

Senate Policy 25-03
M.S. in Counseling Psychology Short Form

Motion: To approve the short form of the M.S. in Counseling Psychology

Passed at the December 9, 2025 meeting of the Academic Senate

Approvals:



Christina Smith (Jan 6, 2026 19:18:50 PST)

01/06/2026

Christina Smith, PhD
Chair, Academic Senate

Date



Sue Andrzejewski, PhD
Interim President

01/06/2026

Date

Counseling Psychology (Marriage and Family Therapy)

2a. Short Form - New Program Proposal for Academic Master Plan (AMP)

Summary Overview (a.k.a. Short Form)

Proponent name(s) and title(s):* Kimmy Kee-Rose, Ph.D., Professor of Psychology; Kevin Volkan, Ph.D., Professor of Psychology

This proposal has been discussed with my faculty peers and Chair (or Program Coordinator) prior to this submission?* ☒ Yes ☐ No

Add the dates in which you met with your peers and Chair and received support and approval for the submission of this proposal:* November 3, 2023

Title of Projected Degree (do not include degree designation):* Counseling Psychology (Marriage and Family Therapy)

Degree Designation (e.g., BS):* Master of Science

Number of Total Units:* 64-67

Projected Implementation Date:* Fall 2029

College/School:* School of Arts and Sciences

Suggested department/unit* Psychology

Contact Name(s) and Email(s):* Kimmy Kee-Rose; kimmy.kee-rose@csuci.edu

Delivery Mode of Program:* ☒ Face-to-face ☐ Hybrid ☐ Online

Where is this program being housed?* ☒ State-support ☐ Self-Support/Extended Education

A brief summary of the purpose for and description of the projected degree:*

The primary goal of the program is to prepare students to meet the competencies required for the Marriage and Family Therapy License (LMFT). The curriculum will focus on a range of topics, including family development, counseling theories and techniques, social justice, evidence-based practices, community mental health, and cultural competencies. Students will receive foundational training through supervised clinical training or internships, gaining hands-on experience working with individuals, couples, and families to address a variety of mental health and relationship issues. The curriculum and training of the program further equip graduates for potential pursuit of doctoral studies in clinical or counseling psychology.

List the Program Learning Objectives:*

- Demonstrate knowledge of family therapy theories and intervention [SLO1].
- Demonstrate a practical understanding of the legal and ethical standards of MFT practice in California [SLO2].
- Use research findings to implement best practice strategies with diverse clients and issues [SLO3].
- Demonstrate reflective practices that promote personal and professional growth, self-awareness, and understanding the impact of personal factors on client interactions [SLO4].
- Conduct a comprehensive range of assessments, considering individual, family system dynamics, and broader socio-political and cultural factors [SLO5].
- Demonstrate effective, evidence-based, and culturally responsive therapy interventions with clients [SLO6].

Proposed CIP code (leave blank if not know, or contact AVP AP for code):

For new degree programs that are not already offered in the CSU, provide a compelling rationale explaining how the proposed subject areas constitute a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level. Or N/A.*

N/A

Describe program alignment with CIS mission and strategic planning.*

The program aligns with CSUCI’s institutional mission-based learning objectives by imparting graduate students with knowledge of theories using strengths-based approaches, social justice, community mental health. This equips them to identify and explain issues affecting mental health and relationships. Students will develop analytical skills to support a data-driven understanding of these issues and gain practical experience working with clients under supervision, allowing the application of theoretical knowledge to real-world situations. The program also fosters the development of students’ clinical skills and cultural competence through participation in an internship-based experience. Consequently, the program addresses all aspects of the mission of CSUCI, which is to identify and describe the modern world and issues facing societies from multiple perspectives, including those within and across disciplines, cultures, and nations. It further emphasizes the analysis of issues and the development and communication of solutions using methodologies, tools, and techniques of an academic discipline.

Anticipated student demand: Provide projections in the fields below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics), in the Evidence field.

Number of Majors (Annual)

At Initiation* 12

After 3 Years* 24

After 5 Years* 24

Number of Graduates (Cumulative)

At Initiation

After 3 Years* 24

After 5 Years* 48

EVIDENCE: Expected Growth Potential: Include evidence of interest in the proposed program by potential students. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example. For undergraduate programs with expected numbers of majors less than 10, and masters programs with expected numbers of majors less than 5, include a statement of commitment from the Provost demonstrating support for the sustainability of the program*

Workforce demands market case, and employment opportunities for graduates: Provide a market entry case for this degree. Consider the size of the potential market, prospects for growth, target student demographic, competitive landscape, and social, economic, and regional factors. Describe the demands and opportunities, as well as the evidence you have used to make these claims (e.g. US Bureau of Labor Statistics), and relevant societal needs (can be based on market entry case info)*

Notably, at CSUCI, one of every 4.75 students is a psychology major, constituting 18% of the campus population. The number of students who earn a B.A. in Psychology each year from CSUCI is approximately 330. According to self-reported data from faculty, 37% of our Psychology bachelor's degree graduates from 2016-2017 enrolled in a graduate program, while the enrollment percentage for respondents between 2017-2020 was 30%.

Given that many careers in the psychology field require a graduate degree, master's degree programs in psychology serve as valuable preparation in various roles. Those who opt for careers in clinical/counseling psychology often work under the supervision of a doctoral psychologist. In addition, a master's degree program in psychology lays a solid foundation for students considering further doctoral studies.

A master's degree in psychology also offers increased earning potential compared to an undergraduate degree in psychology. According to a 2009 survey by the APA Center for Workforce Studies, individuals with a master's degree in psychology working in the field earned an average salary of \$72,593 (Source: 2009 APA Salary Survey. Compiled by the APA Center for Workforce Studies, April 2010).
<https://www.apa.org/workforce/publications/09-salaries>

According to the U.S. Bureau of Labor Statistics (BLS, 2022), employment opportunities in psychology is projected to grow 6% from 2022 to 2030, faster than the average for all occupations. Employment of clinical, counseling, and school psychology will grow because of increased demand for psychological services in schools, hospitals, mental health centers, and social service agencies.

<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>

Other relevant societal needs: *

There is high demand among students for the MFT training at California State University Channel Islands (CSUCI). The psychology program at CSUCI stands as the largest major, reflecting a nationwide trend where psychology is typically one of, if not the, largest major at any given school. With CSUCI's growth over the last 20 years and the increase in popularity of psychology, a greater number of students are now graduating with psychology majors than in previous years.

According to self-report data from faculty, 37% of CSUCI's Psychology bachelor's degree graduates enroll in a graduate program within one year of graduation. Despite the presence of other master's in MFT and similar programs in our area, graduate programs have not scaled their growth to match the expansion of the undergraduate population. Consequently, there is now intense competition among undergraduate psychology majors competing for a limited number of graduate school positions. This situation is effectively squeezing capable students out of graduate school.

More importantly, the only post-baccalaureate counseling degree programs in Psychology, such as MFT, in Ventura County are offered by private universities. As a result, many CSUCI alumni with geographic constraints are compelled to attend these expensive programs or choose not to pursue graduate study in Psychology. In summary, the student demand is such that filling up an MFT program in our area is expected to be straightforward, even with competing institutions in close proximity.

Environmental Scan: Provide links to similar or competing degrees at other Universities and Colleges (including community colleges). *

<https://www.callutheran.edu/academics/graduate/ms-counseling-psychology/>

<https://www.csun.edu/eisner-education/educational-psychology-counseling/ms-marriage-family-therapy>

<https://gsep.pepperdine.edu/masters-clinical-psychology-mft-day/>

<https://www.mftcalifornia.com/california-state-university-los-angeles>

<https://catalog.csusb.edu/colleges-schools-departments/social-behavioral-sciences/psychology/psychology-ms/>

<https://grad.calpoly.edu/program.php?pid=34>

<https://www.csudh.edu/mft/>

<https://education2.sdsu.edu/csp/programs-of-study/mft>

Distinguishing Features: Are there any proposed notable unique or distinguishing features of this degree? (optional question)

The focus of this program includes culturally responsive practices.

Survey questions

- Will any component of this program contribute to studies related to: (choose as many as apply)***
- ☒ Mission Pillars
 - ☐ Sustainability
 - ☒ Justice, Diversity, Equity, Inclusion
 - ☐ "4+1"/Blended Programs
 - ☐ General Education - GE
 - ☐ N/A

Curriculum & Instruction

An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. Note: Approval of this proposal by campus entities represents the campus commitment to allocating these resources.*

- Services Support (e.g., IT, library materials, and Program services) = \$1,000
- General program supplies/printing = \$2,500
- Recruitment/Marketing supplies = \$5,000 (needed to implement the program)
- Faculty development = \$4,000
- Clinical training/internships expenses = \$5,000
- A graduate Program Director = 3 WTUs of release time per semester will be needed to manage the MS degree program.
- A Fieldwork Coordinator = 3 WTUs of release time per semester will be required to oversee students' clinical training/internships.

The space requirements for this program are minimal, necessitating only classroom space suitable for lectures and seminars. Additional space will be needed for new faculty offices and shared office space designated for graduate students.

Instruction characteristics: Describe the program delivery modality, along with typical instruction (e.g., lectures, labs, seminars, field work, etc).*

In-person graduate lectures, seminars, and supervised clinical training/internship.

Faculty characteristics: Describe the typical terminal degrees, mix of T/TT and lecturer faculty, any special qualifications, etc.*

Taught by faculty with PhDs or PsyDs, this program envisions the need for four tenure track faculty and an equal number of lecturers to accommodate an initial cohort of 12 graduate students. This count does not include potential contributions from CSUCI Counseling and Psychological Services (CAPS) clinicians, who may participate in teaching and providing clinical training hours. Currently, we have three tenure track faculty members with Clinical Psychology training, along with lecturers teaching clinical and counseling classes. Hiring part-time lecturers in this field is typically feasible, as many practicing clinicians are willing to teach a class or two for additional stable income. The Program will also require a Graduate Program Director and a Fieldwork Coordinator, each with a reduced teaching load, to effectively administer the program and oversee students' clinical training experience.

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Degree Progression:
Does this proposed degree program align with an Associate Degree for Transfer offered by community colleges and, if it does, would the degree program be able to be completed with only 60 additional units at CI?*

No. This is a master's degree program.

Optional: Extended University: Would the degree be appropriate for a remote location (e.g., Santa Barbara County, Antelope Valley, etc) or as a totally online program? Expand as needed.

No. Other CSU campuses also offer this degree stateside.

Dean's and Provost's Comments

Dean and Provosts comments should reflect on the following areas in the proposal:

Market Case

Growth Potential

Costs and Required Resources

Alignment with CIs Mission, Pillars and Strategic Plan; and

A final comment on commitment to support this program proposal

Dean's Comments

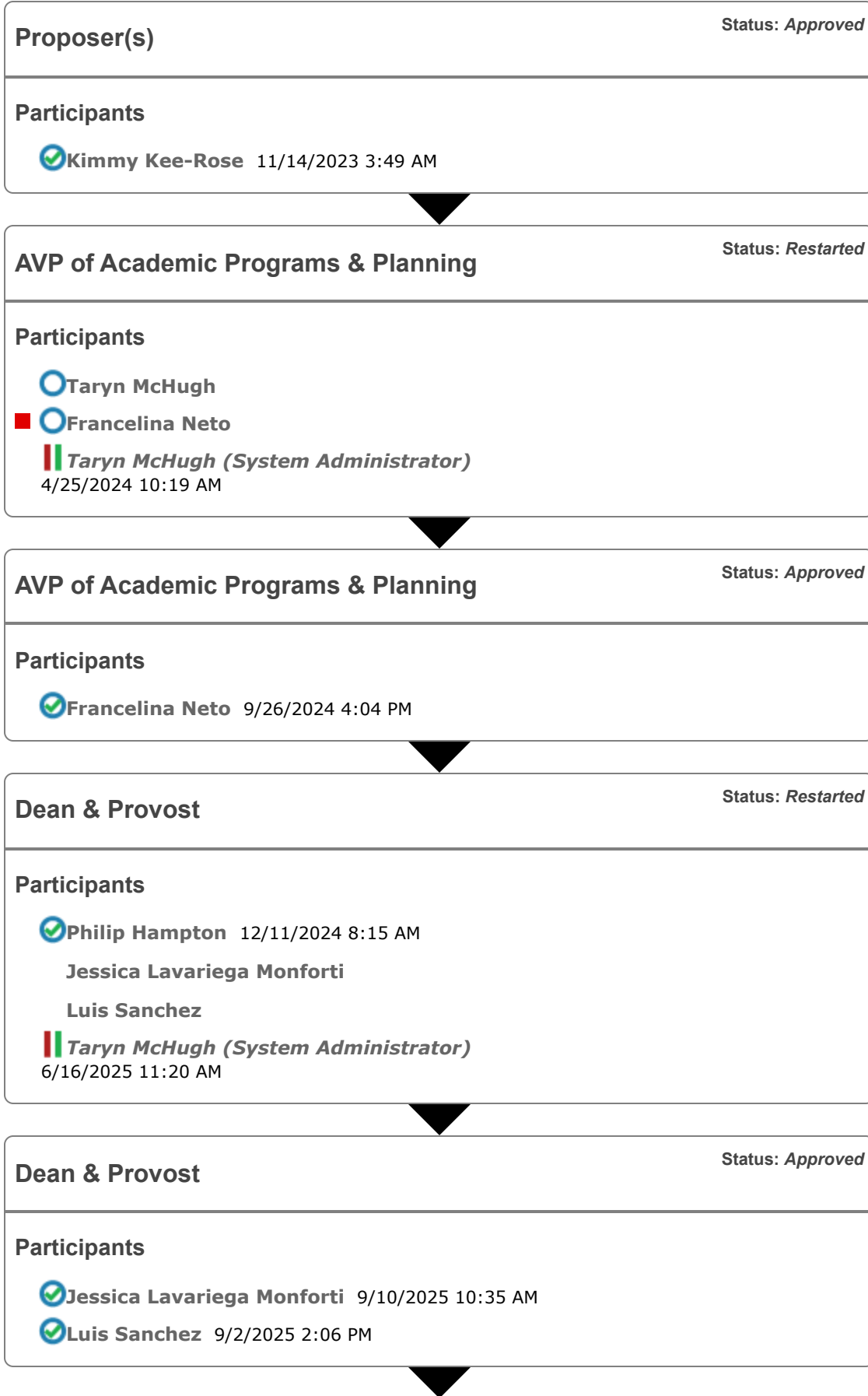
Provost's Comments

APPC's and Senate's Comments

APPC's Comments

Senate's Comments

Steps for Counseling Psychology (Marriage and Family Therapy)



Academic Policy & Planning Committee

Status: *Restarted*

Participants

▲ Academic Policy & Planning Committee

Ruben Alarcon *

Cynthia Sherman *


▲ Additional Participants

Academic Policy & Planning Committee

Status: *Approved*

Participants

▲ Academic Policy & Planning Committee

 Annie White * 11/7/2025 2:39 PM

Senate

Status: *Approved*

Participants

 Christina Smith 12/17/2025 5:00 PM

AVP of Academic Programs & Planning

Status: *Approved*

Participants

 Francelina Neto 12/20/2025 7:38 PM