, foreign languages, computer science, chemistry, accounting, decision sciences, business writing, and business statistics. Other subjects are available as demand dictates.

Workshops

Workshops to assist students in mastering academic learning strategies are held throughout the semester on topics including:

- Getting organized: manage time, conquer procrastination
- Strategies for maximizing academic reading
- Strategies for preparing for exams and taking exams
- Relaxation and stress reduction techniques
- Strategies for academic note-taking

F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

Education Building - Facilities and Equipment

All The Kremen School of Education and Human Development academic and support personnel are now housed in the new Education Building. This new facility was completed and occupied by KSOEHD administrators, faculty, and staff during the Spring Semester 1994. This 120,000 square foot five-level complex is a state-of-the-art facility devoted to teaching with the support of technology. The large technology component in the new building is expected to further link the KSOEHD with the university academic programs, as well as with schools and agencies in the community. Because of this new facility, prior needs for laboratory, faculty offices, meeting rooms, etc has, for the most part, been eliminated.

A. Instructional Technology and Resource Center (INTERESC)

Management of all KSOEHD laboratory space areas along with support for integration of technology in education is the responsibility of INTERESC. Staff within this unit provides assistance in instructional design for the preparation and production of

videotapes, slide programs, and other media formats. INTERESC personnel also consult with faculty and staff in selecting specific computer hardware and software, reserving audiovisual equipment, microcomputers, and other instructional resources, and providing audio/video-taping support. INTERESC staff is responsible for management and operation of computerized classrooms and laboratories in the KSOEHD. The INTERESC Director provides coordination of the KSOEHD Instructional Technology and Resource Center.

B. Laboratory/Classroom and Related Space - New Education Building

The following tables provide information about the rooms available in the new Education Building that support KSOEHD programs or services.

1. Conference Meeting Rooms

Conference/Meeting Rooms		
Name	Room Number	Square Feet
Department Conference (2)	354	202
	254	202
Atrium I and II	54	459
	58	459
Forum (Extended Education)	140	2331
Rehabilitation Program/GAIN	14	468

2. Early Education Center

Early Education Center		
Name	Room Number	Square Feet
Special Methods	24*	955
Classroom – Infant	26*	70
Classroom- Toddler	38*	711
Classroom – Preschool	40*	956
	50*	956
Kindergaten	52*	934

* Can be observed via one-way mirror with audio/video capabilities.

3. Computer Laboratories

Computer Laboratories		
Name	Room Number	Square Feet
Teaching – Interactive	169	1167
Teaching	169	1190
Teaching – Statistics	360	965
Self Study – Interactive	157	1241
Self Study	174	1054

4. Lecture Rooms

Thirteen (13) lecture/seminar rooms -- three (24 capacity; four (35 capacity); four (50 capacity); and two (84 capacity). One lecture room (ED 187) and can be observed via a one-way mirror along with audio capability.

5. Distance Learning Rooms

Distance Learning Rooms		
Name	Room Number	Square Feet
Forum- (wired)	140	2331
Lecture Rooms - (wired)	170	1026
Lecture Rooms - (operational)	172	1011
Lecture Rooms - (operational)	187	731
Media Center - (operational)	415D	711
Research Review (Non KSOEHD) (operational)	300	413

6. Media Center

Media Center		
Name	Room Number	Square Feet
Studio	415D	711
Control Room	415B	375
Editing Room	415G	5
Audio Room	415C	51
Media Center - (operational)	415E	253
Equipment Repair	407	94
Preview Room	409	94

7. Clinical Laboratories

Clinical Laboratories		
Name	Room Number	Square Feet
Small	12*	Approximately 104 each
Testing/Assessment	6*	Approximately 230 each
Meeting Room	92	182

*Can be observed via one-way mirror with audio/video capabilities.

8. Other

Room Number

In addition to the program related rooms reported above, there are also:

a. Individual faculty offices (82)

b. Doctoral faculty offices (10)

c. Administrative complexes for the:

Early Education Center/ Reading Recovery

Dean/Associate Dean

Department Chairs (4)

Joint Doctoral

Extended Education (Non KSOEHD)

Recruitment

Center for Educational Research and Services

INTERESC Director

Cal State Teach

Internships

d. Support Services office (499)

e. Teacher Preparation & Student Services Center (100)

f. Liberal Studies offices (151)

g. International Programs (205C)

In summary, the above listings provide ample evidence that The Kremen School of Education and Human Development administrators and faculty have more than adequate space needed in order to meet their mission and program objectives.

The new Education building was designed with the intent of giving emphasis to interrelationships of lecture, laboratory, and field experiences in support of professional preparation of teachers, specialists, and service personnel. Another important consideration in designing the building was establishing and maintaining a collaborative working relationship with local educational institutions and the community. In order to effectively provide curricula with lecture/laboratory/field emphasis and collaborate with schools and community, it was absolutely necessary that this new facility be equipped with state-of-the-art technologies.

C. Technological Needs in Professional Preparation

The following listings provide some assurance that the new facility will accommodate technological needs in professional preparation of teachers, specialists, and service personnel.

1. Building Communications System

During 1996-97, approximately \$860,000 was spent on the purchase of equipment needed for the establishment of a communications hub in the Media Center (ED 415). This new installation enables KSOEHD technicians to electronically connect most rooms (classrooms and laboratories) with other rooms, as well as with external sites in the community. It also now enables us to downlink educational programming from satellites, as well as connect with CSU NET, INTER NET and other external information and data resources.

2. Computer Laboratories

Presently the KSOEHD has four 25-station computer laboratories in ED 157, ED 165, ED 169 and ED 360. During 1998-99, an anonymous donation of \$425,000 has enabled the KSOEHD to purchase new computers, teaching stations for ED 157, 165 and 169.

3. Resource Center

The Materials Development Room (ED 404) and the Resource Center (ED 420) have computers and multimedia equipment for reviewing software, designing instructional aids, and maintaining materials check out/check in. Faculty has access to laptop computers and video projectors for check out. Computer equipment was also updated with the anonymous donation cited above.

4. Availability of Computers

All full-time faculty are assigned a computer; there are over 350 computers for teaching laboratories, self-study laboratories, special usage, and administrative usage. There are 12 servers in support of the academic and administrative needs. The KSOEHD offers remote access to 100% of the faculty and staff. The INTERESC Director maintains and updates the School's web page.

5. Clinical and Microteaching Laboratories

All have observation stations that will enable peers and instructors to observe, audiotape, videotape and provide critiquing feedback needed for skill development and refinement.

6. Distance Learning

Classrooms ED 172 (84 stations), ED 187 (50 stations), ED 300, and the Video Production Center (ED 415) have distance-learning capabilities.

7. Teleconferencing

ED 415 and ED 300 have teleconferencing and distance learning capabilities.

8. Special Teaching Stations

Available in Rooms ED 10, 153, 157, 165, 169, 187, 400 and 444 to enhance instruction with support of multimedia equipment.

9. Video Production

(ED 415) A studio (ED 415D) provides a place for development of production quality audio/video materials to be used in support of instruction. A preview room (ED 407) is available for reviewing audio/video tapes and other materials that can be used in support of instruction and to produce/edit videotapes.

10. Faculty Offices

All faculty offices have the capability to access computer file servers. The Education Building provides a minimum of two Ethernet ports in every office. This provides faculty with access to the building network, the California State University, Fresno network and the CSU in general.

In summary, the state-of-the-art Education Building accommodates the technological needs in professional education. Since we first occupied this facility in Spring 1994, we have continued to acquire furniture, computers, and communication equipment. We now have an exemplary facility with a significant technological component. This facility greatly enhances our ability to connect with area schools and communities and to collaborate with them as we continue to improve instruction and learning outcomes.

G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.

California State University, Fresno Psychological Services offers counseling and consultation. Our professional staff and interns/trainees are here to help all students with stress, anxiety, depression, relationship issues, challenges in academic performance and any other concerns students may have.

A psychiatrist is also available for medication management if the need arises. We offer free and confidential individual, couples and group counseling for personal growth. Student may use these sessions to develop self awareness, increase insight to resolve problems, develop and achieve goals, and increase students' success in and out of the classroom.

The Marriage and Family Therapy Program at California State University, Fresno provides the community with affordable, professional counseling services at Fresno Family Counseling Center. These services are provided by advanced graduate students in Marriage and Family Therapy at Fresno State who work under the supervision of University faculty who are licensed mental health professionals. Fresno Family Counseling Center provides a full range of counseling services to assist individuals and families in addressing issues related to school, social, marital, and family adjustment.

We provide a supportive environment to help you discover workable solutions to your personal and family challenges.

H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program.

Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

Fresno Family Counseling Center is a community-based project providing superior training in marriage and family therapy. FFCC teaches time-tested therapeutic techniques and applies the most recent congruent innovative approaches. Children and families from the community benefit from this high quality, intensely supervised, low-cost professional counseling services.

Other academic units contributing to the professional preparation of students in the program(s):

The Counselor Education program assumes primary responsibility for the preparation of students enrolled in the MS Degree in Counseling: Option in MFT. During the initial years of the program, a collaborative relationship between the KSOEHD and the Department of Psychology and the School of Social Work was established based on curricular needs of students. These campus divisions provided needed courses for the Counseling: Option in MFT students that were required at the time for the support of the program. Courses such as Sex Therapy for Counselors and Counseling Through the Life Span were provided. As the department continued to evolve and develop, there was a growing need to offer these courses within the academic unit. Currently, these courses are offered through the Counseling program. Historically, without the ongoing support of psychology and social work, the program objectives would have been in jeopardy. In all cases, the professional preparation of students was the primary objective of the counseling faculty.

The Counseling and Special Education Department has established a good working relationship with all other departments in the KSOEHD. The Department of Educational Research Administration (ERA) houses courses in educational statistics and educational research and are required for all Counseling students. The Counselor Education Program Coordinator communicates regularly with other department chairs and specifically with the Department of Educational Research Administration (ERA) Chair regarding standards for the courses to be offered, the appropriate syllabi, and written course objectives. Each schedule of courses is closely monitored to make certain students will be able to enroll in the courses outside the department. The collaboration relationship between The Department of Counseling, Special Education, & Rehabilitation and the Department of Educational Research Administration (ERA) has

been supportive with ERA tailoring classes to meet the specific needs and interest areas unique to the field of counseling.

During the past 25 years, a strong alliance has been forged and cultivated between the School and the Department and the local agencies and institutions in the helping professions. The program has received exceptional community support, especially in the field placement element of the program. In addition, the Counseling Program's Advisory Board meets yearly to discuss program needs and to receive feedback and input from community leaders regarding the efficacy of the training program. The Counseling: Option MFT program enjoys strong community support, and faculty would not have been able to meet the important goals of the program without such support. Additionally, The Department of Counseling enjoys a supportive collaborative relationship with the Fresno Unified School District, Fresno County Mental Health, and other local resources through Fresno Family Counseling Center. .

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.

Fresno Family Counseling Center is located at 3720 N. First Street in Fresno, CA. We enjoy a large center with 12 treatment rooms and provide services to families, couples, children, groups, and individuals in the Central Valley. Each room is private to allow for confidential counseling. Eight of the twelve rooms are equipped with video monitoring systems that allow for dual channel feedback and live supervision. Sessions are recorded and supervision feedback is also recorded. Students then download the sessions for personal, confidential viewing to enhance their skills. HIPAA requirements regarding Privacy Practices are fully implemented. Clients are fully informed and sign consent forms and receive a Notice of Privacy Practices. All legal rights are properly accorded each client.

2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.

Fresno Family Counseling Center is located at 3720 N. First Street in Fresno, CA. We enjoy a large center with 12 treatment rooms and provide services to families, couples, children, groups, and individuals in the Central Valley. Each room is private to allow for confidential counseling. Eight of the twelve rooms are equipped with video monitoring systems that allow for dual channel feedback and live supervision. Sessions are recorded and supervision feedback is also recorded. Students then download the sessions for personal, confidential viewing to enhance their skills. HIPAA requirements regarding Privacy Practices are fully implemented. Clients are fully informed and sign consent forms and receive a Notice of Privacy Practices. All legal rights are properly accorded each client.

3. Necessary and appropriate technologies and other observational capabilities that assist learning.

Fresno Family Counseling Center is located at 3720 N. First Street in Fresno, CA. We enjoy a large center with 12 treatment rooms and provide services to families, couples, children, groups, and individuals in the Central Valley. Each room is private to allow for confidential counseling. Eight of the twelve rooms are equipped with video monitoring systems that allow for dual channel feedback and live supervision. Sessions are recorded and supervision feedback is also recorded. Students then download the sessions for personal, confidential viewing to enhance their skills. HIPAA requirements regarding Privacy Practices are fully implemented. Clients are fully informed and sign consent forms and receive a Notice of Privacy Practices. All legal rights are properly accorded each client.

4. Procedures that ensure that the client's confidentiality and legal rights are protected.

Fresno Family Counseling Center is located at 3720 N. First Street in Fresno, CA. We enjoy a large center with 12 treatment rooms and provide services to families, couples, children, groups, and individuals in the Central Valley. Each room is private to allow for confidential counseling. Eight of the twelve rooms are equipped with video monitoring systems that allow for dual channel feedback and live supervision. Sessions are recorded and supervision feedback is also recorded. Students then download the sessions for personal, confidential viewing to enhance their skills. HIPAA requirements regarding Privacy Practices are fully implemented. Clients are fully informed and sign consent forms and receive a Notice of Privacy Practices. All legal rights are properly accorded each client.

THE ACADEMIC UNIT

I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

All students in the Master of Science Degree in Counseling: Option in Marriage and Family Therapy program at California State University, Fresno, are required to complete a minimum of 60 semester hours within a five-year period of time. The 60-unit requirement meets the 60-units specified under CACREP standards and is also needed

in order to fulfill MFT licensure requirements in the State of California. In some cases, students complete more than the required 60-units in order to reach other personal educational goals such as attaining the Pupil Personnel Services credential. The Counseling program includes in its 60 semester units a Practicum in Individual Counseling, a Practicum in Marriage and Family Therapy, and Field Placement in Marriage and Family Therapy. Information for course requirements appears in the “General Catalog” and in the “Counselor Education Student Handbook” published by the department.

General Catalog can be found at:
<http://www.csufresno.edu/catoffice/current/index.shtml>

Counselor Education Student Handbook
<http://www.csufresno.edu/cser/graduate/forms.shtml>

Following is the Counseling: Option in MFT program:

Prerequisites

Course	Course Title	Units
ERF 153	Educational Statistics	3
COUN 174	Introduction to Counseling	3
COUN 176	Counseling and Mental Health	3
	Total	9

Course Requirements

COUN 200	Seminar in Counseling Techniques	3
COUN 201	Seminar in Multicultural Aspects of Counseling	3
COUN 202	Seminar in Group Counseling	3
COUN 203	Seminar in Assessment in Counseling	3
COUN 206	Counseling Through the Lifespan	3
COUN 208	Practicum in Counseling	4

COUN 220	Seminar in Career Development Theory	3
ERA 220	Research in Education	3
COUN 230	Seminar in Marriage and Family Therapy Theories	3
COUN 231	Seminar in Ethics and Professional Practices of Marriage and Family Therapy	3
COUN 232	Psychopathology and the DSM	3
COUN 233	Seminar in Child and Adolescent Therapy	3
COUN 234a	Contemporary Issues in MFT: Sexuality in Human Relation	1
COUN 234b	Contemporary Issues in MFT: Violence in Intimate Relationships	1
COUN 234c	Contemporary Issues in MFT: Substance Abuse Treatment	1
COUN 234d	Psychopharmacology	2
COUN 234e	Consultation	1
COUN 238	Practicum in Marriage and Family Therapy	4
COUN 239	Field Placement in Marriage and Family Therapy	6
COUN 298	Project or	3
COUN 299	Thesis or	3
	Comprehensive Exam	0
	Approved Electives	<u>4 or 7</u>
	<i>Total Required Units</i>	60

Syllabi

[COUN 174](#)

[COUN 200](#)

[COUN 201](#)

[COUN 202](#)

[COUN 203](#)

[COUN 206](#)
[COUN 208](#)
[COUN 220](#)
[ERA 220](#)
[COUN 230](#)
[COUN 231](#)
[COUN 232](#)
[COUN 233](#)
[COUN 234A](#)
[COUN 234B](#)
[COUN 234C](#)
[COUN 238](#)
[COUN 239](#)

J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

The Kremen School of Education and Human Development and the Counseling program are committed to recruiting and retaining students of diverse cultural backgrounds. The Counseling faculty, through their involvement in community service, provides information and encouragement to prospective students of diverse cultural backgrounds.

SCHOOL

The Kremen College of Education and Counseling faculty and administrators are committed to achieve a balanced student population in terms of gender, race, ethnicity, and handicapping conditions. This is demonstrated in a variety of ways with some examples listed below:

A. KSOEHD Governance

The KSOEHD Constitution includes a standing committee identified as the Education Equity Committee. This committee is responsible for developing and monitoring the implementation of the KSOEHD Educational Equity Plan. This committee is also responsible for promoting recruitment and retention of diverse student, faculty and staff within the KSOEHD.

B. KSOEHD Program Admission

1. Basic Credential Programs

Applicants failing to meet all minimal requirements for admission into a KSOEHD basic credential program may file for Special Consideration. The Special Consideration Policy includes a number of criteria for Special Admission. Among them are: consideration of applicants from underrepresented populations; unique skills such as bilingual competence; work experience; and other related factors. Some flexibility is also given to applicants who have failed to pass all segments of the CBEST.

2. Advanced Credential and Master's Degree Programs

All KSOEHD advanced credential and/or master's degree program coordinators and faculty review all program applications collectively. Deficiencies in one or more areas can be offset by strengths in other areas. Among strengths receiving consideration include membership in underrepresented populations, successful work-related experience, bilingual capabilities, recent academic performance, and other related experiences.

3. Special KSOEHD Programs/Projects that Promote Minority Enrollment

A sampling of the projects that promote enrollment of underrepresented populations in KSOEHD basic credentials, advanced credentials, and/or master's degree programs are listed and briefly described below:

- a. **CBEST Support:** The Liberal Studies office alerts students to major and credential program changes and to the importance of passing the CBEST. This office also provides resources (courses available, workshops, guides, etc.) that provide support for students in passing the CBEST. Students are also informed about the CBEST during regular advisement sessions. Much emphasis in this area is directed to offsetting the impact of the test on minority and second language speaking students.
- b. **CBEST Support Program/Alternative Admissions:** The KSOEHD promotes a number of special initiatives designed to address what is perceived to be unfairness relative to the CBEST. Efforts have been directed to offsetting the impact of the test on minority and second language speaking students. To this end, special courses have been developed to address basic skills deficiencies of students who were unable to pass the CBEST, but who in other ways, could meet admission criteria to teacher education programs.
- c. **Teacher Diversity Project:** The overall purpose of this project is to increase the number of minority teachers in the University's service region. Activities include collaborating with school districts to provide: full tuition scholarships for minority classified staff who plan to become teachers, short-time CBEST workshops, and special programs for Teachers of Tomorrow Clubs.
- d. **Teacher Recruitment Fair:** The KSOEHD Educational Equity Committee organized a one day Recruitment Fair for over 150 high school students who expressed interest in teaching as a career. Selected KSOEHD faculty demonstrated their specialized teaching skills and promoted interest in pursuing careers in teaching.

e. The Paraprofessional Teacher Training Program is targeted to address shortages in Bilingual and Special Education teaching.

f. The Bilingual Career Ladder Program provides support for high school graduates and paraprofessionals who are pursuing careers in teaching.

g. The Bilingual Teacher Recruitment Program is supported by the California Department of Education in cooperation with Kerman and Madera School Districts provides funding support for bilingual teachers.

K. Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:

1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

The potential success of each student in the program is one of the priorities listed for the program objectives. This is carried out through small group meetings that are called throughout the semester by faculty. The formats used are the classroom, the practicum and field practice meetings and work groups which are provided by the faculty with regard to specific topics. Faculty meet with students individually to discuss the student's program and to make suggestions and offer information on a personal basis. The personal attention offered to students in the program is considered to be one of the major reasons the program has grown over the past five years. Finally, student appropriateness for the counseling profession is evaluated during the practicum and field placement experiences as part of the program's "clinical review" process.

2. Each applicant's aptitude for graduate-level study.

All candidates for admission are reviewed first by several faculty in-depth and then by the entire program faculty to ensure that a consensus is reached on each admission decision. The Faculty Committee as a whole composes the final review committee.

Students entering the Counseling program must have a 2.75 undergraduate GPA and have a degree in a related field. Applicants must also submit three letters of recommendation and complete extensive pre-requisite coursework (writing competency, statistics, abnormal psychology, and introduction to counseling). All information regarding the student's aptitude for the program is taken into account when the student applies for the program and a full evaluation is made by a faculty review committee. University policy requires all student applicants to be computer proficient prior to enrollment and provides computer access to all students.

3. Each applicant's career goals and their relevance to the program.

All students applying for the program must write a statement of purpose and state their career goals for the program. When statements are presented in writing, the goals presented must show potential with regard to the program being offered in the department. Additionally, beginning in the Fall of 2000, the Counselor Education

program required a mandatory group interview process for prospective students prior to acceptance into the program

In the event the goals relate to another program in the department, the student is counseled toward that program. The faculty has found the best way of working out such differences has to be accomplished early on with the student. It has been found with some students, following the group interview, that another program fits the needs of the student.

L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:

1. A new student orientation is conducted.

A new student orientation is offered during the first week of fall and spring semester classes to discuss their program of study and to plan their progression through the program requirements. All course requirements including relevant practice, internships and electives are included.

**2. A student handbook is disseminated that includes the following:
a. mission statement of the academic unit and program objectives;**

MISSION of the MS in Counseling Option: Marriage and Family Therapy

The MS Degree program in Counseling with an Option in Marriage and Family Therapy at California State University, Fresno is designed to prepare professional counselors, in accordance with the ethical standards of the American Counseling Association, to serve the mental health needs of an increasingly diverse and changing society throughout the greater central California's San Joaquin Valley. The Counselor Education program is actively committed to the recruitment and retention of students who reflect the rich ethnic and cultural diversity existing the greater California State University, Fresno service area. The purpose of the program is to provide students with the academic and practica experiences that prepare them for entry level counseling positions, leading to state licensure as Marriage and Family Therapists. The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families.

[Student Handbook](#)

ENDORSEMENT POLICY

The Counseling Program, MFT option, has the following student endorsement policy: The counseling Program at CSU, Fresno trains MFT Counselors in a 60-unit program. The MFT Counselor is trained to work with individuals, couples, children and families,

as well as with groups, where family system relationship issues are of a primary concern. The student is trained primarily in relational skills where the core conditions of empathy, respect, concreteness, genuineness, self-disclosure, immediacy, and confrontation are used to establish a therapeutic relationship and to move the client through the therapeutic process. Students are trained in family systems theories (structural, strategic, and communication models) and receive supervised practice in these techniques in their family practicum and field work courses. The MFT training program has courses in marriage, family, and couples counseling theories and techniques; group counseling theories and techniques; individual counseling techniques; multicultural counseling theories and techniques; assessment; life-span development; diagnosis; child and adolescent counseling; counseling research techniques; and various practicums and field site training. In addition every course has an ethics component. Ethical and legal decision making is stressed throughout the program.

The student who graduates from this program is prepared to work in a variety of settings. These include, but are not limited to social service agencies, mental health agencies, private practice (when registered as an MFT intern or when licensed as an MFT), psychiatric hospitals, and university and community college counseling centers.

Program Goals and Objectives for the Marriage and Family Therapy Option

The following overall goals and objectives of the program are used to reflect the projected needs of a pluralistic society for which specialized counseling and human development activities have been developed.

The program goals and objectives reflect consideration of input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

Personnel involved in the development of goals and objectives include faculty, students, advisory board members, community and agency counselors, and graduates of the program. The counseling education faculty, as a whole, act as the primary committee in development of goals and objectives for the program. The Counseling option in MFT curriculum is comprised of a competency based program and course objectives for each course are designed and written with approval from the faculty as a whole. Goals and objectives for the program originate from the published standards for training counselors advocated by CACREP, professional associations such as ACA, APA, ASCA, CAMFT and licensing bodies. Faculty review and rate/revise objectives based upon input from faculty, student end of course evaluations, and changes brought about by state licensing boards. A Counseling Advisory Board meets two times a year to review and comment directly on changes recommended by the faculty. Feedback is received from on-site supervisors from local agencies and institutions regarding the addition or deletion of materials within the program. When students graduate from the program, they are asked to complete a questionnaire covering the training program and at that time recommend changes for the program. As a result of these types of inputs, the goals and objectives are reviewed and revised as need for change arises.

It is the intent of the faculty, staff and administrators of the MFT Program at CSU, Fresno to prepare students who will be able to understand, conceptualize and perform

the following as both counseling professionals and human relations specialists. Upon completion of the Ms in Counseling option in MFT, the program will:

Goal 1: Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society.

Learning Objectives: The MS degree program in Counseling: Option in

Marriage and Objective 1.1

Objective 1.2 Objective 1.3

Objective 1.4 Objective 1.5

Objective 1.6

Objective 1.7

Objective 1.8

Family Therapy will prepare students to:

Articulate orally and in written form a theoretical base and rationale for counseling.

Conduct effective individual, couples, marriage, family, child, and group counseling.

Identify the needs of people in a changing society related to human development and human sexuality over the life span.

Apply professional counseling expertise under direct supervision.

Accurately perform mental health diagnosis and apply measurement and evaluation in the field of counseling.

Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society.

Demonstrate awareness of the existence of cultural diversity, develop sensitivity to people with differences, and demonstrate responsiveness to recognized differences through counselor interventions with individuals and groups.

Recognize the need for and become directly involved with research in the field of counseling that is consistent in style and format with that of the American Psychological Association Publication Manual, (Current) Edition.

Goal 2: Prepare qualified counselors who are proficient in written and verbal communications.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 2.1

Objective 2.2

Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, (Current) Edition.

Communicate with peers, professors, and supervisors utilizing appropriate mental health terminology and consultative practices.

35

Goal 3: Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 3.1

Objective 3.2

Develop and participate in cooperative and collaborative ventures with members of our professional and service community.

Maintain effective consultative practices with members of the mental health and service community.

Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 4.1

Objective 4.2

Program Objectives:

Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society.

Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

Goal 5: Provide counseling students with the academic and practical experiences that satisfy the program accreditation standards

set forth by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the State of California's Board of Behavioral Science as a Marriage and Family Therapist.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will:

Objective 5.1

Objective 5.2

Monitor and adjust program curricula to comply with regulations of the State of California's Board of Behavioral Science.

Maintain academic and practical curricula consistent with the standards set by the Counsel for the accreditation of Counselor Education and Related Programs (CACREP).

b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;

Chi Sigma Iota (CSI)

"Chi Sigma Iota is the international honor society for counselors-in-training, counselor

educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Society was established in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement as well as outstanding service within the counseling profession” (CSI, 2002). Chi Sigma Phi (CSP) is the California State University, Fresno chapter of CSI. The purpose of CSP is to encourage graduate students in the counseling program who are preparing to become MFT Counselors and Student Services Counselors to increase their involvement and knowledge of their respective fields. The association provides a supportive environment for members, opportunities to listen to professional speakers, to participate in educational workshops and the opportunity for social interaction and personal growth. Membership in CSI/CSP requires that the individual is a graduate student in the CE program and has completed 12 or more units with a minimum GPA of 3.5. Students pay an initial membership fee of \$35.00 to CSI (the annual fee is \$25.00) and a \$20.00 CSP chapter fee. For more information about membership contact the faculty advisor of CSI, Dr. Chris Lucey or check out the information listed on the CSP bulletin board on a regular basis.

Professional Journals

The following list of journals, which is not exhaustive, are available in the periodicals section of the CSUF library:

Journal of Counseling and Development
Counselor Education and Supervision
American Journal of Family Therapy
American Rehabilitation
Counseling Psychologist
The Family Journal: Counseling and Therapy for Couples and Families
Counselors Information Service
Educational Psychologist
Family Therapy Network Journal
Journal of College Student Development
Journal of College Student Personnel
Journal of Counseling Psychology
Journal of Higher Education
Journal of Marital and Family Therapy
Journal of Rehabilitation
Journal of Sex and Marital Therapy
Measurement & Evaluation in Guidance
There are various resources available to students, which can be used to enhance graduate education and provide an opportunity for professional and personal growth. The following is a list of professional organizations and associations and professional research literature.

Professional Organizations/Associations

Students can obtain application information about the following organizations and associations from their faculty advisor or the Coordinator of the CE Program.

National: American Counseling Association (ACA) American Association of Marriage & Family Therapists (AAMFT) American Psychological Association (APA) International Association of Marriage and Family Counselors (IAMFC) Association for Counselor Education and Supervision (ACES) International Association of Marriage and Family Therapy (IFTA) Association for Multicultural Counseling and Development (AMCD) Counselors for Social Justice (CSJ) American School Counselor Association (ASCA) Association for Specialist in Group Work (ASGW) Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC) American College Counseling Association (ACCA)

State: California Association for Counseling & Development (CACD) California

Association of Marriage & Family Therapists (CAMFT)

Professional Conferences/Workshops

Students are provided with opportunities to receive additional knowledge and training in their field of interest by attending conferences and workshops. Frequently, students can attend and participate in these events for a reduced fee. Students must contact the organization sponsoring the conference or workshop to determine their eligibility for a reduced fee. For more information about conferences and workshops, students should refer to the office bulletin board, attend student organization meetings or visit with a faculty advisor.

c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;

The career development and employment services provides students with career counseling, part-time employment openings, cooperative education, job search training, campus career interviews and career information. Students are encouraged to establish a job application file, which includes recommendations by faculty, when requested. This office will assist students in writing a personal resume to be used in job searches. These services are free to enrolled students. To receive more information, call 278-2703.

The following is a description of some of the services provided by the Career

Development and Employment Center:

Career Resource Center

The Career Resource Center provides information on career exploration, requirements for careers, job search, employee selection and the development of a job placement file for students. A listing of current jobs from national, regional and local organizations is also available at the center. For more information call 278-2381.

Cooperative Education

This program incorporates major-related work experience into a student's academic study. Students are given the opportunity to gain "on-the-job" training and to work with professionals in their field of study. There are two options for participation. The alternating plan provides students with one semester full-time employment. The parallel plan provides students with part-time employment that relates to the student's current career interests. For more information call 278-2703 or visit the office located in the Joyal Administration Building, Room 256.

Part-time/Summer Employment

The Career Services Office, Joyal Administration Building, Room 256, provides a listing of current part-time employment opportunities for students. The telephone number is 278-2381. The jobs are listed according to various job categories. Jobs available include those that are computer related, office/clerical, arts, delivery services, childcare, maintenance and sales.

d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and

In the event that a student is identified as not meeting expected academic and professional standards, the student may be placed on probation as outlined in the Educational Code. The faculty has the responsibility to notify a student who is not progressing well in the program and if needed, placing a student on probation. At that time, the student meets with an ad hoc faculty committee, which includes the student's advisor, to discuss the candidate's future in the program. The faculty reserves the right to ask for dismissal of a candidate who is determined to be unsuited to be a counseling professional and will consider candidate appeals based on University policy.

e. academic appeal policy.

Students on the California State University, Fresno campus have access to a written procedure for filing an appeal or a grievance through the Dean of Student Affairs Office. The following information is provided to each student through the general catalog of the University.

The student must first make a good faith effort to solve the matter informally by talking directly with the individual concerned, the individual's direct supervisor (or department chair) and the program coordinator or (school dean). If resolution is not effected through the informal procedures, students should contact the Dean of Student Affairs Office for assistance and for a copy of the formal procedures for filing a grievance.

In addition to providing written policies on due process and grievance procedures for faculty and staff, the University also has in place well defined student policies for student rights, grade protest, and review processes for student petitions. The process for grade protest is outlined in the Academic Policy Manual (pp. 242-3 to 6) and the university's General Catalog, the Schedule of Courses, and on a handout from the Office of the Dean of Student Affairs. The policy detailing the student academic petition process is available in the General Catalog and on a handout from the Office of the Vice President for Student Affairs.

Counselor Education Student Handbook

<http://www.csufresno.edu/cser/graduate/forms.shtml>

[Student Handbook](#)

M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

09-10 credit hours by core faculty = 205.4

09-10 credit hours by non-core faculty=171.3

10-11 credit hours by core faculty = 189.3

10-11 credit hours by non-core faculty =217.1

With the unexpected death of Dr. Ron Kiyuna, the retirement of Dr. Sari Dworkin, and the departure of Dr. Eunju Yoon, our program temporarily exceeded the appropriate ration in the 2010-2011 academic year. To rectify this, we have hired Dr. L. Marinn Pierce as an assistant professor (tenure track) to begin in August 2011, and have been promised by our Dean that we will pursue a faculty search (if approved by the Provost) for one more tenure-track position in AY 2011-2012 and two more tenure-track positions in AY 2012-2013.

N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

Spring 11	
FTE Students	277.2
FTE Faculty	16.6
Ratio	17:01

Spring 10	
FTE Students	222.4
FTE Faculty	15.4
Ratio	14:01

Again, the unexpected death of Dr. Ron Kiyuna, the retirement of Dr. Sari Dworkin, and the departure of Dr. Eunju Yoon caused us to temporarily exceed the desired FTE Student to FTE Faculty ratio. As described above, we have made one full-time faculty hire and have the promise of three more to rectify this in the ensuing two years. Given our budget crisis, such promises are generous and extremely appreciated.

O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.

Once admitted to the program, students will be assigned to a faculty advisor by the Graduate Technician in the Student Services Office, ED 151. If a student wishes to have a specific faculty member as an advisor, a request must be made, in writing, to the Graduate Admissions Technician. Additionally, a "New Student Orientation" is held the first week of each fall and spring semesters.

Each faculty member also serves as program advisors. The role of the advisor is to provide guidance in the selection and sequencing of courses. Upon acceptance into a program, each student is sent a letter, which includes the name of his/her assigned advisor. When that information is received, students are urged to make contact with their advisor, meet, and plan his/her program. An advisor in the program is expected to:

- A. Meet with students and assist them with course planning.
- B. Provide information to students regarding their selected field of study.
- C. Monitor student's progress and maintain progress files for each advisee.

D. Write letters of recommendations, letters of support for University programs such as financial aid, and other information letters University officials might require.

E. Meet and confer with prospective students who have an intent to apply to a counseling program.

P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.

Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Each student's professional and personal development is reviewed each semester through the use of objectives that have to be signed off for each student by the professor teaching the course. Individual faculty monitor the progress being made by students in the Practicum in Counseling, Marriage and Family Counseling Practicum, and in the Field Placement courses. Students in these courses receive face-to-face evaluations by the faculty member teaching the course.

A complete record of each student's progress is contained in a personal file folder that is kept in the Department of Counseling and Special Education. Grades are recorded for each semester for each student in the program and close personal contact is made through the use of a faculty advisor. Faculty members teaching a course must verify that each student enrolled has met the course objectives. The specific methods for evaluating student progress are as follows:

I. Academic Performance

The following methods are used in the counselor education program for evaluations of the student's academic performance:

1. Course Evaluation. Methods of evaluation vary to reflect course objectives of each course being offered in the curriculum. These methods include and are not limited to the following: objective testing, formal written examinations, essay writing, papers, case studies, interviews, and video and audio taping of actual counseling sessions.
2. Counselor Education Coordinator's Communications. Academic evaluations that are unfavorable to the students are communicated to the student, in writing, through the Program Coordinator. Face-to-face feedback is given to students upon request.
3. Practicum Evaluations. The faculty who teach practica have the responsibility of meeting individually with each student and discussing favorable and unfavorable reports with the student. The format that is established in the COUN 208 and COUN 238

Practicum courses provide the first stage of evaluation for student progress in the program.

4. Clinical Review. The Clinical Review Committee convenes to review the results of the mid-term evaluations in Practicum in Counseling and Practicum Marriage and Family to evaluate each student's suitability for the counseling program. While similar to the elements addressed in the mid-term evaluations, the Clinical Review process emphasizes questions of potential growth. The criteria for this evaluation are based on a list of the skills and qualities that constitute appropriate skills for the entry-level counselor.

5. Faculty Meetings. The faculty members, when in need of academic evaluation other than end of course procedures, ask for agenda items in order to discuss a student's progress.

6. Program Change. Any major program change is communicated through class announcement, bulletin board messages, and in the event a significant change is made which will affect all students in the program, a personal communication is sent to each student.

7. Graduate Writing Requirement. Students enrolled in the program must meet the University requirement for demonstrating graduate-level competence in written English by satisfactory completion of a scholarly analysis of a current issue related to Counseling. This assessment is completed as part of the course requirements for COUN 230, Seminar in Marriage and Family Therapy Theories.

8. Comprehensive Examination. Student may choose to take a Comprehensive Exam as their Culminating Graduate Experience after having been "Advanced to Candidacy" and completing a minimum of 40 units in the program.

Every effort is made to assure each student in the program has been evaluated through certain stages of the program and when problems do arise, the student is provided an opportunity to respond to the statements being provided. When students pass each stage of the program successfully, they are told so when the evaluation has been completed.

II. Professional Development

Professional development for students is provided for in a variety of ways. For example, the student organization provides regular meetings in which special areas are covered and speakers are invited to address special topics in more detail than provided for in a formal classroom setting. Students are encouraged to apply for student membership in ACA and CAMFT. Faculty members keep up to date records concerning local, state and national conferences and urge students to attend them. From time to time workshops are made available to students on topical issues and students are advised of these topics and the dates in advance so arrangements can be

made for attendance. All types of in service programs are available for students at the local levels through schools, agencies and private organizations. Additionally, the Clinical Review process and Practicum, and Field Placement evaluations are used to measure professional development and personal growth.

III. Personal Development

Through a well-defined student advising program, individual faculty monitor the progress being made by students in the program and questions which arise may result in a face-to-face meeting with a member of the faculty. Also, both the individual and MFT practicum courses provide for the progress of each student in the program through a monitoring system developed by the faculty. Students in the fieldwork and the practicum courses receive face-to-face evaluation by the faculty and personal development of each student in the program is a priority item. This close attention to personal development of students has accounted for, in a large part, the growth of the Counseling Program. Additionally, the Clinical Review process emphasizes questions of potential growth. The criteria for this evaluation are based on a list of the clinical skills and personal qualities that constitute appropriate attributes necessary for the entry-level counselor.

Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.

Our program intentionally splits the practicum experience over two semesters. The first half of practicum is accomplished in COUN 208 where students provide counseling to individual clients. Although we attempt to maintain the 6:1 student to faculty ratio in each section of COUN 208, budget constraints have forced us to accept an 8:1 ratio as a practical standard. To compensate for that extra two students per section, the course is a 4-semester-hour course rather than a 3-semester-hour course. The second half of practicum occurs the following semester for the student at Fresno Family Counseling where students see individuals, families, couples, and children from the community. Groups such as anger management and parenting (mostly court ordered clients) are also run at FFCC. The student to faculty ratio in 238 is set at 8:1 (with a few rare exceptions of 10:1), but the course is a 6-semester-hour course. Literally half of the faculty member's expected teaching load is devoted to COUN 238 when they are the instructor. By factoring in the 6-semester-hour course-load, the student to faculty ratio falls between 4:1 to 5:1 for the latter half of the students' practicum experience. Throughout the entire practicum experience, students are afforded two hours of group supervision each class session (meeting state regulations) and are also afforded live supervision via the dual channel video monitoring equipment at all times (well in excess of state regulations and CACREP standards)..

During COUN 208: Practicum in Counseling, the student is monitored through the use of audio and video equipment available at the site in which the counseling is supervised. Each student is monitored through one-way mirrors, keeps a log of the sessions, writes a case report for each session, and logs client records and attendance. Much the same plan is followed at Fresno Family Counseling Center (COUN 238) but the whole practicum in that setting runs much more like a counseling office and the setting is more like that visited by a client in an agency or private setting.

Both the KSOEHD laboratories and Fresno Family Counseling Center are equipped with audio/video monitoring/recording systems utilizing “dual channel” feedback capabilities. Students counseling sessions are monitored by the faculty supervisor and audio/video recorded. The “dual-channel” feedback capabilities allow supervisors to provide direct feedback to practicum students on their session tapes as the session occurs. Students enrolled in the individual and family counseling practicum’s meets face to face with the on-site supervisor at mid-term and at the end of the semester to receive results of counseling sessions through a check sheet filled out by the supervisor.

R. Group supervision for practicum and internship should not exceed 12 students.

Group supervision ratios for the Practicum in Counseling are 5:1. Practicum in MFT ranges from 6:1 to 8:1. Group supervision for field placement ranges from 5:1 to 8:1. As with the ratios for intern supervision, the budget restraints have forced larger student teacher ratios.

S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

Because of the nature of the student's work in practicum and field practice assignments, there is a very real possibility of a student having a lawsuit brought against them. The Counseling faculty took this issue to the Counseling Advisory Board and the following now appears, in writing, as a requirement for practicum and field placement:

“Based on a directive by the Counselor Education Advisory Board, the trainee must provide professional liability insurance prior to working with a client in a professional setting.” The student may select a carrier but must provide proof of coverage prior to engaging in counseling with any agency. Students must maintain liability coverage in the amount of \$1,000,000 Students are strongly encouraged by program faculty to join ACA or CAMFT and secure liability insurance through these entities as a way to further student connection to the field of professional counseling.

T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

Counseling, Special Education and Rehabilitation Department has not been granted graduate assistantships due to the policy of the University and present budget restraints. This is commensurate with other program across campus. The CSU system prides itself as a teaching institution. It is expected that faculty will instruct and grade all student work. Therefore teaching assistants are not utilized campus-wide. Instead, we offer elective units through COUN 209 to experienced students in the program who wish to develop supervisory skills. We utilize these experienced students in clinical courses only and they assist with monitoring the practicum sessions and notifying the licensed faculty member when a session warrants their immediate attention. These experienced students also learn how to provide supervisory feedback. This has helped students who graduate to be better prepared for supervisory positions and adjunct teaching positions when they graduate and obtain licensure.

FACULTY AND STAFF

U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.

Table 1 provides data on ethnicity and gender of full time Education and University faculty. Although the university does not formally identify faculty with disabilities the KSOEHD has at least one faculty member with a physical disability requiring accommodation.

Table 1. Professional Education Faculty and University Faculty by Race/Ethnicity and Gender*

Ethnicity	Prof. Ed. Faculty in Initial Teacher Preparation Programs N (%)	Prof. Ed. Faculty in Advanced Programs N (%)	All Faculty in the Institution N (%)
American Indian or Alaskan Native	0	1 (.9%)	2 (.4%)
Asian or Pacific	3	7	72

Islander	(7.9%)	(6.6%)	(12.3%)
Black, non-Hispanic	1 (2.6%)	5 (4.7%)	20 (3.4%)
Hispanic	10 (26.3%)	14 (13.2%)	49 (8.3%)
White, non-Hispanic	24 (63.2%)	78 (73.7%)	430 (73.1%)
Two or more races	0	0	0
Other	0	1 (.9%)	9 (1.5%)
Race/ethnicity unknown	0	0	6 (1.0%)
Total	38	106	588
Gender			
Female	21 (55.3%)	57 (53.8%)	211 (35.9%)
Male	17 (44.7%)	49 (46.2%)	377 (35.9%)
Total	38	106	588

* Faculty are counted in both initial teacher preparation and advanced programs if they teach at both levels.

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.

All information regarding faculty workloads is obtained from the "Faculty Handbook," as follows:

Acceptance of a full-time faculty position with the University implies the acceptance of all the responsibilities of the position. These responsibilities include teaching of assigned classes, maintaining a schedule of office hours, providing advise and consultation to students, research and/or related professional efforts appropriate to professional development and service with other faculty to carry out the objectives of the University. The University encourages participation of its faculty in developing opportunities for leadership and service in the society of which it is a part (This section applies to both undergraduate and graduate faculty at California State University, Fresno).

The full-time faculty workload is defined as:

1. Twelve-weighted teaching units (WTU's) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision which together with the out-of-class preparation and evaluation activities are assumed to require about 36 hours a week.

2. The equivalent of 3 WTU's of indirect instructional activity, such as student advisement, curriculum development and improvements, and committee service (4-9 hours per week).

Small departures and semester variation from 12 WTU's are expected. Specific downward adjustment in the teaching load of an individual faculty may be made only for funded instructional administration, certain instruction-related activities funded from all-University positions, reimbursed activities which are grant or contract supported, and certain instruction-related activities approved by the college dean and the Provost (and the President, if the instruction-related activity is for more than the equivalent of 3 WTU's).

It is expected that full-time faculty members will assume general University responsibilities such as academic advising, committee membership, and holding office in faculty organizations, in addition to instructional duties. Twelve weighted teaching units are not to be regarded as a maximum teaching load for any given faculty member and do not constitute the instructor's total responsibility to the University. If a faculty member does not carry committee assignments or other activities, the equated teaching load may be increased to 15 weighted teaching units. It is the responsibility of the college dean and department chair to establish teaching loads of staff members appropriately and to ensure that workloads are balanced between the Fall and Spring semesters to achieve an average of 12 WTU per semester.

In special cases approved by the college dean and Provost, a faculty member may be assigned WTU's for specified instructionally related activities. An unusually heavy advising assignment, active participation on or leadership of committees, extended curriculum studies or revisions, preparation of detailed accreditation reports are among the activities which may qualify for assigned time.

Every full-time faculty member is expected to schedule and keep at least five office hours per week in his/her office. Office hours should be clearly posted. The department should be notified of an unexpected absence during office hours.

Faculty research is authorized and encouraged to the extent that it is consistent with the instructional programs of the University and the facilities provided for these purposes.

W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:

1. Number at least three persons whose full-time academic appointments are in counselor education.

Ten Full-time Faculty are assigned to the Counselor Education Program.

Garcia, Juan ([See Garcia - CV.doc](#))

Pierce, Marinn ([See Pierce - CV.pdf](#))

Lam, Sarah ([See Lam - CV.doc](#))

Lee, Song ([See Lee - CV.doc](#))

Lucey, Christopher ([See Lucey - CV.doc](#))

Sham Choy, Claire ([See Sham Choy - CV.doc](#))

Smith, Dan ([See Smith - CV.pdf](#))

Tatsumura, Janell ([See Tatsumura - CV.doc](#))

Valencia, Albert

Weir, Kyle ([See Weir - CV.doc](#))

2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

Dr. Juan C. Garcia, Professor, Clinical Review Coordinator of the Counselor Education Program, BA, University of California, Santa Cruz; MA, Stanford University; MS, San Jose State University; PhD, Stanford University. He is a licensed Marriage, Family and Child Counselor. Dr Garcia is Associate Director at Fresno Family Counseling Center and has been on staff as Clinical Supervisor since 1993. He has been a Community Mental Health Consultant with several governmental agencies as well as a Consultant and Trainer for various agencies in Central California. Currently, he is the Clinical Director for Spirit of Woman of California, a drug-treatment facility for perinatal population. He was recently trained in the California Brief Multicultural Competence Scale Training Module sponsored by the California Institute of Mental Health and provides training using this evidence-based model. He is currently interested in neuroplasticity and the brain as related to ritual circuitry and the development of brand new neuropathways to circumvent social and cultural blocks to mindful development. Member of Camft, ACA (Group & Multicultural Divisions), and a member of Society for Applied Anthropology.

Dr. Sarah Lam, Associate Professor. Bachelor of Social Science, University of Hong Kong; M.S., California State University, Fresno; EdD, Joint Doctorate Program of California State University, Fresno, and University of California, Davis. Dr. Lam has been a part-time faculty of this department for five years before she became a full-time faculty. She has taught courses in counseling skills, practicum in counseling, counseling parents with exceptional children, and theories of student development and higher education. She is a licensed Marriage, Family and Child Therapist. She has served as a Mental Health Coordinator at Fresno Economic Opportunity Commission Head Start, a Student Assistant Program Counselor at Comprehensive Youth Services, Fresno, a part-time academic counselor at Extended Opportunity Program and Services at Fresno City College, a part-time counselor for international students at American English Institute, CSU, Fresno, and a high school teacher in Hong Kong.

Dr. Song E. Lee is an Assistant Professor in Counselor Education at California State University, Fresno. She received her MS degree in Counseling, with a concentration in MFT, and, the Pupil Personnel Services Credential in School Counseling from California State University, Fresno. Dr. Lee earned her Ph.D. in Counselor Education from North Carolina State University. Dr. Lee's clinical experiences include providing counseling services to diverse groups of children, family, and couples. She has presented at international, national, state, and regional conferences on topics relating to identity development, the Hmong population, multicultural counseling issues, and culturally and linguistically appropriate interventions. Dr. Lee has been involved with the community by being an advisor for several student organizations, providing pro-bono counseling services to non-English speaking Hmong clients, co-hosting a radio show for the Hmong elderly population and conducting research on the needs and issues of the Hmong elderly. Her publications include a co-written book chapter on counseling diversity clients and an article on Hmong women.

Dr. Christopher Lucey, Associate Professor. BA in Psychology from Allentown College of St. Francis de Sales, MS in Counseling from West Chester University, and a Ph.D., in Counselor Education from Kent State University (CACREP Accredited). He was a Licensed Professional Clinical Counselor (LPCC) in the State of Ohio and a Marriage and Family Therapist in the State of California. Dr. Lucey teaches coursework in diagnosis and psychopathology, child and adolescent counseling, practicum in marriage and family therapy, and field placement. He is a member of ACA, ACES, IAMFC, CAMFT and is the faculty advisor to Chi sigma Phi, the local chapter of Chi Sigma Iota and is the program's liaison for CACREP. Dr. Lucey is also the director of Fresno Family Counseling Center.

Dr. Claire Sham Choy, Associate Professor, currently teaches career counseling (online and web-enhanced), multicultural counseling and higher education courses. She

holds membership in the American Counseling Association and the American Psychological Association.

Dr. H. Dan Smith, Professor, has extensive work in the areas of Marriage and Family Therapy, is a licensed MFT, and is twice past president of the California Association of Marriage and Family Therapists (CAMFT); he is currently serving as a member of the CAMFT Ethics Committee, which augments his teaching our Law and Ethics Course. He is also a member of ACA and IAMFC. Technology in counseling is a particular area of interest for Dr. Smith, who recently redesigned our on-campus counseling laboratory; he pioneered the dual-channel supervisory feedback model for counselor education, and all of our counseling labs employ this instructional technology. Dr. Smith established the Clovis Family Counseling Center in 1985, which is currently functioning as our Fresno Family Counseling Center. He maintains an active clinical practice in a local outpatient psychiatry office.

Janell Tatsumura, a full-time lecturer in the department of Counseling, Special Education and Rehabilitation. With 17 years of experience in higher education, she has served as a lead academic advisor, graduate program instructor, Director of the Education Student Services Center and Coordinator of the Liberal Studies Blended Degree Program. She serves on numerous university and school committees, always as an advocate for student service professionals. Notably, she received the Jan & Bud Richter Award for Excellence in the Kremen School of Education and Human Development, as well as the University Academic Advisor of the Year award.

Dr. Albert Valencia, Professor. BA degree California State University at L.A., MA degree (counselor education) San Jose State University, and EdD, University of the Pacific. He is the coordinator of the counselor education's Pupil Personnel Services Credential program and teaches introduction to counseling, domestic violence, and consultation. Dr. Valencia holds the PPS Credential, the School Psychologist Credential and is a licensed educational psychologist.

Kyle N. Weir, Ph.D., LMFT, Associate Professor, received a B.S. in Public Policy & Management, M.A. in Sociology (Organizations), M.M.F.T. in Marital & Family Therapy, and a Ph.D. in Sociology/Marriage & Family Therapy from the University of Southern California. Dr. Weir is an Associate Professor of Marriage and Family Therapy and Program Director of the Counselor Education program at California State University – Fresno. He is also a Supervisor, Clinical Faculty Member, and Former Director of Fresno Family Counseling Center (a student and faculty operated training clinic operated by the MFT program at Fresno State). He is a member of ACA, IAMFC, CAMFT, and a Clinical Member and University Based Theraplay Trainer/Supervisor of the Theraplay Institute. His clinical and academic interests include: Adoption/Foster Care; Pre-Marital/Marital Counseling (including the model Collaborative Attachment Marital Therapy which he developed); MFT Theory; Family Therapy; Human/Family Development; Children (both school-aged and infant-preschool mental health);

Attachment Theory; Whole Family Theraplay® (developed by Dr. Weir in conjunction with the Theraplay Institute); Family Policy-Making; Depression; and treatment for Sexual Addictions. Dr. Weir is the author of numerous peer-reviewed journal articles and the book *Coming Out of the Adoptive Closet* (2003; University Press of America) that explores the social disclosure and family development patterns of adoptive families. His newest book, *The Choice of a Lifetime: What Adoptive Parents Need to Know Before Adopting* (2011; NTI Upstream), focuses on aiding prospective adoptive parents through the intricacies of the adoption process for the myriad types of adoption opportunities available to them.

TABLE 1. Categorization of Counselor Education by Doctoral Degree, Experience, Professional Membership, Certification, and Licenses.

Faculty Member	Doctoral Degree	Experience	Org.	License(s)
Dr. Juan Garcia	PhD, MA, Anthropology, Stanford University MS, Clinical-Community Psychology, San Jose State Univ, BA, Anthro, UC Santa Cruz	Faculty member; Past director of Fresno Family Counseling Center; Clinical Director of Spirit of Women, Consultant with various governmental agencies, including, Department of Social Services, Probation, Federal Court, Appellate Court, and various other private and public entities, including California Mental Health Institute, and Research Project funded by the Mental Health Services Act and administered by the Center for Reducing Disparities in Health Care to Minorities in the UC Davis School	CAMFT ACA (Multicultural, Group) Society for Applied Anthropology, Association of Contextual Psychology, Association of Mexican American Educators	Licensed MFT

		of Medicine.		
Dr. Sarah Lam	Ed.D, Joint Doctorate Program, CSU, Fresno and UC, Davis	Student Assistance Program Counselor, College Academic Advisor, Hot Line Counselor, Grief Counseling, Crisis Intervention, Program development, implementation, and coordination, high school teacher	ACA	LMFT
Dr. Christopher Lucey	PhD, Kent State University, Kent, OH, (CACREP accredited)	Counselor; Inpatient and outpatient mental health; Crisis Counselor; Adult and Children's Hospitals: Faculty member; Director of Fresno Family Counseling Center	ACA ACES IAMFC Chi-Sigma-Iota	Licensed Professional Clinical Counselor (LPCC)-Ohio MFT (California)
Dr. Song Lee	Ph.D. in Counselor Education, North Carolina State University, Raleigh, NC.	Faculty member; experiences include counseling children, individuals, couples, and families of various ethnic background; experience providing counseling and research in English and Hmong; serve as advisory board member to national and local organizations devoting to issues of women and Hmong Americans.	ACA Chi Sigma Iota	MFTI NCC
Dr. Marinn Pierce	Counselor Education, University of Tennessee at Knoxville	Teaching at University of Great Falls, Instructor and graduate assistant at the University of Tennessee,	ACA AACE ASERVIC ACC C-AHEAD ACES	NCC

			RMACES GFCA	
Dr. Claire Sham Choy	EdD, University of Toronto, Canada	High School Counselor; College Counselor; Career Counselor; and faculty member	ACA APA	
Dr. H. Dan Smith	EdD, in Counselor Education from the University of Northern Colorado.	MFT, School Counselor, and Faculty Member. Past Chair: Department of Counseling and Special Education, Twice past president of CAMFT	CAMFT ACA IAMFC	licensed MFT since 1982; holds the Pupil Personnel Services Credential in California since 1979 and has teaching credentials from the states of Colorado and Texas.
Dr. Albert Valencia	EdD, University of the Pacific	Faculty; Family Counselor; College Counselor; School Board Member; Clinical Director of mental health agency; and Executive Director;	APA	
Dr. Kyle Weir	PhD in Sociology/Marriage & Family Therapy, University of Southern California.	Faculty member; Private practice in IL 200-2005; Clinician at LDS Family Services 2005-Present; Former Director of FFCC	ACA, IAMFC, CAMFT, Theraplay	LMFT (CA) LMFT (IL- Inactive)

3. Have relevant preparation and experience in the assigned program area.

See above chart

4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.

See above chart

- 5. Engage in activities of the counseling profession and its professional organizations, including all of the following:**
- a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);**
 - b. research and scholarly activity; and**
 - c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).**

See above chart

- 6. Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program.**

Counselor Education program faculty have full authority to determine program curricula within the structure of the institution's policy. The program regularly consults students, employers, field supervisors, and advisory board members regarding programmatic issues and changes and must follow established university policy but has the control in making programmatic decisions.

- X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:**

- 1. A faculty member is clearly designated as the academic unit leader for counselor education who**

Dr. Valencia is the Chair of the Department of Counseling, Special Education, and Rehabilitation (CSER) in the Kremen School of Education and Human Development at California State University at Fresno. Dr. Kyle Weir is the program coordinator of the Counselor Education program.

- a. is responsible for the coordination of the counseling program(s);**

Dr. Weir coordinates the Counselor Education program.

- b. receives inquiries regarding the overall academic unit;**

Dr. Valencia and Dr. Weir receive inquiries from students, the community members, and university personnel regarding issues related to the CSER Department and Counselor Education program.

- c. makes recommendations regarding the development of and expenditures from the budget;**

Dr. Valencia meets regularly with the Dean, Associate Dean, and other Chairs in the KSOEHD to discuss Budgetary issues impacting the School and Departments.

d. provides or delegates year-round leadership to the operation of the program(s); and

Dr. Valencia is available year-round as the Chair. Dr. Weir is available during the academic year and on select days (usually Mondays) throughout the summer.

e. has release time from faculty member responsibilities to administer the academic unit.

Dr. Valencia receives six units of release time per semester as chair of the CSER department. Dr. Weir receives three units of release time per semester as the program coordinator.

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who

a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;

b. is the person to whom inquiries regarding practicum and internship experiences are referred; and

c. has clearly defined responsibilities.

The program coordinator currently fulfills these responsibilities with assistance from Drs. Lam and Church for COUN 208, Drs. Lucey and Garcia for COUN 238, and Drs. Smith and Schaeffer for COUN 239. We are in the process of hiring Dr. Ruth Schaeffer (currently a long-term adjunct faculty member) as a full-time lecturer with half-time assignment as fieldwork coordinator.

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:

1. Hold graduate degrees, preferably in counselor education from a CACREP accredited program.

2. Have relevant preparation and experience in the assigned area of teaching.

3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

Our noncore faculty all hold at least a masters (many have doctorates) in their appropriate fields. Most have appropriate clinical licensure and/or credentials. Each noncore faculty member submits their application, resume/CV, and letter of interest. These are reviewed regularly by the CSER department chair, the Counselor Education program coordinator, and a committee of faculty administrators comprised by all the program coordinators in the CSER department. Many noncore faculty provide crucial assistance above and beyond the call of duty. They are valued members of our team.

Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

Counseling, Special Education and Rehabilitation Department has one full-time and one half-time secretary whose total assignment is to work with the Department. Other clerical support is provided on an as need basis and is supplied in the form of student help. Technical equipment and support, software, and training are provided to staff through both the University and the College. The KSOEHD Instructional Technology Resource Center is the main source of technical support and training for program staff (see Section I, Standard I of this document for further description of Technical assistance/support).

EVALUATION

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

Program review and evaluation are deemed important parts of the program by all faculty and it is an on-going process throughout each academic year. The following methods are implemented:

Program Assessment Review

The Counselor Education program faculty review results gathered through the outcome assessment process at its twice monthly program meetings and additionally during the annual faculty retreat with the intent of adjusting program milieu to meet the defined goals and objectives.

To ensure consistency and quality of instruction each program goal and objective is standardized and updated by the program faculty collectively on a regular basis. The goals and objectives reflect positions of professional organizations including The American Counseling Association (ACA) and California Association of Marriage and Family Therapists (CAMFT). A priority of the program is to comply with the Standards of CACREP while also meeting the licensing requirements established by the California Board of Behavioral Science (BBS) within the constraint of a 60-unit program. Results of outcome assessments are evaluated and revisions to program curricula are based on these result but also include input from the following:

1. Biweekly counselor education staff meetings;
 2. Advisory board members offer suggestions and advice regarding program planning;
 3. Students are offered the opportunity to give feedback through student evaluations, quantitatively and qualitatively through the use of the Student Evaluation Form;
- C. Needs assessment procedures incorporate student input;
- D. Community agency leaders offer feedback following student field placement assignments through the use of Final Evaluation of Trainee by an approved site supervisor as provided for in the "Handbook for COUN 239: Field Practice in Marriage and Family Therapy"
- E. Faculty retreat of the KSOEHD scheduled each year in the early fall;
- F. Community agency leaders offer feedback through the Employer Survey;
- G. Former Students are offer the opportunity to provide feedback through the alumni survey; and
- H. Counseling Candidates provide feedback on program efficacy during the Exit Evaluations.

While the above mechanisms are designed to work on a regular basis, insights regarding programmatic needs in the curriculum students may take initiatives either by formal writing or informal conversation with program faculty requesting certain areas to be offered.

Characteristics of Program Applicants

Characteristics of program applicants are reviewed each semester. The admission requirements were last revised in the Spring of 2001 with the intent of selecting applicant who have the potential to succeed academically while exhibiting characteristics congruent with the mission of the Counselor Education Program. The program faculty are mindful of individual differences and are committed to attracting applicants who reflect the rich diversity of Central California. The Program Coordinator generates demographic characteristics of enrolled in the Counseling Program on a biannual basis to assess the effectiveness in recruiting students who reflect the population of the service area. This information is reviewed by the faculty as a whole and has been used to encourage the hiring of more diverse full-time faculty.

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

Each year the program completes an annual report for the KSOEHD that includes goals for the next academic year. Follow-up studies of graduates are a regular part of the program. The Counseling Program has surveyed both recent graduates through an Alumni Survey and students completing the program through Exit Evaluations. Additionally, the KSOEHD has begun systematically surveying Recent Graduates, Employers, and Graduating Students on a biannual basis.

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

A close relationship exists among the local agencies with the counseling faculty who administer and supervise the field practice experience. The faculty meet with the supervisors and at the end of each student's field practice experience, a complete evaluation is made by each on-site supervisor. During these meetings, supervisors' perceptions of the program are discussed and suggestions for change are recorded and eventually implemented into the program. In addition, a program evaluation form is sent to the employers of graduates of the program, who are often the clinical supervisors of field placement students, in order to receive feedback regarding the efficiency of the program when students are hired in the agencies.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

Program meetings following the comprehensive examinations each semester include extensive review and assessment of learning as measured by the students' examination performances. Each semester and item analysis of the test is reviewed. Discussion about the quality of the essays ensues. Beyond individual assessment of individual students, the time is spent to identify global trends in the student learning outcomes. We specifically discuss which areas need to be emphasized in our teaching efforts and plans are made for specific changes to course curriculum to enhance student learning and their professional development as counselors.

5. Evidence of the use of findings to inform program modifications.

Beginning in the Spring of 2001, the Counseling: Option in MFT implemented an Outcome Assessment Procedure. Findings gathered are reviewed and discussed on an ongoing basis at twice monthly program meetings and during the faculty retreat. Adjustments to the program are documented following presentation to the Counselor Education Advisory Board. The Advisory Board meets once a semester

Based on the results of comprehensive examination assessments, specific course curriculum corrections or enhancements are identified and enacted by assignment.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.
BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

At a comprehensive program level, annual assessment reports for each program are due to school and central administration.

For individual faculty evaluations, student evaluations assess both course content and teaching effectiveness. Scores are recorded on Scantron sheets and collapsed mechanically. Written feedback by students is consolidated by department chairs and included with the numerical data when it is placed in the faculty member's Open Personnel File. The instructor also receives a copy of this consolidated course evaluation.

Faculty members also receive peer evaluations (usually twice a semester for not-yet-tenured faculty and annually for tenured faculty) from their fellow faculty colleagues. These are also written, debriefed in conversation, and placed in the Open Personnel File for each faculty member.

CC. Annual results of student course evaluations are provided to faculty.

Copies of student evaluations are returned to each faculty member following the grading period afforded by the University. These evaluations become the personal property of the faculty member and only the final evaluation report is kept on each faculty member by the Department Chair. A copy of each course summation is placed in the faculty member's personnel file.

The faculty members are urged to bring the suggested changes from the students to the open counselor education meetings that are held bi-weekly. When changes are suggested, an effort is made to incorporate such into the program. Due to the personal nature of student responses, the needs of the faculty are taken into consideration. The department benchmarks are announced and the department chair discusses total response patterns and offers suggestions. As for formal change and directives, the program coordinator or the department chair meets face-to-face with the faculty member. It must be kept in mind at California State University, Fresno, these documents become part of the personnel records so the rights of the faculty need to be kept in mind as well. Every effort is made to bring about change through student

comments and evaluations and to keep in mind the personal integrity of the faculty member.

DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.

Faculty Evaluation of Performance

Revised procedures for tenure and promotion were instituted Fall 1995 (Academic Policy Manual, Binder B.5, sections 325-1 through 325-13 - Policy on Retention and Tenure; 327-1 through 327-12 - Policy on Promotion; 328-1 through 328-2 - Periodic Evaluation of Tenured Faculty; and 329-1 through 329-9 - 1997-98 Reviews on Performance Salary Step Increases.), and include the university's Policy on Retention and Tenure, Policy on Probationary Plans, Policy on Promotions, Policy on Evaluation of Tenured Faculty, and Policy on Performance Step Increases. While primary responsibility towards attaining promotion and tenure rests with the faculty member, the department in conjunction with the probationary faculty member share the responsibility for establishing clear goals for the probationary period before tenure decisions are made. Therefore, continuing assessment of progress toward the goals will be made throughout the probationary faculty member's review process. (See Sample Probationary Plans, NCATE Exhibit Box 4, IIID, and Common Standard 3.D). California State University has a union, the California Faculty Association (CFA). This union bargains on behalf of all faculty whether or not university faculty are members of the CFA. Faculty evaluation procedures are negotiated and printed in the Memorandum of Understanding (MOU).

Evaluation for Tenure and Promotion

I. Criteria for Evaluation of Probationary Faculty

A probationary plan for each probationary faculty member is now required. The probationary plan identifies clearly the standards and expectations of the department that must be met for any future recommendation for tenure. The department chair appoints a mentor(s) for each probationary faculty member. The mentor(s) and the probationary faculty member prepare a draft plan that is subsequently discussed with the department chair and then submitted to the Department Personnel Committee for review and possible modifications. After approval, the plan is submitted to the appropriate college personnel committee and the College Dean. Finally the Provost for Academic Affairs approves the plan.

Criteria for tenure are the satisfactory completion of the probationary plan and an established record of productive working relationships with peers and colleagues.

II. An Established Record of Productivity

Areas of productivity include:

A. Teaching Effectiveness

A primary precondition for tenure is assessed through peer evaluations of classroom teaching and summary analyses of student evaluations of classroom teaching. Course syllabi and content, examinations, handouts, writing requirements, grading procedures, and other academic contributions to teaching effectiveness will also be evaluated by peers. Effective academic advising, counseling of students on course related matters, and the ability to work with a diverse student population are included in this area.

B. Professional Growth and Scholarly/Creative Activities

A precondition for tenure is assessed through the candidate's increasing, strengthening, and updating his/her professional expertise for classroom instruction and through scholarship and academic credentials (e.g., research, publications, presentations, development of innovative coursework, etc.).

C. University and Public Service

A precondition for tenure is assessed by the faculty member's participation, productivity, and collaboration in the collective efforts and functions of the department, college, university, and community.

Recommendations on retention and tenure are based solely on the contents of the candidate's Retention, Tenure and Promotions (RTP) file.

The KSOEHD follows guidelines set forth in the Academic Policy Manual (pp. 340 1-6) for the evaluation of instruction by peers and students. The policy requires each probationary faculty member to have at least two classes evaluated each semester by peers and to have all classes, every semester, evaluated by students. For tenured faculty members, the policy requires one peer evaluation and two student evaluations each year. The information obtained from these evaluations is confidential. Copies of the peer evaluation and the student evaluation of instruction utilized for these purposes by the KSOEHD are on file (See Student Evaluations and Peer Evaluations in Dean's office Faculty Open File, Room ED 210). Actual personnel files are located in the Dean's office.

III. Types of Evaluation

A. Student Evaluations

Student evaluations assess both course content and teaching effectiveness. Scores are recorded on Scantron sheets and collapsed mechanically. Written feedback by students is consolidated by department chairs and included with the numerical data when it is placed in the faculty member's Open Personnel File. The instructor also receives a copy of this consolidated course evaluation.

B. Peer Evaluations

For peer evaluations of instruction, a written report on each classroom visit is prepared, signed, and submitted by the evaluator to the department chair for placement in the Open Personnel File following appropriate notification of the faculty member. Information obtained from peer visitations reports and/or student evaluation questionnaires is confidential and restricted to the instructor, those charged with conducting evaluations or administering the policy, and those with access to the Open Personnel File.

IV. Evaluation of Tenured Faculty

Tenured faculty have earned the right under California law to continued employment by virtue of probationary and tenured service during which both competence and performance have been rigorously reviewed and found to meet a high professional standard. Therefore, in light of the special nature of tenured appointments, performance appraisals are formative in that the focus is upon the improvement of instructional performance. Tenured faculty shall be evaluated pursuant to this policy at least once every five years. The Performance Appraisal for tenured faculty includes an evaluation of the faculty member's full range of responsibilities with particular emphasis upon teaching effectiveness and currency in the discipline. The department chair is responsible for the collection of relevant information, and upon completion the chair will review the report with the College Dean, and then with the College Dean and the faculty member. The Vice President for Academic Affairs will then review the performance appraisal process with the College Dean.

V. Evaluation of Part-Time Faculty

Part-time faculty are required to have student evaluations of their classes every time they are taught. This information is assembled by the department chair and reviewed by both the program coordinator and the chair. The results are placed in the part-time faculty member's personnel file which is maintained in the Associate Dean's office (ED 205).

University and KSOEHD personnel procedures include opportunities for faculty to review all of their evaluations and respond to the decisions of the committees and administrators. All evaluations are in written form. Faculty are encouraged to improve their performance in each of the areas: teaching effectiveness, professional growth and scholarly/creative activities, and university and public service. Improvement is noted in the review process. Efforts directed toward improving performance are reported below.

Evaluations are utilized to provide feedback to faculty about the quality of their individual contributions to the KSOEHD and to the University. Faculty peers, department chairs, and the Dean are available to discuss alternate ways for faculty to engage in activities to improve their performance or to become otherwise involved. If a faculty member is found to be performing at less than an acceptable level, a conference is held between the department chair and the faculty member. During this meeting, a plan of remediation is developed by the faculty member in consultation with the department chair.

Part-time faculty are required to have all classes evaluated each time they are taught. These evaluations of instruction are reviewed by the department chair and the appropriate program coordinator and are used to determine continued employment of the part-time faculty. The Dean is consulted as necessary in making personnel changes and approves all contracts. Part-time faculty with low student evaluations are not rehired.

Section II. PROGRAM OBJECTIVES AND CURRICULUM

- A. A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement is publically available and systematically reviewed.**

The following mission statement presents the Master of Science Degree in Counseling: Option in Marriage and Family Therapy program and reflects input in its design from program faculty, university faculty, community members, advisory board members, and students with the intent of guiding curricular experiences and the function of the program. The Mission Statement reflects current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. The Master of Science in Counseling: Option in MFT program's Mission Statement is included in the Counselor Education Web-page and the Student Handbook. All student enrolled in the program are required to purchase the handbook at the start of their graduate studies. The Mission Statement, Goals, and Program Objectives are reviewed annually. The department in the Spring of 2010

approved the latest revision.

Mission

The MS Degree program in Counseling with an Option in Marriage and Family Therapy at California State University, Fresno is designed to prepare professional counselors, in accordance with the ethical standards of the American Counseling Association (ACA) and the California Association of Marriage and Family Therapy (CAMFT), to serve the mental health needs of an increasingly diverse and changing society throughout the Central California's San Joaquin Valley. The Counselor Education program is actively committed to the recruitment and retention of students who reflect the rich ethnic and cultural diversity of the greater California State University, Fresno service area. The purpose of the program is to provide students with the academic and practical experiences that prepare them for entry level counseling positions, leading to state licensure as a Marriage and Family Therapists and Licensed Professional Counselor (LPC). The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families.

B. The program objectives meet the following requirements:

B-1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

Background and Introduction to Objectives of the Counseling Program

California State University, Fresno, through the Department of Counseling, Special Education and Rehabilitation in the Kremen School of Education and Human Development offers a Master of Science Degree in Counseling: Option in Marriage and Family Therapy that appropriately prepares counselors for work in private practice, community agencies, school systems and business. It is the intent of the program to reflect current knowledge and positions from lay people and professional groups concerning the counseling and human development of a pluralistic society. The overall philosophy is to prepare

professional counselors at the master's level and to provide academic courses and practicum experiences that will lead to the attainment of a state license in Marriage and Family Therapy. It is also the intent of the faculty to provide the type of training experiences that will permit candidates to perform effectively in a changing world and a changing profession. Program objectives reflect input from community practitioners, students, licensure boards, and CACREP standards.

The following overall objectives of the program reflect the needs of a pluralistic society for which specialized counseling and human development activities have been developed. It is the intent of the faculty, staff and administrators of the Counseling Program at California State University, Fresno to prepare students who will be able to understand, conceptualize and perform the following as both counseling professionals and human relations specialists.

Goal 1: Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society.

Learning Objectives: The MS degree program in Counseling: Option in Marriage and Family Therapy will prepare students to:

- Objective 1.1 Articulate orally and in written form a theoretical base and rationale for counseling
- Objective 1.2 Conduct effective individual, couples, marriage, family, child, and group counseling
- Objective 1.3 Identify the needs of people in a changing society related to human development and human sexuality over the life span
- Objective 1.4 Apply professional counseling expertise under direct supervision

- Objective 1.5 Accurately perform mental health diagnosis and apply measurement and evaluation in the field of counseling
- Objective 1.6 Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society
- Objective 1.7 Demonstrate awareness of the existence of cultural diversity, develop sensitivity to people with differences, and demonstrate responsiveness to recognized differences through counselor interventions with individuals and groups
- Objective 1.8 Recognize the need for and become directly involved with research in the field of counseling that is consistent in style and format with that of the American Psychological Association Publication Manual, (Current) Edition

Goal 2: Prepare qualified counselors who are proficient in written and verbal communications.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

- Objective 2.1 Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, (Current) Edition.
- Objective 2.2 Communicate with peers, professors, and supervisors

utilizing appropriate mental health terminology and consultative practices.

Goal 3: Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 3.1 Develop and participate in cooperative and collaborative ventures with members of our professional and service community.

Objective 3.2 Maintain effective consultative practices with members of the mental health and service community.

Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 4.1 Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society

Objective 4.2 Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

Program Objectives:

Goal 5: Provide Counseling students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure

requirements of the State of California's Board of Behavioral Science as a Marriage and Family Therapist.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will:

- | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective 5.1 | Monitor and adjust program curricula to comply with regulations of the State of California's Board of Behavioral Science |
| Objective 5.2 | Maintain academic and practica curricula consistent with the standards set by the Counsel for the Accreditation of Counselor Education and Related Programs (CACREP). |

B-2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

Personnel involved in the development of objectives include university and program faculty, students, advisory board members, community and agency counselors, and graduates of the program. The Counselor Education faculty act as the primary committee in development of objectives for the program. The MS Degree in Counseling: Option in MFT curriculum is comprised of a competency-based program, and objectives for each course are designed and written with approval from the faculty. Objectives for the program originate from the published standards for training counselors advocated by CACREP, professional associations such as ACA, CAMFT, and licensing bodies.

Faculty review and rate/revise objectives based upon input from faculty, student end-of-course evaluations, and changes brought about by CACREP and state licensing boards. The Counseling Advisory Board meets annually to review and comment on changes recommended by the faculty. Feedback is received from on-site supervisors from local agencies and institutions regarding the addition or deletion of materials within the program. When students graduate from the program, they are asked to complete a questionnaire covering the training program and at that time recommend changes for the program. As a result of these types of inputs, the objectives are reviewed and revised as need for change arises. Each year the program lists annual goals outlining the specific desired accomplishments for the academic year.

B-3. Are directly related to program activities.

The counseling faculty, in conjunction with feedback from former students, advisory board members and personnel in cooperating agencies, conceived and wrote the program objectives for the Counseling: Option in MFT with the intent of guiding the curriculum development and enhancing student learning.

Examples of the relationships of the program objectives to program activities are as follows:

Example 1

Program Objective 1.2: Conduct effective individual, couples, marriage, family, child, and group counseling. All students have to successfully complete COUN 200: Seminar in Counseling Techniques. The major purpose of this course is for the student to develop the skills necessary for establishing and maintaining a therapeutic relationship while examining the counseling process.

All students have to successfully complete COUN 208: Practicum in Counseling. The major purpose of this course is for the student to counsel clients that they are assigned, under supervision. Each student must demonstrate his/her counseling skills and be able to discuss the theoretical base used in the session.

All students are required to complete COUN 238: Practicum in Marriage and Family Therapy. When working with individuals and families, under supervision, each student must be able to discuss his/her theoretical base and talk about the rationale used in working with the family.

Example 2

Objective 4.1: Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic Society.

Objective 4.2: Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

Students evaluate the ethical and legal implications of counseling practice in all of their course work through case presentations, class discourse, and through other teaching modalities including practicum supervision sessions. Further training is offered in a course, COUN 231: Professional Practices of Marriage and Family Therapy. This course covers laws and ethical procedures related to counseling, including children's rights, juvenile justice, custody issues, and child abuse and neglect. In addition, legal and ethical practice is reviewed, analyzed, and reinforced in student practicum and internship experience. Students are

evaluated on knowledge of and compliance with legal and ethical Standards in their practicum and field placement experiences.

B-4. Are written so that they can be evaluated.

In order to implement the curriculum, each course included in the program includes objectives that must be met while taking a course or completing a counseling experience, e.g., practicum and field placement requirements. The course objectives provide the structure for the program and contain the format from which teaching is endorsed and skills of the program are measured for each student. Students must complete examinations, counsel under supervision and write position papers in order that their accomplishments may be measured. Faculty must confirm that each individual student has met course objectives. When objectives are not met, the student is assigned further work in the course. Additionally, the Counselor Education program has devised multiple measures of student outcome learning based on the goals and objectives stated above. These measures include a clinical review, comprehensive examination, alumni and community agency surveys, and practicum and field placement evaluations. These measures were developed with the intent of objectively assessing student competencies and program efficacy.

C. Students actively identify with the counseling profession by participating in professional organization and by participating in seminar, workshops, or other activities that contribute to personal and professional development.

The Counselor Education Program faculty strongly identify with the profession of counseling and actively participates in ACA, its divisions and CAMFT. The Program faculty is highly committed to developing and enhancing counselor identity in students enrolled in the program and encourages membership in ACA and its divisions as well as appropriate counseling organizations such as the California Association of Marriage and Family Therapists (CAMFT). The Counselor Education program at California State University, Fresno houses Chi Sigma Phi, the local chapter of Chi Sigma Iota: Counseling Academic and Professional Honor Society International. Chi Sigma Phi allows students the opportunity to participate locally in counseling related activities while being connected nationally to Chi Sigma Iota.

A Chi Sigma Phi student member attends board meetings of the Fresno Chapter of CAMFT. The Fresno Chapter of CAMFT was created, in part, to promote connection between counseling professionals in the Fresno area while providing professional development activities. CAMFT meets regularly to address issues related to licensure and changes in laws affecting the practice of counseling. Counseling program students are encouraged to participate as student members of CAMFT and attend professional development activities. In fact licensure regulations dictate that MFT and LPC trainees can only accumulate hours toward

licensure through direct client contact or supervisor mandated trainings or workshops. Regardless of membership, counseling students attend CAMFT professional development activities free of charge.

In addition, program faculty strongly encourage students to attend and present at ACA and CAMFT conferences especially if they are held on the West coast. The last time ACA was in California, a number of our students attended the conference along with faculty.

Chi Sigma Phi sponsors a lecture series that brings various mental health professionals to the University to discuss issues and topics related to practice of counseling. Finally, the program faculty have consistently provided workshops, special courses and summer offerings in areas of interest to students. In some cases, these offerings add to the curriculum and in some cases, the offerings are used to complete the requirements for the MFT licensing program, e.g., couples therapy, motivational interviewing, enneagram, infant mental health, and spirituality and indigenous mental health practices.

D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

D-1 content areas, c) required text(s) and/or reading(s), methods of instruction, including a clear description of how content is delivered (e.g., lecture, seminar, supervised practical application, distance learning) and d) student performance evaluation criteria and procedures.

All syllabi used in the Department of Counseling, Special Education, and Rehabilitation must follow the guidelines established through the University Personnel Committee. The following policy was Revised May of 2007 and approved by Academic Senate and by the University President.

PREAMBLE

INTERIM POLICY ON COURSE SYLLABI

Faculty enjoy broad discretion as to the manner in which they conduct their courses but are expected to carry out their responsibilities in a manner that is fair and without arbitrariness or capriciousness. Of central importance to successful instruction is the formulation of a binding educational compact between instructors and students. Students have a right to know what is expected of them in a course including criteria for evaluation of their performance. Faculty have the right to expect an appropriate level of effort and performance from all their students. The most satisfactory outcomes for both faculty and students can be achieved only when the conduct of a course is grounded fully in both disclosure and understanding on the part of all parties to the classroom educational

process. The following policy is established to facilitate and formalize the communication and application of equitable, non-prejudicial course requirements in a large, institutional setting.

PRINCIPLE OF THE POLICY

Faculty should fully inform students of all course requirements and make such requirements available to them with a comprehensive course syllabus at the beginning of the semester but no later than the last day to drop classes without a serious and compelling reason. For web-based courses see Policy on Technology Mediated Instruction. Course syllabi shall be distributed in a format that meets the accessibility requirements for students with disabilities¹. The course syllabus together with any amendments shall be kept on file in the department office for two years. These documents will constitute the official syllabus of the course. These documents will constitute the official syllabus of the course. The syllabus serves as the defining document in clarifying

1) The nature of the course and its delivery and 2) the basis upon which an instructor evaluates student performance and assigns the appropriate grade.

COURSE SYLLABI

The faculty shall include in the syllabus at least the following information pertaining to the course http://www.csufresno.edu/academics/policies_forms/instruction/index.shtml

- 1) name of instructor, office location, telephone number, office hours, and e-mail address (if available)
- 2) course number and title, number of units, prerequisites and a brief course description, and fees, if any
- 3) summary outline of course and tentative schedule of topics covered
- 4) required text books and other supplemental materials together with a schedule of assigned readings
- 5) student supplied equipment and materials necessary for course activities

¹ Individuals with disabilities shall have access to and use of information and data that is comparable to that provided to those without disabilities unless an undue

burden would be imposed on the providing entity (Section 508 of the Federal Rehabilitation Act).

- 6) course calendar including projected dates, deadlines, and/or periods of time for readings, field trips, projects, exams, etc.
- 7) brief description of and instructions for significant course assignments (e.g., papers, field trips, and projects)
- 8) instructor course goals and student learning outcomes
- 9) grading policy, which includes the weighting of assignments and examinations as well as the criteria for assigning grades, and the grading scale, identification of all requirements and due dates for course completion and eligibility for a final passing grade
- 10) course attendance and make-up work policies (including final exam meeting), and any implications for grading
- 11) instructor's policies regarding administration of the course (e.g., late paper penalties, tape recording lectures, and guidelines on the use of electronic devices)
- 12) reminder directed to students with disabilities about their responsibility in identifying themselves to the university and the instructor so reasonable accommodation for learning and evaluation within the course can be made
- 13) statement referring to the university's policies regarding adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage; these may be satisfied by a statement that the university policies are located in the Catalog and the Class Schedule
- 14) safety issues where appropriate

Faculty may also wish to include statements on instructional philosophy and pedagogical methods, non-enrolled visitors or guests, General Education requirements met by the course, and other information of importance and concern to the instructor. Reference can also be made to university policies judged to be of particular importance to the conduct of the class (e.g., disruptive behavior). Faculty should be certain that any such statements are consistent with university policy. Faculty are encouraged to discuss the syllabus and the university and course policies during the first class meeting.

Faculty should realize that the syllabus might be viewed as a legal covenant between the instructor and students. Therefore, a statement such as the following is recommended: "The above schedule and procedures for this course are subject to change in the event of extenuating circumstances." The instructor shall be sure that any changes in the syllabus are clearly presented and are not unfair to students already committed to the class. When there are substantive changes in the syllabus that affect grading, issuance of a revised syllabus is strongly recommended.

Approved by Academic Senate November 1975

Approved by the President December 1975 Amended 10/85; 5/92; 6/93; 6/97; 12/99; 5/04;
5/07 Approved by the President May 15, 2007

Master of Science Degree in Counseling: Option in MFT Course syllabi. Each faculty member is required to file a copy of the syllabus in the office of the Department Chair. These are placed in an open file and are subject to review on a need to use basis. The following courses have a course syllabus on file in the office of the Department Chair:

Educational Statistics	ERF 153
Research in Education	ERF 220
Introduction to Counseling	COUN 174
Counseling and Mental Health	COUN 176
Seminar in Counseling Techniques	COUN 200
Seminar in Multicultural Aspects of Counseling	COUN 201
Seminar in Group Counseling	COUN 202
Seminar in Assessment in Counseling	COUN 203
Counseling Through the Lifespan	COUN 206
Practicum in Counseling	COUN 208
Seminar in Career Development	COUN 220
Seminar in Theories of Marriage and Family Therapy	COUN 230
Seminar in Ethics and Professional Practices of MFT	COUN 231
Psychopathology and the DSM)	COUN 232

Seminar in Therapeutic Methods with Children, Adolescents and their Families	COUN 233
Contemporary Issues in MFT: Sexuality and Human Relationship	COUN 234a
Contemporary Issues in MFT: Violence in Intimate Relationships	COUN 234b
Contemporary Issues in MFT: Substance Abuse Treatment	COUN 234c
Contemporary Issues in MFT: Psychopharmacology	COUN 234d
Contemporary Issues in MFT: Consultation	COUN 234e
Practicum in Marriage and Family Therapy	COUN 238
Field Placement in MFT	COUN 239
Project	COUN 298
Thesis	COUN 299

Master of Science Degree in Counseling: Option in MFT Course Objectives. The Counseling program is a competency-based program and objectives are provided for each course in the curriculum. The objectives for each course are a result of a faculty retreat in which the objectives for each course were written and approved by the faculty as a whole. Once the objectives are written:

1. They appear as a part of the course syllabi;
2. A copy of the objectives for each course is located in a file separate from the syllabi in the Department Chair's office and is open for perusal and use by the faculty;
3. Those objectives must be used to teach the course by the instructor or professor teaching the course;
4. The objectives of the course may not be altered or changed without prior consent of the faculty as a whole; and
5. Each student taking the course must meet the objectives contained within the course.

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

The use of research data is given a high priority among the faculty in the program. Each course has a list of current references to be used by students in their additional readings and papers. The use of current research is included in class lectures; a review of the syllabi reveals a large number of journal articles, texts, and professional papers used by the faculty to emphasize materials. Some faculty have their required readings for the course bound and placed in the campus bookstore to be purchased by the students. In this manner, faculty have the liberty

of including research data with which they have become familiar and make the total printing available to the students taking the class.

All members of the faculty have published journal articles of their own; a few have written text books in their areas of expertise. In addition, every effort is made to encourage students to submit an article for publication while in the program.

F. Evidence exists of the use of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

Technology is a strong component of all aspects of the Counselor Education Program, as evidenced by:

1. Most classrooms are designated "smart classrooms" and faculty members regularly utilize the capabilities of PowerPoint (PC) and Keynote (Mac) to support delivery of their lectures and presentations. Large format digital projectors or HDTVs are available in these classrooms, as well as hard-wired Internet access if needed for large-bandwidth teaching strategies (e.g., video conferencing, etc.) The days of "overhead projectors" have passed.
2. Every faculty member is provided a university-owned laptop that is refreshed every three years; faculty members are expected to utilize the equipment for their professional and instructional activities.
3. All faculty and students in the building have access to wireless Internet access (WiFi), and Internet resources are regularly called upon during class sessions and seminars.
4. The department faculty has desktop access to the large-volume printer in the department office. We also have color printing capabilities for those special needs such as photographs, graphs, brochures, etc.
5. The department has a high-speed scanner for converting paper documents to digital files. A faculty member can rapidly scan a large document in the department office and have it delivered via email to their computer desktop.
6. Faculty assignments frequently require students to utilize the Internet for research purposes; students are regularly instructed on discerning quality and authenticity of web resources.
7. Many instructors are utilizing Blackboard to enhance their classroom instruction. Some courses are entirely Blackboard based, and students appear to be comfortable with the format.
8. Many instructors require students to submit their major papers via "turnitin.com" or "SafeAssign" in a strong effort to combat plagiarism. The use of these services has increased student diligence in preparation of their original written works.
9. Some instructors are bringing outside professionals to the classroom via Skype or other Internet video media formats. It is now possible to bring a professional to the classroom to participate in discussions while residing in another part of the country. Students who are engaged in this kind of real-time instruction are provided evidence that the technology is applicable to actual counseling via the Internet. Prior to the "technology revolution," implementing this concept would have been impossible.
10. Our counseling laboratories are "state of the art." Both the on-campus labs and our Fresno Family Counseling Center employ security-type recording equipment to capture counseling

sessions for later review. We have sophisticated download options to provide students with digital copies of their sessions in high quality audio and video formats for extensive review.

11. Fresno Family Counseling Center employs a state of the art, HIPAA compliant, cloud based storage system to house closed client files. Not only is this a convenience that is modern and timely, it is important to model using competent, timely technological methods for students seeking to engage in private or agency practice in the future.
12. Our counseling laboratories utilize a unique method of providing live feedback to counselors called "dual channel feedback." Invented here in 1984, this technological supervisory strategy permits faculty and peer viewers to provide live feedback on sessions while they are in progress, for later review by the counselor. Many other universities have standardized this technique in their own laboratories.
13. Counseling faculty members have begun to experiment with utilizing Skype and other Internet video formats to communicate with our students' field supervisors.
14. Faculty members have all been assigned an iPad2 during the Spring of 2011 as a means of facilitating communication among faculty members and taking a "green" approach to department and program meetings (minutes and agendas are no longer printed).
15. Some faculty have dedicated web sites for their classes as a convenience to the students as well as to model this specific type of accessible media which may be applicable to their future counseling practices.
16. Counseling professors and students regularly communicate via email. All faculty and students are fully "Internet accessible."

G. Curricular experiences and demonstrated knowledge in each of the eight common-core areas are required of all students in the program. The eight common areas for the MS degree in Counseling: Option in MFT Program are contained in the following courses:

Core Requirements

COUN 200	Seminar in Counseling Techniques
COUN 201	Seminar in Multicultural Aspects of Counseling
COUN 202	Seminar in Group Counseling
COUN 203	Seminar in Assessment in Counseling
COUN 206	Counseling Through the Lifespan
COUN 208	Practicum in Counseling
COUN 220	Seminar in Career Development Theory
ERF 220	Research in Education
COUN 232	Psychopathology and the DSM

COUN 233	Seminar in Child and Adolescent Therapy
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The eight common core areas, curricular experiences related to core areas and methods of evaluation are contained in the following tables:

1. Professional Orientation and Ethical Practice - studies that provide an understanding of all of the Following aspects of professional functioning:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-1a. History and philosophy of the counseling profession	COUN 200 COUN 231
II-G-1b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.	COUN 200 COUN 208 COUN 231 COUN 234e
II-G-1c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;	COUN 200 COUN 208 COUN 232 COUN 234e
II-G-1d. Self-care strategies appropriate to the counselor role;	COUN 200 COUN 208 COUN 220
II-G-1e. Counseling supervision models, practices, and processes;	COUN 200 COUN 201 COUN 208 COUN 209
II-G-1f. Professional organizations, including membership benefits, activities, services to members, and current issues;	COUN 200 COUN 201 COUN 200 COUN 208 COUN 231
II-G-1g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	COUN 200 COUN 208 COUN 238 COUN231
II-G-1h. The role and process of the professional counselor advocating on behalf of the profession;	COUN 174 COUN 231
II-G-1i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and	COUN 200 COUN 201 COUN 231
II-G-1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	COUN 200 COUN 201 COUN 202 COUN 231 COUN 208 COUN 238 COUN 239

2. Social and Cultural Diversity - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following.

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
<p>II-G-2a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;</p>	<p>COUN 200 COUN 201 COUN 202 COUN 203 COUN 208 COUN 232</p>
<p>II-G-2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;</p>	<p>COUN 200 COUN 201 COUN 202 COUN 203 COUN 208 COUN 220 COUN 232</p>
<p>II-G-2c. Theories of multicultural counseling, identity development, and social justice;</p>	<p>COUN 200 COUN 201 COUN 202 COUN 206 COUN 208 COUN 220 COUN 232</p>
<p>II-G-2d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;</p>	<p>COUN 200 COUN 201 COUN 202 COUN 203 COUN 208 COUN 232</p>
<p>II-G-2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and</p>	<p>COUN 200 COUN 201 COUN 202 COUN 206 COUN 208 COUN 220</p>
<p>II-G-2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination</p>	<p>COUN 201 COUN 202 COUN 203 COUN 208 COUN 220 COUN 232</p>

3. Human Growth and Development - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts including all of the following:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-3a. Theories of individual and family development and transitions across the life span;	COUN 201 COUN 206 COUN 232 COUN 233
II- G-3b. Theories of learning and personality development, including current understandings about neurobiological behavior;	COUN 200 COUN 201 COUN 203 COUN 206 COUN 232 COUN 233
II-G-3c. Effects of crises, disasters, and other trauma-causing events on persons of all ages;	COUN 203 COUN 206 COUN 232 COUN 233 COUN 234b
II- G-3d. Theories and models of individual, cultural, couple, family, and community resilience;	COUN 230 COUN 233
II- G-3e. A general framework for understanding exceptional abilities and strategies for differentiated interventions;	COUN 230 COUN 232 COUN 233 COUN 200 COUN 206 COUN 208 COUN 238 COUN 239
II- G-3f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	COUN 206 COUN 233 COUN 232 COUN 200 COUN 208 COUN 238
II- G-3g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and	COUN 206 COUN 220 COUN 232 COUN 234c
II- G-3h. Theories for facilitating optimal development and wellness over the life span.	COUN 206 COUN 220

4. Career and Lifestyle Development - studies that provide an understanding of career development and related life factors including all of the following:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-4a. Career development theories and decision-making models.	COUN 206 COUN 220
II-G-4b. Career, avocational , educational, occupational, and labor market information resources and career information systems.	COUN 220
II-G-4c. Career development program planning, organization, implementation, administration, and evaluation.	COUN 220
II-G-4d. Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.	COUN 206 COUN 220
II-G-4e. Career and educational planning, placement, follow-up and evaluation.	COUN 220
II-G-4f. Assessment instruments and techniques that are relevant to career planning and decision-making and;	COUN 203 COUN 220
II-K-4g. Career counseling processes, techniques and resources including those applicable to specific populations in a global economy.	COUN 203 COUN 220

3. Helping Relationships - studies that provide an understanding of counseling process in a multicultural society including all of the following:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-5a. An orientation to wellness and prevention as desired counseling goals;	COUN 200 COUN 201 COUN 202 COUN 220 COUN 208 COUN 238 COUN 232 COUN 233
II-G-5b. Counselor characteristics and behaviors that influence helping processes;	COUN 200 COUN 201 COUN 202 COUN 203 COUN 208 COUN 232 COUN 233 COUN 238
II-G-5c. Essential interviewing and counseling skills;	COUN 200 COUN 201

	COUN 202 COUN 203 COUN 206 COUN 208 COUN 220 COUN 232 COUN 233 COUN 238
II-G-5d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	COUN 200 COUN 206 COUN 220 COUN 232 COUN 233 COUN 208 COUN 238
II-G-5e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	COUN 200 COUN 208 COUN 230 COUN 232 COUN 233 COUN 238
II-G-5f. A general framework for understanding and practicing consultation; and	COUN 234e COUN 203 COUN 238
II-G-5g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	COUN 200 COUN 201 COUN 202 COUN 203 COUN 206 COUN 208 COUN 220 COUN 232 COUN 233 COUN 238

5. Group Work - studies that provide both a theoretical and experiential understanding of group purpose, development, dynamics, theories, Methods, skills and other group approaches in a multicultural society, including all of the following:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-6a. Principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	COUN 202 COUN 233 COUN 238
II-G-6b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	COUN 202 COUN 233 COUN 238
II-G-6c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	COUN 202 COUN 233
II-G-6d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and II-G-6e. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	COUN 202 COUN 233 COUN 238 COUN 202 COUN 233 COUN 238

6. Assessment - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-7a. Historical perspectives concerning the nature and meaning of assessment.	COUN 203 COUN 220
II-G-7b. Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;	COUN 203 COUN 220 ERF 220
II-G-7c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	COUN 203 ERF 220
II-G-7d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	COUN 203 ERF 220

II-G-7e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	COUN 203 ERF 220
II-G-7f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and	COUN 201 COUN 203 COUN 220 COUN 232 ERF 220 COUN 203
II-G-7g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	

7. Research and Program Evaluation - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluations, including all of the following:

Common Core Areas Of Evaluation	Curricular Experiences Related To Core Area
II-G-8a. The importance of research in advancing the counseling profession;	COUN 201 COUN 203 COUN 220 ERF 220
II-G-8b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	COUN 203 ERF 220
II-G-8c. Statistical methods used in conducting research and program evaluation;	ERF 220
II-G-8d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	ERF 220
II-G-8e. The use of research to inform evidence-based practice; and	ERF 220
II-G-8f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	ERF 220

THE PRACTICE OF PROFESSIONAL COUNSELING

Curricular Experiences for Marriage and Family Counseling/Therapy Programs

In addition to the common core curricular experiences found in Section II-G, curricular experiences and demonstrated knowledge and skill in each of the areas below are required of all students in the program. The following courses in the CSU Fresno Counseling: Option in MFT curriculum apply:

COUN 230	Seminar in Marriage and Family Therapy Theories
COUN 231	Seminar in Ethics and Professional Practices of Marriage and Family Therapy
COUN 234a	Contemporary Issues in MFT: Sexuality in Human Relationships
COUN 234b	Contemporary Issues in MFT: Violence in Intimate Relationships
COUN 234c	Contemporary Issues in MFT: Substance Abuse Treatment
COUN 234d	*Psychopharmacology
COUN 238	Practicum in Marriage and Family Therapy
COUN 239	Field Placement in Marriage and Family Therapy
COUN 298	Project
COUN 299	Thesis

FOUNDATIONS

A. Knowledge

Nature of Study	Course
1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.	COUN 230
2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.	COUN 230 COUN 231 COUN 238
3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.	COUN 230 COUN 231 COUN 234e COUN 238

	COUN 239
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.	COUN 230 COUN 231 COUN 238 COUN 239
5. Understands a variety of models and theories of marriage, couple, and family counseling.	COUN 230 COUN 238 COUN 239
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.	COUN 230 COUN 234b
7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.	COUN 230 COUN 232 COUN 234b COUN 234c COUN 238 COUN 239

B. Skills and Practices

Nature of Study	Course
1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling..	COUN 208 COUN 238 COUN 239
2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.	COUN 208 COUN 230 COUN 238 COUN 239

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

Nature of Study	Course
1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.	COUN 230 COUN 238 COUN 239
2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.	COUN 230 COUN 231 COUN 232 COUN 234b COUN 234c COUN 238 COUN 239
3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning..	COUN 230 COUN 232 COUN 234a COUN 234b COUN 238

	COUN 239
4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.	COUN 230 COUN 231 COUN 238 COUN 239

D. Skills and Practices

Nature of Study	Course
1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.	COUN 202 COUN 208 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239
2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.	COUN 208 COUN 230 COUN 232 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239
3. Uses systems theories to implement treatment, planning, and intervention strategies.	COUN 208 COUN 230 COUN 232 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	COUN 208 COUN 232 COUN 238 COUN 238
5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.	COUN 208 COUN 231 COUN 238 COUN 239
6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.	COUN 208 COUN 231 COUN 238 COUN 239

Diversity and Advocacy

E. Knowledge

Nature of Study	Course
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1. Understands how living in a multicultural society affects couples and families.	COUN 230 COUN 234a COUN 238 COUN 239
2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).	COUN 230 COUN 234a COUN 238 COUN 239
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.	COUN 230 COUN 234a COUN 238 COUN 239
4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).	COUN 201 COUN 238 COUN 239
4. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.	COUN 231 COUN 238 COUN 239

F. Skill and Practices

Nature of Study	Course
1. Demonstrates the ability to provide effective services to clients in a multicultural society.	COUN 208 COUN 238 COUN 239
2. Maintains information regarding community resources to make appropriate referrals.	COUN 208 COUN 234b COUN 234c COUN 238 COUN 239
3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.	COUN 208 COUN 231 COUN 238 COUN 239
4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.	COUN 208 COUN 238 COUN 239

Assessment

G. Knowledge

Nature of Study	Course
1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho educational and personality assessments.	COUN 203 COUN 230 COUN 232 COUN 234a COUN 234b COUN 234c COUN 234d

	COUN 238 COUN 239
2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.	COUN 230 COUN 232 COUN 234a COUN 234b COUN 234c COUN 234d COUN 238 COUN 239
3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.	COUN 230 COUN 232 COUN 234a COUN 234b COUN 234e COUN 234c COUN 238 COUN 239

H. Skills and Practice

Nature of Study	Course
1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.	COUN 208 COUN 238 COUN 239
2. Uses systems assessment models and procedures to evaluate family functioning.	COUN 230 COUN 238 COUN 239
3. Determines which members of a family system should be involved in treatment.	COUN 230 COUN 231 COUN 232 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239

Research and evaluation

I. Knowledge

Nature of Study	Course
1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.	COUN 230 COUN 231 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239
2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.	COUN 238 COUN 239
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.	COUN 230 COUN 231 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239

J. Skills and Practice

Nature of Study	Course
1 Applies relevant research findings to inform the practice of marriage, couple, and family counseling.	COUN 230 COUN 238 COUN 239
2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.	COUN 230 COUN 232 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239
3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.	COUN 230 COUN 232 COUN 234a COUN 234b COUN 234c COUN 238 COUN 239

SECTION III
PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

- 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.**

All full-time faculty who provide practicum/internship hold doctorates in counselor education or a closely related field. Adjunct faculty who supervise practicum/internship experiences and do not hold a relevant doctoral degree are licensed in the field of Marriage and Family Therapy with two years post-licensed experience. Most adjunct faculty have graduated from the CSUF Counselor Education Program.

- 2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.**

All faculty have considerable background in counseling and/or human development at advanced levels and have extensive clinical experience working with a wide range of populations. All practicum and field placement instructors are licensed with a minimum of two-years post licensure experience.

- 3. Relevant supervision training and experience.**

All faculty have considerable training and experience in clinical supervision. Each has had supervision experience in child, mental health, family, and couples counseling and have had instruction in supervision theory and techniques. As mandated by state licensure requirements, full-time and adjunct faculty who are licensed must complete continued education and training in supervision via workshops and other training experiences to maintain approved supervisor status with the State of California's Board of Behavioral Services.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

- 1. Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.**

Each semester a small number of students are invited to serve as practicum teaching assistants. These assistants serve directly under the faculty supervisor in order to complement the training experience. These students do not supervise independently, but rather provide supplementary supervision in addition to the faculty supervisor. This experience is designed to give student assistants an opportunity to learn more about the supervising aspect of the program as well as to aid the supervisor in running the practicum. Student assistants are selected on the bases of their successful completion of the Practicum in Individual practicum or Practicum in Marriage and Family Therapy, their superior clinical abilities and the faculty's having determined them to be appropriate for such responsibility.

- 2. Have completed or are receiving preparation in counseling supervision.**

Practicum student assistants all receive regular, direct training in supervision from the faculty members with whom they are working. Faculty meet weekly with interns to discuss various strategies and approaches to supervision with opportunities for assistants to practice different approaches and to develop a personal supervisory style with which they are comfortable. Students who serve as Practicum interns enroll in the COUN 209: Supervision in Counseling or enroll in Independent Study with supervision as the focus area of their studies.

- 3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.**

Program faculty with a faculty/student ratio of 1:6 directly supervises all practicum and field placement trainees. Student assistants meet weekly with their faculty supervisor as well as consult continuously throughout the 6-8 hours a week of class time. Faculty are also available for additional supervision sessions with student assistants when necessary.

C. Site supervisors must have the following qualifications:

- 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.**

Every on-site, field placement supervisor holds a minimum of a master's degree in counseling or a closely related field and some hold the doctoral degree. All field placement supervisors hold a relevant license. For example all field-site supervisors are licensed LMFT, LCSW, licensed doctoral psychologist, or board certified psychiatrists.

- 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.**

All on-site supervisors have extensive relevant clinical experience. Faculty carefully screen prospective site-supervisors to make certain each have had experience (at least two years), particularly in their own setting. Further, State of California licensure requirements hold that LMFT or LCSW supervisors be licensed for a minimum of two years and maintain 6-units of continuing education hours in supervision to qualify as an approved supervisor.

- 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.**

The counselor education faculty approves all off-campus sites and supervisors and each must meet supervision requirements, which are written into the course syllabus and in the COUN 239: Field Placement in Marriage and Family Therapy Handbook. Once an off-campus supervisor has been selected, supervisory agreements and field placement contracts are signed. Supervisors are also provided with evaluations forms used to rate the trainee skills. The evaluation of student performance as well as the student's evaluation of the on-site supervisor and the field-site are turn in at the end of each semester. These forms provide an overview of the requirements of the field placement and are shared with the site-supervisor.

In addition, university faculty closely review evaluations and decisions are made as to future use of the placement. University supervisors who are program faculty conduct on-site visits and phone contacts with the on-site supervisor. These contacts are used to address concerns related to the trainee, gain feedback and recommendations on the quality of the program's preparation, and to clarify university and internship requirements. The welfare of the student completing the field placement is first in mind and expectations, requirements and concerns are given full disclosure prior to the placement of a student in an off-campus setting. All off-campus supervisors are fully aware of and practice ethics provided through the field of counseling.

4. Relevant training in counseling supervision.

The State of California's Board of Behavioral Sciences which regulate the practice of counseling and marriage and family therapy requires that LMFT or LCSW be licensed for a minimum of two years and maintain 6 units of continuing education hours in supervision every two years to qualify as an approved supervisor.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

The off-campus supervisor is urged to keep phone contact with the faculty during the term of the placement. In addition, the faculty supervisors visit the placement. Field placement supervisors are informed of the various training programs and workshops provided by the Counseling program and other continuing education opportunities (i.e. CAMFT professional development seminars). Finally, all site supervisors are encouraged to maintain their high level of clinical and supervisory skills. In support of this, program faculty inform site supervisors about available books and workshops on relevant clinical issues and supervision. Faculty also offer small group training sessions to agencies on supervision, crisis intervention and other topics, when requested.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

When a student has an off-campus assignment, the site-supervisor must complete a "Field-placement Contract" and "Supervisory Agreement Form" which define the roles and responsibilities of the site and university supervisors and the student trainee. In addition, the off-campus supervisor is asked to submit a copy of their current license, and the State

of California Supervisor Responsibility Statement that documents that the on-site supervisor meets state requirements to act as an approved supervisor.

PRACTICUM

- F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:**

Over and over, when students are asked to name the most influential courses in the program, the multiple required practicum courses are listed at the top of the scale. Because of this, the faculty has long felt the practicum experience to be considered one of the most important professional activities in which the student is involved. It is in the practicum courses that students are given opportunities to synthesize and apply knowledge gained from other segments of the program. The practicum provides the setting in which students may refine and develop skills that are applicable to individual and marriage and family counseling.

In the Master Degree program in Counseling: Option MFT, students are required to take two practicum courses; individual practicum and practicum in marriage and family counseling. The Practicum in Individual Counseling, and Practicum in Marriage and Family Therapy are used to complete the required minimum 100 hours of practicum in the program.

Students spend approximately 200 clock hours between the two-practicum experiences with a minimum of forty-hours (40) providing direct service.

COUN 208: Practicum in Counseling

COUN 208-Practicum in Individual Counseling is provided in the on-campus counseling labs and is a pre-requisite to COUN 238: Practicum in Marriage and Family Therapy.

COUN 238: Practicum in Marriage and Family Therapy

COUN 238:Practicum in Marriage and Family Therapy is currently held off-campus at the Fresno Family Counseling Center. The Center is fully equipped with audio and video equipment so that all training may be carried out in a single setting. Clientele are individuals, parents, and couples in the community who contact the Center for counseling.

Fresno Family Counseling Center

Fresno Family Counseling Center (FFCC) serves as the Counselor Education program's off-campus center for all MFT practicum classes and some field-placements. FFCC has just celebrating its 25th anniversary and was created to provide low-cost high quality counseling services to residents of Fresno County and the surrounding areas. In return, the California State University, Fresno's Counselor Education Program is able to provide highly structured, intensely supervised training in marriage, family, and child counseling. FFCC advances the university's goal to collaborate with the community with activities beneficial both to the community and the university.

Fresno Family Counseling Center provides a full range of counseling services to assist individuals, couples, and families. Services also include parenting, anger management, women support, and perinatal support groups. All services are delivered in both English and Spanish.

Fees at Fresno Family Counseling Center are substantially lower than those of other non-profit mental health agencies in the area, making it an invaluable resource for the community without which the majority of families would not be able to obtain services. The center is open 7-days a week, 12 hours a day and has provided more than 5,000 sessions to the community this academic year.

F-1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

Students spend approximately 300 clock hours between the two-practicum experiences with a minimum of forty-hours (40) providing direct service.

F-2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

During COUN 208: Practicum in Counseling, the student is monitored through the use of audio and video equipment available at the site in which the counseling is supervised. Each student is monitored through one-way mirrors, keeps a log of the sessions, writes a case report for each session, and logs client records and attendance. Much the same plan is followed at the Family Counseling Center (COUN 238) but the whole practicum in that setting runs much more like a counseling office and the setting is more like that visited by a client in a private setting.

Both the KSOEHD laboratories and the Fresno Family Counseling Center are equipped with audio/video monitoring/recording systems utilizing "dual channel" feedback

capabilities. Students counseling sessions are monitored by the faculty supervisor and audio/video recorded. The “dual-channel” feedback capabilities allow supervisors to provide direct feedback to practicum students on their session tapes as the session occurs. Students enrolled in the individual and family counseling practicum also meet face to face with the faculty supervisor at mid-term and at the end of the semester to receive feedback on their performance in counseling sessions through an evaluation form filled out by the supervisor.

F-3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

During the one semester offering of COUN 208: Practicum in Counseling, the student meets with the faculty supervisor and other members of the class to review such criteria as appointments, counseling sessions, treatment goals and follow-up procedures. These reviews include comments made by peers in the class who also observed the counseling sessions; meetings are held twice weekly. When face-to-face meetings are combined with the weekly supervisor meetings, the goal of 1-1/2 hours is met and is often exceeded. During the offering of COUN 238: Practicum in Marriage and Family Therapy, the goal of 1-1/2 hours is exceeded due to the nature of the setting in which the practicum is held. Two hours of group supervision is provided weekly.

In response to Standards F-1, F-2 and F-3, the following requirements are included in the Counseling: Option in MFT Program with regard to practicum hours and supervision:

Practicum Hour Requirements for Individual Counseling Practicum

1.	Direct Services	20 hours
2.	Individual Supervision	16 hours
3.	Group Supervision	30 hours
4.	Other, e.g., case reporting, scheduling, <u>transcript writing</u>	<u>80 hours</u>
	Total Practicum in Counseling Hours	146 hours

Every effort is made to ensure that students do receive direct services, individual supervision, group supervision and that extra time is devoted the professional skills such as case reporting, scheduling, intake interviews and other duties which are closely connected to the practicum experience.

Practicum Hour Requirements for Marriage and Family Therapy

1.	Direct Services	20 hours
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2.	Individual Supervision	16 hours
3.	Group Supervision	30 hours
4.	Other: Case reports, treatment plans, summaries, contact with referral sources, <u>observing and providing feedback to colleagues</u>	<u>80 hours</u>
	Total Practicum in Marriage and Family Therapy Hours	146 hours

F-4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.

All Clinical Laboratory rooms in the KSOEHD have one-way mirror viewing assemblies with ample space for faculty and peer observation. The Fresno Family Counseling Center and the KSOEHD laboratories are equipped with audio/video monitoring/recording systems and dual channel feedback capabilities. Students counseling sessions are monitored by the faculty supervisor and audio/video recorded. The "dual-channel" feedback capabilities allow supervisors to provide direct feedback to practicum students on their session tapes as the session occurs.

F-5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

The Counseling faculty in the California State University, Fresno program has devised a number of methods to monitor the students' participation and activities. Methods include and are not limited to the following:

1. Listening and appraising audio recordings of sessions;
2. Reading and evaluating transcripts of counseling sessions (COUN 208: Practicum in Individual Counseling only);
3. Watching and appraising video recordings of sessions;
4. Monitoring a student through a one-way mirror (COUN 208: Practicum in Individual Counseling only);
5. Reading and discussing case studies;
6. Reviewing case notes with the student following a session;
7. Meeting one on one with a student to discuss progress;
8. Meeting with groups of students to discuss methods and techniques;
9. Receiving immediate supervisor feedback on session recordings (dual channel feedback) and following each session; and
10. Receiving immediate peer feedback following each session.

Practicum students receive written and verbal feedback from the supervisor and trainees following an individual session. Formal written evaluations are conducted by supervisors at mid-term and again at the end of the semester to rate such things as student skill and performance in counseling sessions. Students are rated on a variety of objective criteria such as the ability to accept and utilize supervision and the ability to develop a professional, working relationship with clients. In addition, during the COUN 208: Practicum in Individual Counseling and Practicum in Marriage and Family Therapy, the student's performance is evaluated through the Counseling Program's Clinical Review Process.

INTERNSHIP

G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

The field placement course, COUN 239: Field Placement is offered through participating agencies and institutions in the greater Fresno/Clovis area. The field practice is the final and most comprehensive professional experience in the counseling program. The course, COUN 239, is designed to offer fieldwork experiences for students completing the work for the license in marriage and family counseling and other related fields. The fieldwork provides an assignment to a selected setting to insure that the student has gained experiences in an actual field setting.

The major purpose of COUN 239 is to provide counselors in training an opportunity to integrate and utilize selected principles and concepts of counseling which have been studied in formal college and university courses. Such in service will be accomplished through the use of practical and field experiences generally associated with the work of the counselor.

Following are examples of activities the student completes in field placement:

1. The student is required to complete a daily log of the experiences completed at the site. The on-campus supervisor then reviews the log. Three areas are covered in the log:
 - a. Date and activity (i.e., group, individual, family counseling, report writing, supervision etc.;
 - b. Time spent in activity; and
 - c. Number of hours with diverse clients.

2. A Course Completion Checklist is used by the on-campus supervisor to follow-up on requirements to be met by the students. The student must:
 - a. Have a signed contract and supervisory agreement from the site;
 - b. Complete the logbook;
 - c. Show proof of liability insurance;
 - d. Have a copy of the supervisor's current license;
 - e. Turn in the Filed-site Supervisor's Evaluation of Intern Form;
 - f. Turn in the Intern's Evaluation of Site-Supervisor's Form;
 - g. Turn in the Intern's Evaluation of University-Supervisor's Form;
 - h. Turn in the Intern's Evaluation of the Field-Site Form;
 - i. Employer Evaluation of the Counselor Education Program
 - j. Show hours completed and type of tasks completed;
 - k. State of California Supervisor Responsibility Statement.
3. The on-site supervisor evaluates the student with a form provided by the on-campus supervisor. The evaluation form to be completed by the onsite supervisor is included in the COUN 239 Field Placement Handbook. The evaluation form includes the following areas: knowledge, skills, personal characteristics, professionalism and ethics and an overall statement regarding the performance of the student.
4. The final evaluation is made by the on-campus supervisor taking into account the total performance by the student as assessed by field visitations, personal contacts with the student and the final evaluation form.

G-1. At least 240 clock hours of direct service, including experience leading groups.

Student internships include a minimum of 600 hours of placement experience with 300 hours providing direct service with clients appropriate to the program of study. Of the 300 hours of direct client contact, a minimum of 10 hours must be gained providing group therapy.

G-2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

The fieldwork student meet weekly with the on-site supervisor during the 600 required hours. The student or the on-site supervisor may call for a meeting any time either feels there are areas for discussion. Students enrolled in the Field Placement in Marriage and Family Therapy receive supervision a rate of one hour of individual supervision and/or two hours of group supervision as mandated by the BBS for licensure as an MFT in the state of California. The University supervisor meets a minimum of 15 times a semester with the group that is comprised of students enrolled in fieldwork that semester.

G-3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule

throughout the internship and performed by a program faculty member.

Students enrolled in COUN 239: Field Placement in MFT meet weekly for 1 1/2 hours for group supervision with their university faculty supervisor throughout the field placement experience.

- G-4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).**

The on-site field placement provides opportunities for students to attend case staffing, business meetings, and other agency professional activities. Each agency or institution offers unique opportunities aside from direct service. For example, students placed in schools consult with teachers and other professionals and offer in-service training.

- G-5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.**

Program faculty strongly encourage on-site supervisors to use audio and/or videotaping of sessions as part of the student clinical training. The ability of the on-site supervisors to comply with this request is dependent on the particular agency's policy regarding audio/video taping of sessions and obtaining the appropriate client consent.

- G-6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.**

The on-site supervisor completes an evaluation of each student during the semester of placement at the off-campus site. The University supervisor carefully reviews all student evaluations and meets face-to-face with each fieldwork student to evaluate skills and activities completed at the site.

The following information applies to the California State University, Fresno Counseling internship program in general:

During the six semester units of the field placement experience, COUN 239, the students meet with the university supervisor for group supervision for a minimum of 32 hours

during the semester. The faculty supervisor, to monitor the student, uses weekly logs, on-going site and counseling concerns, case presentations, and the final evaluations. Any participant may call a meeting with the university supervisor at any time during the placement when the need arises. If an on-site supervisor has a concern regarding the performance of the student, he/she is asked to contact the university supervisor directly, as soon as possible.

During the six semester units of the COUN 239: field placement experience, the university supervisor reviews weekly logs. All entries are used to evaluate and monitor the student's progress. Each student must present a written and oral case study to the group and evaluation will be made on diagnosis, treatment goals, counselor interventions, theoretical understanding, human diversity considerations, and legal and ethical knowledge. The faculty supervisor guides the student's insights and interprets the case with the student. When problems arise with the case, the group becomes a forum for problem solving. With each case study, an evaluation will be made concerning student's knowledge of the client, how problems are presented, how counselor intervention is accomplished, how a treatment plan is devised, and how termination is handled. Students also explore legal and ethical consideration and issues of human diversity as each impacts in the case presented. The summary made by the student counselor for the case is essential to the overall evaluation. The final evaluation by the supervisor is concerned with the counseling competency, willingness to learn and try new methods, openness to criticism and improvement of interaction and increased integration with placement personnel.

MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

- 1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.**

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 230 Theory Paper](#)

- 2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.**

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #3)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #3)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 231 Ethics Paper](#)

3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #3)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #3)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 231 Ethics Paper](#)

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

See COUN 239 Folders on-site during Site visit – FERPA and principles of confidentiality preclude exhibiting that material in this venue.

5. Understands a variety of models and theories of marriage, couple, and family counseling.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011 \(See #4\)](#)

[MFT Comp Exam Essay Portion 2 - Spring 2011 \(See #4\)](#)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 230 Theory Paper](#)

[COUN 230 MFT Theory Course Case Vignette Responses Spring 2011.docx](#)

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011 \(See #1 and #4\)](#)

[MFT Comp Exam Essay Portion 2 - Spring 2011 \(See #1 and #4\)](#)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 206 Lifespan Midterm](#)

[COUN 206 Developmental History Paper](#)

[COUN 206 Lifespan Precis 1 - Latino Heritage](#)

[COUN 206 Lifespan Precis 2 - Death and Dying](#)

[COUN 206 Lifespan Precis 3 - Young Adult](#)

[COUN 206 Lifespan Precis 4 - Marriage and Gender](#)

[COUN 233 Students Group Presentation - Adolescents and Date Rape.ppt](#)

[COUN 233 Students Group Presentation - Child Sexual Abuse.ppt](#)

[COUN 233 Students Group Presentation - Neglect and Emotional Abuse.ppt](#)

7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

Student Learning Outcomes (SLO) Examples:

[COUN 206 Developmental History Paper - Including Turkish-Armenian Massacre](#)

[COUN 206 Lifespan Midterm](#)

[COUN 206 Developmental History Paper](#)

[COUN 206 Lifespan Precis 1 - Latino Heritage](#)

[COUN 206 Lifespan Precis 2 - Death and Dying](#)

[COUN 206 Lifespan Precis 3 - Young Adult](#)

[COUN 206 Lifespan Precis 4 - Marriage and Gender](#)

[COUN 233 Students Group Presentation - Adolescents and Date Rape.ppt](#)

[COUN 233 Students Group Presentation - Child Sexual Abuse.ppt](#)

[COUN 233 Students Group Presentation - Neglect and Emotional Abuse.ppt](#)

[COUN 206 Week 7 - Summer 2010.ppt](#)

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #3)

[MFT Comp Exam Essay Portion 2 - Spring 2011 \(See #3\)](#)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 231 Ethics Paper](#)

2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011 \(See #4\)](#)

[MFT Comp Exam Essay Portion 2 - Spring 2011 \(See #4\)](#)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 230 Theory Paper](#)

[COUN 230 MFT Theory Course Case Vignette Responses Spring 2011.docx](#)

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

Student Learning Outcomes (SLO) Examples:

[COUN 230 Family History Assignment and Genogram 1](#)

[COUN 230 Family History Assignment and Genogram 2](#)

[COUN 201 Multicultural Essay](#)

[COUN 201 Multicultural Response to Literature Paper](#)

[COUN 201 Personal Awareness Essay](#)

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #1 and #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #1 and #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 206 Lifespan Midterm](#)

[COUN 206 Developmental History Paper](#)

[COUN 206 Lifespan Precis 1 - Latino Heritage](#)

[COUN 206 Lifespan Precis 2 - Death and Dying](#)

[COUN 206 Lifespan Precis 3 - Young Adult](#)

[COUN 206 Lifespan Precis 4 - Marriage and Gender](#)

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

Statement from a student-clinician who is hired to do intakes and coordinate the front office procedures of FFCC:

“We give referrals from FFCC all the time: for depressed clients with suicide ideation, I give the suicide hotline 1800-273-8255 if thoughts of suicide persist after providing a verbal no harm contract over the phone. I follow up with telling them to call 911 if stronger thoughts supersede to possible risk to self harm. After a safety plan is provided for Domestic Violence: first referral is to call Marjaree Mason Center 559-237-4706 and get assistance with shelter and additional counseling services such as support groups. Following up is to call 911 if she/he feels unsafe with partner and is at risk for physical/sexual abuse at any particular moment.” – Student Name Redacted

3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

Student Learning Outcomes (SLO) Examples:

[COUN 234A Sex History -Female](#)

[COUN 234A Sex History -Male](#)

[COUN 234A - Sex History - Female 2](#)

[COUN 234A - Sex History - Male 2](#)

4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

Student Learning Outcomes (SLO) Examples:

[Tentative Business Plan](#)

[Tentative Business Plan 2](#)

D. Skills/Practices

1. **Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.**

[Student Developed Group Ad - Parenting Group](#)

[Student Developed Group Ad - Children Group](#)

[Student Developed Group Ad - Anger Management](#)

[Student Developed Group Ad - Anger Management Spanish Speaking](#)

[Student Developed Group Ad - Postpartum](#)

2. **Uses systems theory to conceptualize issues in marriage, couple, and family counseling.**

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

3. **Uses systems theories to implement treatment, planning, and intervention strategies.**

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #2-3)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #2-3)

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

[Tentative Business Plan](#)

[Tentative Business Plan 2](#)

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

Statement from a student-clinician who is hired to do intakes and coordinate the front office procedures of FFCC:

“We give referrals from FFCC all the time: for depressed clients with suicide ideation, I give the suicide hotline 1800-273-8255 if thoughts of suicide persist after providing a verbal no harm contract over the phone. I follow up with telling them to call 911 if stronger thoughts supersede to possible risk to self harm. After a safety plan is provided for Domestic Violence: first referral is to call Marjaree Mason Center 559-237-4706 and get assistance with shelter and additional

counseling services such as support groups. Following up is to call 911 if she/he feels unsafe with partner and is at risk for physical/sexual abuse at any particular moment.” – Student Name Redacted

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects couples and families.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[COUN 230 Family History Assignment and Genogram 1](#)

[COUN 230 Family History Assignment and Genogram 2](#)

[COUN 201 Multicultural Essay](#)

[COUN 201 Multicultural Response to Literature Paper](#)

[COUN 201 Personal Awareness Essay](#)

[COUN 206 Lifespan Precis 1 - Latino Heritage](#)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

Statement from a student-clinician who is hired to do intakes and coordinate the front office procedures of FFCC:

“We give referrals from FFCC all the time: for depressed clients with suicide ideation, I give the suicide hotline 1800-273-8255 if thoughts of suicide persist after providing a verbal no harm contract over the phone. I follow up with telling them to call 911 if stronger thoughts supersede to possible risk to self harm. After a safety plan is provided for Domestic Violence: first referral is to call Marjaree Mason Center 559-237-4706 and get assistance with shelter and additional counseling services such as support groups. Following up is to call 911 if she/he feels unsafe with partner and is at risk for physical/sexual abuse at any particular moment.” – Student Name Redacted

F. Skills and Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 230 Family History Assignment and Genogram 1](#)

[COUN 230 Family History Assignment and Genogram 2](#)

[COUN 201 Multicultural Essay](#)

[COUN 201 Multicultural Response to Literature Paper](#)

[COUN 201 Personal Awareness Essay](#)

[COUN 206 Lifespan Precis 1 - Latino Heritage](#)

2. Maintains information regarding community resources to make appropriate referrals.

Statement from a student-clinician who is hired to do intakes and coordinate the front office procedures of FFCC:

“We give referrals from FFCC all the time: for depressed clients with suicide ideation, I give the suicide hotline 1800-273-8255 if thoughts of suicide persist after providing a verbal no harm contract over the phone. I follow up with telling them to call 911 if stronger thoughts supersede to possible risk to self harm. After a safety plan is provided for Domestic Violence: first referral is to call Marjaree Mason Center 559-237-4706 and get assistance with shelter and additional counseling services such as support groups. Following up is to call 911 if she/he feels unsafe with partner and is at risk for physical/sexual abuse at any particular moment.” – Student Name Redacted

3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

Statement from a student-clinician who is hired to do intakes and coordinate the front office procedures of FFCC:

“We give referrals from FFCC all the time: for depressed clients with suicide ideation, I give the suicide hotline 1800-273-8255 if thoughts of suicide persist after providing a verbal no harm contract over the phone. I follow up with telling them to call 911 if stronger thoughts supersede to possible risk to self harm. After a safety plan is provided for Domestic Violence: first referral is to call Marjaree Mason Center 559-237-4706 and get assistance with shelter and additional counseling services such as support groups. Following up is to call 911 if she/he feels unsafe with partner and is at risk for physical/sexual abuse at any particular moment.” – Student Name Redacted

4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

Student Learning Outcomes (SLO) Examples:

[MFT Comp Exam Vignette Spring 2011](#)

[MFT Vignette Questions Spring 2011](#)

[MFT Scoring Sheet-Rubric-Spring 2011](#)

[MFT Comp Exam Essay Portion 1 - Spring 2011](#) (See #4)

[MFT Comp Exam Essay Portion 2 - Spring 2011](#) (See #4)

[Multiple Choice Comp Exam Core Questions Responses Spring 2011](#)

[Multiple Choice Comp Exam MFT Questions Responses Spring 2011](#)

[COUN 230 Family History Assignment and Genogram 1](#)

[COUN 230 Family History Assignment and Genogram 2](#)

[COUN 201 Multicultural Essay](#)

[COUN 201 Multicultural Response to Literature Paper](#)

[COUN 201 Personal Awareness Essay](#)

[COUN 206 Lifespan Precis 1 - Latino Heritage](#)

ASSESSMENT

G. Knowledge

- 1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.**

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2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.

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3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

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H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.

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2. Uses systems assessment models and procedures to evaluate family functioning.

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3. Determines which members of a family system should be involved in treatment.

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RESEARCH AND EVALUATION

I. Knowledge

- 1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.**

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- 2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.**

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- 3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.**

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J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

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2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

Student Learning Outcomes (SLO) Examples:

[ERA 220 Student Research Proposal](#)

[ERA 220 Research Paper - Project Proposal](#)

3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

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