

STUDENT HANDBOOK

2021-2022

Couple, Marital, &
Family Therapy



School of Education
& Human Development

UNIVERSITY OF COLORADO DENVER

CU IN THE CITY



CONTENTS

INTRODUCTION	1
Program Core Faculty	1
Participating/Honoraria Faculty	1
Academic Advisor	1
CU Denver Counseling Center Staff.....	1
COUPLE AND FAMILY THERAPY PROGRAM INFORMATION.....	2
Description of Couple and Family Therapy Program.....	2
Couple and Family Therapy Program Mission Statement.....	2
Overall Program Goals	6
Student Learning Outcomes.....	7
Couple and Family Therapy Program Anti-discrimination Policy and Diversity Statement.....	7
STUDENT PARTICIPATION IN PROGRAM GOVERNANCE.....	9
CMFT FACULTY AND STUDENT EXPECTATIONS.....	9
POLICIES AND PROCEDURES	11
New Student Orientation.....	11
Advisement/Mentoring	11
Grading Policies.....	11
Incomplete “I” Grade Policy.....	12
Grade Appeals Process	13
Policy for Student Complaints of Faculty.....	13
Graduate Level Writing Expectation	14
Course Waivers.....	14
Course Transfers	15
Leave of Absence.....	15
Re-Admission Policy	15
Minimum 3.0 GPA Required Each Semester	16
Background Check.....	16
Policy Exceptions.....	16
Plagiarism	16
Reasonable Accommodation	17
Campus Assessment, Response & Evaluation (CARE) Team	17
PROFESSIONAL DISPOSITIONS AND EXPECTATIONS.....	17
CMFT Program Monitoring Process	17
Evaluation of Practicum and Internship Students.....	21

Personal Therapy	21
COUPLE AND FAMILY THERAPY COURSE SEQUENCING	23
Master of Arts in Couple and Family Therapy	24
PRACTICUM	28
INTERNSHIP	28
CAPSTONE PROJECT & MASTER’S THESIS OPTIONS.....	29
Master’s Capstone Project	29
Master’s Thesis Option	29
GRADUATION REQUIREMENTS	30
PROFESSIONAL LICENSURE AND CERTIFICATION	30
PROGRAM ENDORSEMENT POLICY.....	30
Marriage and Family Therapists (MFT) Licensure Requirements	30
OTHER INFORMATION	32
Financial Aid.....	32
Assistantships.....	32
Laurie Bond Memorial Scholarship.....	32
Placement Opportunities for Graduates	32
PROFESSIONAL ORGANIZATIONS	33
International & National Organizations.....	33
State Organizations	33
Licensure and Certification Organizations	34
Delta Kappa Honor Society: Couple & Family Counseling/Therapy	34
Workshops Sponsored By the Program	34
OTHER SOURCES OF INFORMATION	34
INFORMED CONSENT	36
APPENDICES	37

Appendix A: Practicum Online Application.....	38
Appendix B: Faculty Mentor Change Request Form	39
Appendix C: Request for Leave of Absence Form.....	40
Appendix D: Application for Incomplete Grade	41
Appendix E: M.A. Thesis Option Guidelines.....	42
Appendix F: COAMFTE Accreditation Standards.....	45

INTRODUCTION

The purpose of the handbook is to provide students with information concerning the Couple and Family Therapy program at the University of Colorado Denver. It is intended to clarify relevant information, policies, procedures, requirements and expectations. At student orientation or through faculty advisement, students admitted into the Couple and Family Therapy program are provided with information on how to access the handbook on our website.

The listed courses, requirements, and policies for completion of the Couple and Family Therapy Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and /or requirements change, these new requirements may be applied to students who are already enrolled in the counseling program.

It is the **responsibility of the student** to read and become familiar with the information in this handbook. To confirm that you have read this handbook and have understood the responsibilities, policies and procedures outlined herein, please sign the [Informed Consent](#) in this handbook and submit it to your faculty advisor or to counseling program academic advisor for inclusion in your student file.

Program Core Faculty

Robert Allan, PhD, LMFT, LPC
Dalhousie University
Assistant Professor
LSC 1129, 303.315.4913
Robert.allan@ucdenver.edu

Melody Brown, PhD, LMFT
Syracuse University
Associate Professor, Clinical Teaching Track
LSC 1134, 303.315.7269
melody.brown@ucdenver.edu

Diane Estrada, PhD, LMFT
University of Florida
Associate Professor
LSC 1133, 303.315.6330
Diane.estrada@ucdenver.edu

Participating/Honoraria Faculty

To reach a Participating (adjunct/part time) Faculty member, please contact them using their CU Denver email address. Please call Academic Services for more information: 303.315.6353

Academic Advisor

Geneva Sarcedo, PhD
Academic Advisor
LSC 716, 303.315.6351
Geneva.sarcedo@ucdenver.edu

CU Denver Counseling Center Staff

Franklin Kim, PhD, LP
Director, Licensed Psychologist
Student and Community Counseling Center
University of Colorado Denver
Tivoli 454, 303.556.6544 | fax 303.556.6024
Franklin.kim@ucdenver.edu

Amanda Lewis, MA, LPC
Assistant Director
Student and Community Counseling Center
University of Colorado Denver
Tivoli 454, 303.556.6544 | fax 303.556.6024
Amanda.lewis@ucdenver.edu

Heather Aberle, MA, LPC
University of Colorado Denver
Psychotherapist & Clinical Supervisor
Tivoli 454, 303.556.6356
Heather.aberle@ucdenver.edu

COUPLE AND FAMILY THERAPY PROGRAM INFORMATION

Description of Couple and Family Therapy Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling/therapy work in clinical mental health settings, school systems, couple and family settings, private practice, and business settings. The program in Couple, Marital, and Family Therapy (CMFT) is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The overall philosophy of the Counseling/Therapy program is to prepare master's level therapists with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling/therapy. The program requires two and a half (2.5) years to complete and students have a maximum of seven (7) years to complete the program.

Couple and Family Therapy Program Mission Statement

The M.A. in Couple & Family Therapy at the University of Colorado Denver prepares students for careers as ethical couple and family therapists who treat mental and emotional disorders, while promoting optimum relational health through a systemic, holistic approach. The focus of the CFT specialization is systemic and relational, with a commitment to fostering an open culture of social, relational and cross-cultural contexts of learning that are essential for effective therapist training. Educating students with a critical eye on research, the CFT specialization prepares relational therapists who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

The Couple and Family Therapy Program meets the COAMFTE 12.0 Accreditation Standards' Foundational Curriculum Areas (FCAs):

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in the foundations and critical epistemological issues of **MFTs**. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of **MFTs**, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with **diverse**, international, multicultural, **marginalized, and/or underserved communities**, including developing competencies in working with sexual and gender minorities and their families as well as **anti-racist practices**.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

FCA 8: Contemporary Issues

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues

are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

FCA 9: Community Intersections & Collaboration

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in **multidisciplinary collaboration**.

The Couple and Family Therapy Program and its curriculum meets the following PMFTP, AAMFT Code of Ethics, and AAMFTRB Exam Domains criteria:

Professional Marriage & Family Therapy Principles (PMFTPS): MFT Core Competencies

Domain I: Admission to Treatment

1.1.1 Understand system concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.

1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.

1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

Domain II: Clinical Assessment & Diagnosis

2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple process; and family development and processes (e.g., family, relational, and systemic dynamics).

2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups

2.3.3 Apply effective and systemic interviewing techniques and strategies

2.3.6 Assess family history and dynamics using a genogram or other assessment instruments.

Domain III: Treatment Planning & Case Management

3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.

3.4.3 Evaluate level of risks, management of risks, crises, and emergencies.

3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationships with clients, process for explaining procedures, and outcomes.

Domain IV: Therapeutic Interventions

4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

4.2.2 Distinguish difference between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.

4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.

Domain V: Legal Issues, Ethics & Standards

5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.

5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.

5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

Domain VI: Research & Program Evaluation

6.3.1 Read current MFT and other professional literature.

6.3.2 Use current MFT and other research to inform clinical practice.

AAMFT Code of Ethics: Standards

Standard 1.1 Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, or sexual orientation, gender identity or relationship status.

Standard 2.2 Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

Standard 3.1 Marriage and family therapists pursue knowledge of new development and maintain competencies in marriage and family therapy through education, training, or supervised experiences.

Standard 3.2 Marriage and family therapists maintain adequate knowledge of and adhere to applicable laws, ethics, and professional standards.

AAMFTRB Examination Domains, Task Statements & Knowledge Statements

Domain 01: The Practice of Systemic Therapy

1.02 Maintain consistency between systemic theory and clinical practice.

1.03 Integrate individual treatment approaches within systemic treatment approaches.

1.04 Integrate multiple dimensions of diversity and social justice within a systemic treatment approach.

Domain 02: Assessing, Hypothesizing, & Diagnosing

2.01 Join with the client system to develop and maintain therapeutic alliance.

2.05 Assess how individual members of the client system perceive impacts of relational patterns on the presenting issues.

2.17 Assess the impact of the developmental stage of members of the client system and the family life cycle stage on presenting problem formation, maintenance, and resolution.

Domain 03: Designing & Conducting Treatment

3.04 Develop a treatment plan reflecting a contextual understanding of presenting issues.

3.08 Select therapeutic interventions based on theory and relevant research (individual, couple, group, and family).

3.23 Integrate client's cultural knowledge to facilitate effective treatment strategies.

Domain 04: Evaluating Ongoing Process & Terminating Treatment

4.01 Use theory and/or relevant research findings, including culturally relevant research findings, in the ongoing evaluation of process, outcomes, and termination.

4.05 Develop a plan in collaboration with client to maintain therapeutic gains after treatment has ended.

Domain 05: Managing Crisis Situations

5.01 Assess severity of crisis situation to determine if and what immediate interventions may be needed.

5.17 Teach client techniques to manage crisis situations.

Domain 06: Maintaining Ethical, Legal, & Professional Standards

6.01 Integrate ethical codes of licensing boards, relevant professional organizations, and associations into professional practice.

6.12 Inform client of parameters of confidentiality and privileged communication to facilitate client's understanding of therapist's responsibility.

6.14 Consult with colleagues and other professionals as necessary regarding clinical, ethical, and legal issues and concerns.

Overall Program Goals

The Couple and Family Therapy faculty are committed to the following program goals:

Program Goal #1 (Diversity & Cultural Responsiveness) Program will exhibit commitment to diversity and cultural responsiveness.

Program Goal #2 (Knowledge/Practice) Program educates students in a systemic paradigm and emphasizes the use of a systemic framework in their clinical practice.

Program Goal #3 (Research) Program is committed to educating students on research.

Program Goal #4 (Ethics) Program is committed to developing ethical practitioners.

Program Goal #5 (Graduate Achievement) Program demonstrates commitment to graduate success.

Student Learning Outcomes

The following are the corresponding student learning outcomes for the Marriage, Couple and Family Therapy program:

1. Students will demonstrate clinical competency in working in diverse settings and with diverse client populations.
2. Students will successfully pass the multicultural curriculum.
3. Students will demonstrate their knowledge of a systemic framework in a case application paper.
4. Students will apply a systemic framework in their clinical practice.
5. Students will develop a research proposal.
6. Students will learn to critically analyze common assessments in the field.
7. Students will show a commitment to professional ethical behavior in their clinical practice.
8. Students will complete program in a timely manner.
9. Graduates will be gainfully employed in the field.
10. Graduates will pass the National Marital and Family Therapy Exam.

Couple and Family Therapy Program Anti-discrimination Policy and Diversity Statement

We encourage applications from persons from a variety of sociopolitical contexts, such as racial and ethnic minorities, persons with disabilities, veterans, sexual and gender minorities, and individuals from a variety of religious and spiritual backgrounds. The couple/family faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and others' experiences, beliefs and values. We seek to train counselors/therapists who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The AAMFT Code of Ethics statement regarding diversity includes the following: Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status. AAMFT Code of Ethics Section 1.1

Procedure and Timeline for Curriculum Review

All courses taught in a particular semester will be reviewed in the following semester during the CFT program faculty retreat (e.g., fall courses will be evaluated in spring, spring and summer courses will be evaluated in the fall). The following key teaching/learning practices will be reviewed for effectiveness in achieving the program goals and students learning outcomes:

1. FCQs-faculty/course evaluations
 - a. Effectiveness of course
 - b. Effectiveness of instructor
 - c. Effectiveness of student learning
 - d. Effectiveness of respect for diverse students and diverse points of views

- e. Effectiveness of consideration of diverse perspectives
2. Program SLO's target outcomes
 - a. Effectiveness in meeting targets for SLOs
 - b. Trends in areas of improvements in meeting SLOs
3. Instructor's feedback
 - a. Instructor's process experience of what worked and didn't work in the course content, assignments, and discussion processes.
 - b. Instructor self-reflection on continual professional development areas

CFT Program Faculty Sufficiency:

The program assesses sufficiency of faculty to meet Program Goals and Student Learning outcomes via the following:

1. CFT Current Student Survey- faculty effectiveness section: Students must rate each faculty member at 70 % or more effectiveness at helping to achieve the program goals and student learning outcomes.
2. CFT Current Student survey- faculty sufficiency section- Students must rate faculty sufficiency at 70% or more in order to meet the criteria the program has set for sufficiency of faculty.
3. In reviewing Faculty meeting minutes, no reported complaints on faculty sufficiency.
4. The program is able to achieve all of its Program Goals and Student Learning Outcomes.

Clinical Supervisor Sufficiency:

Supervisor sufficiency to meet program goals and student learning outcomes will be based on:

1. Feedback from CFT Students survey of clinical supervisor effectiveness- Students must rate clinical supervisor effectiveness at 80% or more effectiveness at helping students to meet program goals and student learning outcomes.
2. Feedback from current CFT students on the sufficiency of supervision. Students must rate supervisor sufficiency at 80% or more sufficient in helping students meet program goals and student learning outcomes (added in summer 2020).
3. Final Evaluation of Internship Student- students will demonstrate clinical competency via the target for **SLO #4**: Students will apply a systemic framework in their clinical practice.

Benchmark: Students will demonstrate competency in application of a systemic framework by scoring a 3 or above on the Intern Assessment of Systemic Clinical Understanding & Skills section of the Final Evaluation of Internship Student.

Target: 80% of students will score a 3 or above Intern Assessment of Systemic Clinical Understanding & Skills section of the Final Evaluation of Internship Student.

4. Supervisor sufficiency is based on having enough supervisors to cover all of the practicums and internship at a 1:8 ratio for group supervision and 1:2 ratio for individual supervision.

STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

The CFT program believes in the importance of student participation in the program's governance. Therefore, 2 students from each specialty track will be elected by the students during the annual advising night meeting to be the Student Representatives. The role and qualification of the Student Representative is as follows:

Qualifications:

1. CFT Student Representatives must be students in good standing with a 3.0 or above GPA
2. Good communicators
3. Invested in ongoing professional development

Duties:

1. Participate in program meetings once per month
2. Collect information from fellow students regarding what is working and what is not working in particular track, academic resources, program climate, student services, etc.
3. Participate in brainstorming potential program enhancements to address students' concerns during faculty meetings
4. Report back to the specific track student body in a professional manner information gathered during faculty meeting
5. Participate in program governance discussions such as class schedule, access to student resources, student services etc.

CMFT FACULTY AND STUDENT EXPECTATIONS

1. CMFT courses are graduate level and are intended to prepare students for professional roles in the couple and family therapy field. Therefore, students should expect rigor in academic work. This means that there will be a **minimum** of two books per course and a **minimum** of four products (e.g. papers, projects, reviews, group projects, and presentations). Students should be prepared to use APA style (**7th edition**) for papers and will be expected to proofread papers for correct spelling, grammar and syntax. Failure to conform to these standards will result in lower scores on projects.
2. Students should adhere to their degree plans and take three or fewer courses per semester, especially if they are working full time. **Students who desire to take a fourth class during a semester must submit a written request to their faculty**

mentor, who will present it to the full faculty for review for final decision. Students are encouraged to adjust their course load so they are not overextended. This guideline is stipulated in order for students to be able to devote sufficient time for adequate class preparation and learning.

3. Students who do not demonstrate the expected Therapy skills in courses focused on skill acquisition by earning a B or better will be asked to repeat these courses until adequate skills are developed. Students may repeat a course twice. Failure to successfully complete the course a second time will lead to dismissal from the program.
4. Professional behavior is expected in class. Faculty expect students to complete reading assignments **prior** to class. Additionally, faculty expect students to come to class prepared for the day's topics/discussions and to arrive on time. At a minimum, students should expect three hours of work outside of class per credit hour. In addition, students should exhibit a positive attitude, active learning style, receptivity to new ideas, openness to feedback, flexibility, and respect for faculty members and peers.
5. **Confidentiality** is the norm for all classroom interaction. Therefore, in keeping with the ethical guidelines of the mental health professions, information that is discussed about students, clients or others affiliated with the CMFT program is not to be discussed outside of the class or setting in which it originated. Students are expected to be active participants in maintaining and creating a safe environment in the classroom. Cell phones are to be turned off and students are expected to refrain from holding side conversations during class lectures or activities. **During class time, computer use should be limited to note taking or other specific class-related activities. Faculty reserve the right at any time to ask students to put away computers, tablets, smart phones, etc.**
6. Students can expect faculty to return telephone calls and email messages within two business days of receiving them. If faculty are out of the office, they will respond to calls and emails within two business days of their return to the office. In preparation for a professional workplace, students are also expected to timely respond to telephone calls and email messages from faculty and others in the School. Students can expect faculty to return papers and exams within three weeks.

POLICIES AND PROCEDURES

The listed courses, requirements, and policies for completion of the CMFT Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and /or requirements change, these new requirements may be applied to students who are already enrolled in the couple and family therapy program.

New Student Orientation

Mandatory new student orientation meetings are held in the fall and spring. The meeting is scheduled on the Friday prior to the beginning of each semester in order to reach all students. Orientations aim to:

- ◆ Provide new students with information about their respective programs.
- ◆ Provide new students with registration information.
- ◆ Introduce new students to the staff of the School of Education & Human Development Academic Services Center.
- ◆ Provide new students with resources for the School of Education & Human Development, the University of Colorado Denver, and the Auraria Campus.
- ◆ Begin discussions regarding multiculturalism and diversity.

Advisement/Mentoring

Each applicant admitted into the CMFT Program is assigned a faculty mentor. The name of the mentor is included in the applicant's email informing them of admission to the program. **It is recommended that students contact the faculty mentor soon after being admitted to the program.** If a student wants to change mentors, a request is made to the faculty member desired as the new mentor. If the faculty member agrees, the faculty member submits the mentor change to the Student Service Center. The Change of Mentor form is available in [Appendix B](#).

Every CMFT student is required to meet with your faculty mentor once/year. These meetings are set up to help you in your professional development. Preparation for these meeting includes a review of program policies and questions you may have regarding them, areas of interest within the field and questions about avenues for involvement, etc.

Grading Policies

The standard letter grade policy is used in the CMFT Program. Students receiving a C or below in any of the clinical skill building courses: CMFT 5160, 5161, 5180, 6140, 6160, 5910, 5930 will be required to repeat the course and follow any remediation plan that may be developed to meet the students' specific needs. If the student is not able to complete the skills course the second time with a passing grade, as well as follow through with a remediation plan, in a satisfactory manner, the student will be dismissed from the program.

If a student receives a grade of "I" (incomplete), he or she is responsible for completing work within one year in order to receive a grade other than "failure" (F). Please see below for the SEHD Incomplete Policy. Students receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an "incomplete," as this policy may affect Financial Aid eligibility status. Grading policies for Practicum and Internship are available in the packets for these classes and vary slightly from the classroom grading policy.

Incomplete "I" Grade Policy

An Incomplete "I" is a temporary grade, which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the "Application for Incomplete Grade" form before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

The following provisions for incomplete grades apply:

- The "Application for Incomplete Grade" may be obtained at <https://education.ucdenver.edu/academic-services/student-resources>.
- Instructors should submit a file copy of the "Application for Incomplete Grade" form when the Incomplete grade is assigned to Academic Services.
- The instructor submits the final grade on Change of Record form (available in Academic Services) and submits the form to Academic Services for processing.
- It is in the student's best interest that incomplete grades be made up by the end of the following academic term. Incomplete grades must be made up and final grades submitted within one calendar year from the date Incomplete was recorded. Only under the most extenuating circumstances may an Incomplete be made up more than one calendar year from the date it is recorded and only with a dean's approval.
- The course work may be completed while the student is not enrolled.

- ❑ Incomplete grades appear on the transcript for one year. Incomplete grades do not affect the grade point average. After one year, or at the time of graduation, Incomplete grades will change to 'F' and affect GPA.
- ❑ An Incomplete grade may not be considered passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes.
- ❑ Notation of the original incomplete status of the grade remains on the student's transcript along with the final grade.
- ❑ An Incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. Students who receive an incomplete grade in a course must not reregister for the course in order to remove the "I".
- ❑ An Incomplete should not be assigned where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. Rather, the course should remain ungraded or In Progress (IP) until the project is complete.

Grade Appeals Process

The steps in the University of Colorado Denver Couple and Family Therapy Program grade appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor's decision, he or she can follow the appeals process through the Student Academic Appeals Committee in the School of Education & Human Development.
3. The student should contact the Academic Services Advisor for the Couple and Family Therapy Program for details on the SEHD Appeals Process.

Policy for Student Complaints of Faculty

If students have complaints regarding a couple/family faculty member, they should follow the following policy to address their concerns:

1. Email the faculty member outlining student concerns and request to set up an in person meeting with the faculty member to discuss these concerns. The student must initiate this email contact within 30 days of the end of the semester in which the incident prompting the complaint occurred.
2. The student can request that another faculty member be present at this meeting.
3. If the concern is not alleviated after the in person meeting, the student should send a detailed email to the Program Lead (or Dean, if the complaint is against the Program Lead). This email should include:
 - a. all correspondence with the faculty member that pertains to this concern,
 - b. the student's account of his or her concerns regarding the faculty member,
 - c. the student's account of the face-to-face meeting
 - d. what continues to concern the student.This email must be submitted to the program chair within 10 days of the in person meeting.

4. At that point, the Program Lead (or Dean) determines the course of action. The Lead (or Dean) will communicate this decision via email to the student within 14 days.

Graduate Level Writing Expectation

APA Style Guide - **VERY IMPORTANT RESOURCE:**
<http://www.apastyle.org/manual/index.aspx>. **BOOKMARK NOW!**

The CMFT Program students are expected to write at a graduate level. **The current APA writing style is required for all papers in counseling/therapy courses.** Errors such as incomplete sentences, improper grammar and syntax, incorrect spelling, disorganization, failure to use APA style correctly, and failure to address required topics in papers are not acceptable. Papers containing substantive writing errors will not be read. Instead, such papers will be returned and students will be required to seek consultation with the writing center on campus and to resubmit the paper by the resubmission deadline provide by the instructor. Instructors will deduct points at their discretion per assignment for papers that, upon re-submission, still contain gross errors. It is the student's responsibility to attain and demonstrate graduate level writing skills. The CU Denver Writing Center staff are available to assist students with improving their writing skills. The CU Denver Writing Center is located in North Classroom Room 4014 and can be reached at (303) 315-7355 for more information visit <https://clas.ucdenver.edu/writing-center/>. Please allow writing center staff plenty of time to schedule your appointment.

Course Waivers

Students may **not** use work experience or professional development seminars in order to waive course requirements. Students may waive courses only when they have taken a similar graduate level course with equivalent content at another accredited institution; these may be courses that have been used to satisfy requirements of another Master's degree. Students already admitted to the program who wish to waive courses must obtain a [Course Waiver Form](#) and submit the form to the program faculty mentor with appropriate documentation of the course (transcript, course syllabus, and course description). Students who waive courses must take an elective in order to satisfy the 39-66 (depending on your chosen area of emphasis) semester hour requirement for the Master's degree. **Course waivers will not be evaluated until an admissions decision is made.**

Course Transfers

Transfer credit is defined as any credit earned at another accredited institution either in the United States or abroad.

All courses accepted for transfer must:

- a. Be graduate level (5000 or above);
- b. Have a “letter” grade, courses in which the grading is either satisfactory/unsatisfactory or pass/fail are not accepted;
- c. Have a grade of “B minus” or better;
- d. Be validated by the faculty mentor to ensure that the courses were taken within a timeframe such that their content is considered “current”

Transferring credit requires an official transcript and a [Transfer of Credit form](#). Note: All credit transfers must be approved by the faculty advisor and submitted to the Academic Services Center for a dean’s signature. For the M.A. program, only a total of nine semester credits can be transferred.

Leave of Absence

A student may take periodic leaves of absence from the Couple and Family Therapy program if unable to enroll in courses for two consecutive semesters including summer, and must request a leave of absence using the form, available in [Appendix C](#). **Program faculty will review the student’s request and may approve it, disapprove it, or request that it be revised.** Leave of absences have been approved for students who become new parents, assume new jobs, are recuperating from an extended illness, are coping with a disabling or medical condition, plan to be out of the country, and/or are serving in the military (on tour). Students may want to contact the University’s Disability Resource Services to determine whether or not an extension is available as reasonable accommodation. With an approved leave of absence, students are assured that they will be permitted to resume studies as planned. Students who discontinue coursework for more than three consecutive semesters, inclusive of summer, *without* arranging for a leave of absence will need to reapply to the program, and will be in competition with all other new applicants.

Re-Admission Policy

Students who are not granted a leave of absence and who do not enroll for courses in the Couple and family Therapy Program for **three** consecutive semesters including summer must apply for re-admission to the Couple and Family Therapy Program. Students who are dismissed from the program are also eligible for re-admission. A student dismissed for academic reasons can reapply after six semesters. Such students must complete a re-admission application and request re-admission by writing a letter to the program faculty explaining their absence. To obtain more information about the re-admission process, please contact Academic Services at education@ucdenver.edu

The CMFT Faculty have the prerogative to grant or deny re-admission and may stipulate the conditions under which re-admission and graduation from the program occur. Students have 7 years from the semester they are first admitted into the program to complete the degree, including any leaves of absence the student may take. Only graduate-level courses less **than** 10 years old (taken as a degree-seeking student, in non-degree status, or at another institution) may count toward the Master's degree. The Couple and Family Therapy Faculty will make all final course approval decisions.

Minimum 3.0 GPA Required Each Semester

All Couple and Family Therapy students must maintain an overall GPA of 3.0 each semester while they are in the Couple and Family Therapy program. If students fall below a 3.0 GPA in any given semester, they will be placed on Academic Probation and will have two consecutive semesters in which to bring their GPA to a 3.0. Students who fail to bring their GPA to a 3.0 in the aforementioned timeframe may be dismissed from the program.

Background Check

A background check will be conducted on all admitted students to the Couple and Family Therapy Program. Continued enrollment to the program is contingent on a satisfactory background check. Students who fail to fully disclose civil or criminal charges or who falsify their applications in any way are subject to immediate dismissal from the program.

Policy Exceptions

Students who want to be granted an exception to any of the policies in the Couple and Family Therapy Program Student Handbook must submit the form at https://forms.ucdenver.edu/secure/sehd_coun_request_policy stating the nature of the request, the rationale for the request, and must attach relevant documentation. Such requests must be submitted to faculty mentors a minimum of 7 days prior to the monthly faculty meeting. Faculty as a whole will act on students' policy exception requests. Be aware that absent of extraordinary circumstances, policies will not be waived.

Plagiarism

Plagiarism is defined as the inclusion of another author's words, concepts, and illustrations in one's own work, without properly acknowledging the creator of this content. Students are expected to submit class assignments, papers, and examinations that consist of their own ideas and to appropriately cite material taken from scholarly resources. Appropriate citations include the accurate identification of the original author in the body of a paper or assignment and an accurate description of the source of the material in the reference section. Within this process, it is critical that students understand how and when to appropriately paraphrase material and when to use and cite actual quotations from the original author's work within APA standards (6th Ed., second printing or later). Self-plagiarism, the submission of an assignment or paper that was submitted for credit in another class, either in part or in its entirety,

is also prohibited. Consequences for plagiarizing can range from a request to resubmit the class assignment, receipt of a grade of “F” for the course, or dismissal from the university.

Reasonable Accommodation

It is the policy of the University of Colorado to provide reasonable accommodation to qualified students with a disability. Whether a requested accommodation is reasonable will be determined on an individual basis by the Office of Disability Resources and Services (DRS) and the School. Accommodations may include assistance in identifying volunteer note-takers, alternative testing (extra time, scribe, reader), textbooks in alternate format (Braille, enlarged, digital-audio), priority registration and/or interpreters services. If a student wants to pursue an accommodation, they should contact the Office of Disability Resources and Services. (<https://www.ucdenver.edu/offices/disability-resources-and-services>). The office is located at 1201 Larimer Street, Academic Building1, Suite 2116. They can be reached via email at disabilityresources@ucdenver.edu or via phone at (303) 315-3510.

Campus Assessment, Response & Evaluation (CARE) Team

The Campus Assessment, Response & Evaluation (CARE) Team was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the campus Assessment, Response & Evaluation (CARE) Team. The CARE team’s purpose is to promote a safe productive learning, living and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <https://www.ucdenver.edu/student/health-wellness/care-team> or call 303-315-7306.

PROFESSIONAL DISPOSITIONS AND EXPECTATIONS

CMFT Program Monitoring Process

Students are expected to conduct themselves in an ethical, responsible and professional manner. The student must be familiar with the relevant Codes of Ethics of the American Association of Marriage and Family Therapy.

The CMFT Program faculty expects prospective therapists to be concerned about other people, to be emotionally stable and psychologically well adjusted, to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. **Further, we expect students to be committed to personal growth and professional development through opportunities provided in course work, group labs, supervision, assigned and self-selected readings, and personal therapy.** The CMFT Program faculty believes that it is ethically imperative that counselors/therapists are willing to do in their own lives, what they ask their clients to do.

The CMFT Program faculty have a responsibility to the students in the program, the profession, and the eventual consumers of therapy services provided by CMFT Program graduates, to monitor not only students' academic progress, but also the professional dispositions of students.

AAMFT provides guidelines of professional behavior via its Code of Ethics. These dispositions should be of a quality as to NOT interfere with the professionalism or helping capacity of the student. The faculty has an ethical obligation to the public and the professions to ensure that any student who does not demonstrate sufficient professional dispositions receive corrective feedback. The family therapy literature continue to show that the most important aspect of therapy is the person of the therapist. The faculty of the CMFT Program therefore believes that it is their ethical responsibility to students, future clients, and the State of Colorado to train therapists who demonstrate the dispositions of an effective therapist, as detailed below, and who are culturally responsive and diversity conscious.

The following **Professional Dispositions Review Form** lists characteristics described in the literature as being desirable for professional counselors/therapists (adapted from Homrich, 2011). The development and dispositions of students in the CMFT Program are reviewed by faculty (Including core faculty, adjunct faculty, site supervisors, university and site staff, and other persons in supervisory or teaching roles) on an on-going basis. When concerns about a student's dispositions arise, the form and process described below will be used to provide formal feedback and support the student's development.

PROFESSIONAL DISPOSITIONS REVIEW FORM					
Student Name:					
Faculty Completing this Evaluation:					
TIME PERIOD OR INCIDENTS COVERED BY THIS EVALUATION:					
DISPOSITIONS:	UNACCEPTABLE 1	2	ADEQUATE 3	4	EXCELLENT 5
1) Respects the privacy and confidentiality needs of others. (e.g. clients, peers, faculty, staff)					
1) Comments (note if unable to rate):					
2) Understands and maintains ethical guidelines for counselors/therapists as published by the relevant professions and organizations.					
2) Comments (note if unable to rate):					
3) Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.					

3) Comments (note if unable to rate):					
4) Remain open to ideas, learning, feedback, and change					
4) Comments (note if unable to rate):					
5) Cooperates with remediation plans and endeavors to adjust or improve behavior.					
5) Comments (note if unable to rate):					
6) Fulfills obligations promptly, consistently, reliably, and according to expectations stated by professor/instructor or supervisor.					
6) Comments (note if unable to rate):					
7) Follows the procedures and policies of the Couple and Family Therapy Program and the School of Education and Human Development. Students are responsible for knowing and understanding the content of relevant material from official sources including syllabi, program handbooks, and University web sites					
7) Comments (note if unable to rate):					
8) Engages effectively as a team member supporting the efforts of peers, faculty, and the SEHD.					
8) Comments (note if unable to rate):					
9) Uses technology (including all hardware and social media) appropriately and ethically in all situations while respecting others who are present or impacted.					
9) Comments (note if unable to rate):					
I have discussed this evaluation with a faculty member					
Student Signature: _____					
I have discussed this evaluation with the student named above:					

Faculty Representative Signature: _____

Students failing any skill-building course twice face immediate dismissal. Students' development is evaluated and discussed by the faculty on an ongoing basis. If the faculty determines that a student's professional dispositions are lacking, the form above will be completed by one or more faculty members and/or other relevant professionals (e.g. practicum supervisor, internship supervisor). Information and evaluation may be requested from instructors, supervisors, or other professionals working with the student.

After the Professional Dispositions Review Form is completed, the student will be contacted via email to arrange a time for an in-person meeting to discuss the evaluation(s). The meeting also includes the student's faculty mentor. The student will be given paper copies of all forms at this meeting, and the meeting will provide an opportunity for the student and faculty to discuss the evaluation(s) and next steps.

If the person completing the form is the student's faculty mentor, the student may request another faculty member be present at the meeting as well. If more than one faculty (or other professional) completes a Professional Dispositions Review Form regarding the same incident or time period, one of the individuals completing the forms will be designated to contact the student and discuss the forms in person.

1. The student is presented with a written copy of the Professional Dispositions Review Form(s) at the in-person meeting. The student and faculty will meet to discuss the form and any recommended remediation deemed appropriate or supports needed in order for the student to continue successfully in the program. The ratings will be discussed and explained and if further actions are required, a plan for completing those actions will be constructed. Specific within that plan will be a) the name of the person with whom the student will meet to carry out the plan, and b) the time frame for meeting with that person. Next, a specific plan and schedule for implementing the needed actions will be determined. A copy of the Professional Dispositions Review Form, any action plans, and a summary of any actions taken will be given to the student and copies will be placed in the student's file.
2. If a student receives more than one Professional Dispositions Review Form during any one semester **OR** receives a review form from more than one relevant professional (instructor, supervisor, etc.) during his/her program, the student will be required to meet with his or her faculty mentor to discuss a remediation plan. A copy of the Professional Dispositions Review Forms, the remediation plan and a summary of any actions taken will be given to the student and copies will be placed in the student's file.
3. If a student receives three Professional Disposition Forms or more during his or her course of study **OR** does not successfully follow a prior remediation plan, the student will be required to meet with his/her faculty mentor and two other faculty members to discuss consideration of continuation in the Coupe and Family Therapy Program. If the faculty

determines that the student's professional dispositions are inappropriate to the field of Therapy, and such behaviors would be a detriment in working with others, the student will be denied continuance in the CMFT Program.

Semester Evaluations on LiveText:

All students in training are reviewed **each semester** by all teaching faculty on the following domains:

Skills: knowledge and skills in couple and family therapy and implementation with sensitivity to cultural variables, impeccable writing, and inclusion of research findings in clinical work.

Disposition: commitment to learning, sensitivity to social justice and equity issues and openness to learning. Student demonstrates a clear understanding of personal values, cultural identity, and has respect and sensitivity towards diversity issues.

Knowledge: completion of all reading assignments as well as adding additional research literature to class discussions and assignments.

Writing and APA formatting: quality of writing including application of APA, proper grammar, and clarity. Student demonstrates the ability to assign information well, information in writing is well articulated and explained. Student has the ability to summarize thoughts and feelings well.

SEHD Mission, Vision, and Goals: acknowledging and highlighting the mission and goals of the SEHD and incorporate these goals in the ongoing acquisition of knowledge and skills. Student also shows commitment to the equity and diversity standards established by the SEHD. These are clearly visible in written and oral communication and all assignments completed by the student.

These domains are evaluated using following rubric: Distinguished, Proficient, Basic, and Unsatisfactory. For more details on these evaluations, visit your LiveText account (www.livetext.com).

Evaluation of Practicum and Internship Students

Policies for review of students during Practicum and Internship include the above criteria as well as additional criteria appropriate to for clinical work. Information concerning this process is found in the Practicum and Internship manuals.

Personal Therapy

The Couple and Family Therapy Program faculty believe that participating as a client in individual or group therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. **Experience as a client in personal therapy is, therefore, strongly recommended for the Couple and Family Therapy program.** Individual or group therapy should be conducted by a licensed professional

counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional.

Addressing Personal Concerns –Therapy educators may require students to address any personal concerns that have the potential to affect professional competency (AAMFT Code of Ethics). Personal therapy may, at any time, be required by the program faculty for the student to continue in the program. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's screening or at any time during his/her continuation in the program. The student has the right to choose his/her own therapists for this requirement. Students may see the Counseling Center Director for referral to services contracted with outside providers.

For information purposes, listed below is a sample of agencies that offer counseling/therapy services in the area:

- Boulder County Mental Health Center, Boulder 303-443-8500
- Human Services, Denver 303-832-5683
Southeast Denver 303-368-8501
Lakewood, 303-980-1160
- Professional Psychology Center, University of Denver, 303-871-3626
- Mental Health Corp. of Denver, 303-377-4300
- Adams Community Mental Health Center, Commerce City, 303-659-6280
- Jefferson County Mental Health Center, Arvada, 303-425-0300
- Arapahoe Mental Health Center, Englewood, 303-779-9666
- Aurora Community Mental Health Center, Aurora, 303-693-9500
- MDS Counseling Center, Denver, 303-756-9052

COUPLE AND FAMILY THERAPY COURSE SEQUENCING

Courses in the graduate program in Couple and Family Therapy at the University of Colorado Denver are designed to provide a gradual and stratified skill-building experience, beginning with introductory courses and culminating with the internship experience.

Course sequencing is utilized to maximize the learning and skill-building process. **Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites for courses have been taken. Some courses may be offered only once per year, or every other year. Please consult the tables below for the information on courses not offered every semester.**

Any student who has not followed the above procedure and has registered for a class out of sequence may be administratively dropped from the class. There are several courses in the Counseling/Therapy curriculum for which a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

COURSE	MAX PER SECTION
CMFT 5160 Individual and Foundational Family Therapy Techniques	15
CMFT 5161 Individual and Contemporary Family Therapy Techniques	15
CMFT 5910 Practicum Group Supervision	8
CMFT 5930 Internship in Couple and Family Therapy	8
CMFT/COUN 6140 Counseling/Therapy with Children, Adolescents & Their Parents	22

These maximum enrollments are monitored very closely. Students are expected to register early in order to secure a place in these classes. If the class is full, place yourself on the waitlist. Waitlists allow the program director to assess whether additional sections may be offered.

Master of Arts in Couple and Family Therapy
(54 semester hours)

Course #	Course Name	Credits	Prerequisites
CMFT 5150	Foundational Family Therapy Theories	3	
CMFT5160	Individual & FT Foundational Techniques and Self of the therapist	3	
CMFT 6180	Family Issues: Multicultural Intersectional Systems through the Lifespan	3	
CMFT 5151	Contemporary Family Therapy Theories	3	CMFT 5150, 5160
CMFT 5161	Individual & FT Contemporary Techniques and Self of the Therapist	3	CMFT 5150, 5160
CMFT 5330	Professional Identity & Relational Ethics	3	CMFT 5150, 5160
LDSF 6200	Human Development	3	
RSEM 5120	Introduction to Research	3	
*CMFT/COUN 5180	Counseling/Therapy with Couples	3	CMFT 5150, 5151, 5160, 5161, 5330
*CMFT/COUN 6160	Advanced Assessment & Treatment in Family Systems	3	CMFT 5150, 5151, 5160, 5161, 5330, RSEM 5120, COUN 6250
COUN 6250	Mental Health Diagnosis	3	
*CMFT/COUN 6140	Children, adolescent & parents (create a relational based course-divorce, adoption, remarriage)	3	CMFT 5150, 5151, 5160, 5161, 5330
CMFT 6170/7170	Family Issues: Addictions & Trauma in Family Systems	3	CMFT 5150, 5151, 5160, 5161, 5330
*CMFT/COUN 6000	Sex Therapy	3	CMFT 5150, 5151, 5160, 5161, 5330
*CMFT/COUN 5910	Practicum in Couple & Family Therapy	6	CMFT 5150, 5151, 5160, 5161, 5330, 5180, 6180, 6160, 6140
*CMFT/COUN 5930	Internship in Couple and Family Therapy	3	CMFT 5910
*CMFT/COUN 5930	Internship in Couple and Family Therapy	3	CMFT 5910
Total Credits		54	

*Courses will be cross listed until all current students enrolled in the CACREP & COAMFTE approved 63-credit hour program graduate.

The following is of COAMFTE’s Foundational Curricular Areas and the corresponding courses in our program:

<p>The foundational curriculum covers the knowledge and skill required to practice as a MFT by covering the Foundational Curricular Areas below.</p>	<p>Current CU Denver courses</p> <p>*Transfer equivalent only applies to students transferring from the COUN program to the CAFT program.</p>
<p><i>FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)</i></p> <p>This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.</p>	<p>CMFT 5150 (Foundational Family Theory)</p> <p>CMFT 5151 (Contemporary Family Theories)</p> <p>*Transfer Equivalent: COUN 5150 & COUN 5010</p>
<p><i>FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)</i></p> <p>This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.</p>	<p>CMFT 5160 (Individual and Foundational Family Therapy Techniques)</p> <p>CMFT 5161 (Individual and Contemporary Family Therapy Techniques.)</p> <p>CMFT 5180 (Counseling/Therapy with Couples)</p> <p>*Transfer Equivalent: COUN 5160, COUN 5100</p>
<p><i>FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)</i></p> <p>This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.</p>	<p>CMFT 6180 (Family Issues: Multicultural Intersectional Systems through the Lifespan)</p> <p>*Transfer Equivalent: COUN 5810</p>

<p><i>FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)</i></p> <p>This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program’s mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.</p>	<p>RSEM 5120 (Intro to Research)</p>
<p><i>FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)</i></p> <p>This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.</p>	<p>CMFT 5330 (Professional Identity and Relational Ethics)</p> <p>*Transfer Equivalent: COUN 5330</p>
<p><i>FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)</i></p> <p>This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.</p>	<p>LDSF 6200 (Human Develop)</p> <p>CMFT 6000 (Intro. to Sex Therapy)</p>
<p><i>FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)</i></p> <p>This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.</p>	<p>CMFT 6160 (Adv Fam. Assess.)</p> <p>COUN 6250 (Mental Health Diagnosis)</p>

<p><i>The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.</i></p>	<p><i>Current CU Denver courses</i></p>
<p><i>FCA 8: Contemporary Issues</i></p> <p>This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program’s mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.</p>	<p>CMFT 6170 (Addictions & Trauma in Family Systems)</p> <p>*Transfer equivalent COUN 6170</p>
<p><i>FCA 9: Community Intersections & Collaboration</i> This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program’s mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.</p>	<p>COUN/CMFT 6140 (Cnsl. Child, Adols, and their Families)</p>

PRACTICUM

ALL COUNSELING/THERAPY COURSEWORK MUST BE SATISFACTORIALLY COMPLETED PRIOR TO APPLYING FOR PRACTICUM.

The Practicum Manual and Clinic Policies Manual are available online from the Counseling Center website <http://www.ucdenver.edu/life/services/counseling-center/resources/Pages/default.aspx>
Click “Practicum Students” Tab

Submit Pre-Practicum Application here:

https://forms.ucdenver.edu/secure/sehd_practicum_application

Because of the intensity and time commitment required, Practicum is a 6 credit hour course. In order to provide adequate client load and supervision for students, **Practicum enrollment will be limited to 40 students in the Fall and Spring semester and 15 students in the Summer sessions. Students must apply to Practicum by completing an online pre-practicum application. Due dates are as follows:**

Fall Practicum	applications are due by April 15
Spring Practicum	applications are due by September 15
Summer Practicum	applications are due by February 15

The Practicum course and clinical experience meets the criteria of FCA1, FCA2, FCA3, FCA5, FCA7, & FCA9 of the COAMFTE 12.0 Accreditation Standards.

INTERNSHIP

The Internship for graduate students in the Couple and Family Therapy field is probably the most important and comprehensive professional experience in the Couple and Family Therapy program. The Internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student's individualized career goals are met during the Internship experience, arrangements for the Internship are negotiated between the student, the on-site Internship supervisor, the Clinical Coordinator and the student's supervising professor at the University of Colorado Denver.

A manual of information about Internship is available online from the Counseling program Internship website (<http://sehd.ucdenver.edu/cpce-internships>). Prior to enrolling in the Internship, students must have successfully completed Practicum (CMFT/COUN 5910).

Submit Internship Application here:

https://forms.ucdenver.edu/secure/sehd_internship_application

The Internship course and clinical experience meets the criteria of FCA1, FCA2, FCA3, FCA5, FCA6, FCA7, & FCA9 of the COAMFTE 12.0 Accreditation Standards.

CAPSTONE PROJECT & MASTER'S THESIS OPTIONS

Master's Capstone Project

In addition, students are required to make a comprehensive case presentation in their Internship class (CMFT/COUN 5930) during their last semester of internship. Guidelines for such a presentation will be available from course instructors. Successful completion of the case presentation will be counted as your capstone project. The capstone project will include the following areas:

- Family Structure
- Interactional Patterns
- Intergenerational & Attachment Patterns
- Client Family Strengths & Diversity
- Solution Based Assessments
- Postmodern and Cultural Discourse Conceptualization
- Client Perspectives
- Background Information
- Diagnosis
- Treatment Planning
- Ethical Dilemmas
- Self-of the Therapist

Master's Thesis Option

The CMFT Program in the School of Education and Human Development does not require a thesis. However, students who are considering doctoral studies at some future point in time are encouraged to write a thesis under the supervision of a CMFT program core faculty member. Eligible students will be expected to follow a prescribed process in completing the requirements of the thesis option. An overview of the process is provided in [Appendix E](#).

Minimum eligibility requirements include:

- Successful completion of all core courses; consultation with thesis advisor should begin as soon as student is considering the thesis option
- Overall GPA of 3.0 or higher
- Demonstrated ability to pursue research work, as evidenced by research papers developed in other Couple and Family Therapy Program coursework.
- Preliminary identification in discussion with student's faculty mentor of a thesis topic or area of interest
- Agreement from two CFT faculty members to serve on the thesis committee; the third required member can be another Couple and Family Therapy faculty member, or the third member can be an outside member

GRADUATION REQUIREMENTS

Graduation upon completion of the course requirements is NOT automatic. Students are responsible for ensuring they have met the all graduation requirements. Once registration is available for the semester students intend to graduate, including summer, they may apply for graduation online in the UCDAccess student portal. An application for graduation is due by Census Date for the semester that the student intends to graduate. Census date is available on the Academic Calendar at <https://www.ucdenver.edu/student/registration-planning/academic-calendars>.

Students who submit an online application for graduation and do not graduate that semester will need to submit another online application for the semester they plan to graduate. Graduation ceremonies (commencement) are held twice a year (May and December), at the completion of the spring and fall semester. Students graduating in summer may participate in the December ceremony.

PROFESSIONAL LICENSURE AND CERTIFICATION

Individuals in the Couple and Family Therapy profession who practice in the state of Colorado may seek licensure as marriage and family therapist. To aid students in planning their professional careers, the requirements of our couple and family therapy training program correlate with the educational and clinical requirements for licensure in Colorado. If a student adequately completes the courses required for graduation in the Couple and family therapy program, he or she will be well prepared to seek licensure in the state of Colorado. After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination for licensure desired. For LMFT licensure, students take the AMFRTB exam after graduation and completion of the post-masters clinical hours. For additional information on State of Colorado licensure requirements see the Colorado Department of Regulatory Agencies website: www.dora.state.co.us.

PROGRAM ENDORSEMENT POLICY

Only students who have completed the required plan of study for the Couples and Family Therapy program will be endorsed for credentialing as couple/marriage, family counselors/therapists, or recommended for positions as marriage, family and couples interns, or marriage, family and couples therapists.

Marriage and Family Therapists (MFT) Licensure Requirements

Marriage and Family Therapists are licensed in all 50 states, although the designation and licensing requirements vary from state to state (please see https://www.aamft.org/Directories/MFT_Licensing_Boards.aspx for licensure requirements in all states). Within Colorado, the Department of Regulatory Agencies (DORA; <https://dpo.colorado.gov/MarriageFamilyTherapy>) oversees the licensing of all health care providers. University of Colorado Denver faculty will only endorse a student for licensure when they completed the degree requirements listed below, or will endorse only those specific courses

competed at UC Denver. In Colorado, an applicant for licensure as a **Marriage & Family Therapist (MFT)** must meet the following requirements:

Applicants must have completed a Master's or Doctoral program with a major in Marriage and Family Therapy or its equivalent in compliance with C.R.S. 12-43-504(1)(c) and 12-43-503. This means that the applicant obtained a Master's or Doctoral degree from a program that was approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) at the time of graduation, or an equivalency program.

The CU Denver couple and family program qualifies as an equivalency program and meets the following criteria as outlined by DORA: a graduate degree from a regionally accredited program and the program included a supervised practicum/ internship appropriate to the practice of marriage and family therapy. The course work required for the MFT license application in Colorado includes:

- Marital and Family Studies (courses must equal 9 semester or 12 quarter hours)
- Marital and Family Therapy (courses must equal 9 semester or 12 quarter hours)
- Human development (courses must equal 9 semester or 12 quarter hours)
- Professional studies (course(s) must equal 3 semester or 4 quarter hours)
- Research (course(s) must equal 3 semester or 4 quarter hours)
- a minimum of 300 hours of supervised practicum/internship

In addition, applicants for an MFT license must complete the following:

- Post-graduation: → 2,000 overall clock hours of experience over a minimum of 24 months; 1,500 of those hours must be face-to-face direct client contact and 1,000 of those hours must be with couples and families for the purpose of diagnosis, assessment, and intervention
→ 100 supervision hours over a period of 24 months; 50 of those hours must be face-to-face, individual supervision and the remaining hours may be a combination of individual and group supervision
- A passing score on the Association of Marital and Family Therapy Regulatory Board's (AMFTRB) Examination in Marital and Family Therapy (<https://amftrb.org/your-exam-roadmap/>)
- A passing score on the Colorado Jurisprudence Exam

OTHER INFORMATION

Financial Aid

A number of students receive financial aid through grants, loans, work-study programs, assistantships, and scholarships. The Financial Aid Office is in the Student Commons Building, Room 1107 (Lynx Central), 303.315.5969 or financialaid@ucdenver.edu.

Financial Aid Programs

Financial aid programs are offered at the federal and state levels. Programs are offered on a need and non-need basis. Financial aid applications must be submitted once every academic year. To apply, students need to submit the Fee Application for Federal Student Aid (FAFSA), the University of Colorado Denver Student Financial Aid Application, and several other documents. For specific information, contact the Financial Aid Office.

Assistantships

The Counseling program and the School of Education & Human Development at the University of Colorado Denver have a limited number of assistantships available for Master's candidates. Check the School of Education & Human Development website under News and Events, Employment Opportunities for a list of available assistantships. In addition, a number of Counseling/Therapy students are employed as graduate assistants in other programs within and outside of the School of Education & Human Development. Research assistants are also employed on funded research projects within the School and University.

Laurie Bond Memorial Scholarship

The Laurie Bond Memorial Scholarship of \$1,000.00/year is available to Couple and Family track students who have completed 30 hours in the program, who have a cumulative GPA of 3.5 or better, and who can demonstrate the qualities and characteristics of Laurie Bond. Applications are taken in the fall semester. The award is made in January. Additional information is available on the School of Education & Human Development Scholarships, Financial Aid and Tuition webpage.

Placement Opportunities for Graduates

Position announcements for CMFT Program graduates are sent to students via email, Facebook and via LinkedIn. The University of Colorado Denver Career Center and its placement services also assists in job placement. Faculty members are regularly informed of job prospects and will forward information to students via the Academic Services Office.

PROFESSIONAL ORGANIZATIONS

To enhance graduate education and set the foundation for full participation in the couple and family therapy profession, it is strongly recommended that all graduate students become members of the professional organizations or associations which represent their area(s) of special interest.

Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to their own.

Most professional organizations have both regional and national affiliations. Students will be given information on how to join the American Association of Marriage and Family Therapy (AAMFT) and the Colorado Association of Marriage and Family Therapy (COMFT) as well as the American Counseling Association (ACA) and the Colorado Counseling Association (CCA) at orientation sessions. Most of the faculty are members of ACA, CCA, IAMFC, AAMFT, and/or APA (American Psychological Association). Some hold offices in the professional organizations or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.

International & National Organizations

American Association of Marriage and Family Therapy (AAMFT, www.aamft.org)

American Family Therapy Academy (AFTA, <https://afta.org>)

International Family Therapy Association (IFTA, <https://www.ifta-familytherapy.org>)

European Family Therapy Association (EFTA, www.europeanfamilytherapy.eu)

National Council on Family Relations (NCFR, <https://www.ncfr.org>)

State Organizations

Rocky Mountain Family Therapy Network (<https://www.rockymountainfamilytherapy.network/>)

Because we realize that financial resources are limited, students are NOT REQUIRED to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are STRONGLY ENCOURAGED to join one or more of the above professional organizations.

Licensure and Certification Organizations

Association of Marital and Family Therapy Regulatory Boards (AMFTRB,
<https://www.amftrb.org>)

Colorado Department of Regulatory Agencies (DORA, <https://dpo.colorado.gov/>)

Delta Kappa Honor Society: Couple & Family Counseling/Therapy

The University of Colorado Denver Couple and Family Counseling/Therapy program will begin a chapter of Delta Kappa, the International Marriage & Family Therapy Honor Society in the Spring 2019 semester.

Couple and Family Therapy students are strongly encouraged to participate and pursue membership in the Honor Society for Marriage and Family Therapists. See the following link for further information about Delta Kappa, its membership criteria, its activities, opportunities and benefits for CFT students.

<http://www.deltakappamft.org/Home>

Workshops Sponsored By the Program

The Couple and Family Therapy Program regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in counseling/therapy. The workshops are announced in classes and posted on the Couple and Family Therapy Program website and in the Lawrence Street Center in advance. Examples of workshops held over the years include:

- Culturally responsive therapy
- Culturally responsive clinical supervision
- Emotionally Focused Family Therapy
- Working with Gender and Sexual Orientation Diversity
- Domestic Violence
- Strengthening Stepfamilies
- Human Sexuality
- Parents-Students-School: The Problem Solving Triad
- High on Esteem
- Short-Term Medical/Clinical Treatment for Children
- Post-Traumatic Stress Disorder
- Imago Therapy
- Transgenerational Therapy

OTHER SOURCES OF INFORMATION

Information about the University of Colorado Denver, the School of Education & Human Development, and the Couple and Family Therapy program is available on-line. The home web address is:

<https://education.ucdenver.edu/academics/graduate/couple-family-therapy>. Under that heading, you can also visit the Academic programs, which has the policies and rules governing the master's degree programs. Link to Program Specific Resources for the Couple and Family Therapy program: <https://education.ucdenver.edu/academic-services/student-resources/graduate/couple-family-therapy/>

The University of Colorado Denver Catalog is another source of information concerning the Counseling program. Students are encouraged review the Online Catalog at <http://catalog.ucdenver.edu/>. In addition, information concerning program news, workshops, internship sites, jobs, etc. are sent out via email.

Twice a year, a newsletter comes from the program and is emailed to students.

INFORMED CONSENT

Couple, Marital, and Family Therapy Program

University of Colorado Denver

As a student in the Couple, Marital, and Family Therapy Program, you can expect to have a variety of didactic and experiential experiences that will comprise your degree path. This document helps you know in advance what to expect. By signing it, you are indicating you have been informed about aspects of the Counseling Program and are a willing participant in these learning processes. Please initial in the space next to each item and sign the statement at the bottom of the page.

1. I understand that the Counseling Program is committed to social justice and to its mission to increase awareness, knowledge and skills in multicultural and diversity competency. I understand that throughout my program I am expected to examine my cultural identity, and own biases and privilege. _____
2. I understand that I am expected to participate in personal therapy to improve my awareness of my own issues that may affect my ability to become an effective therapist. I understand I am entitled to counseling/therapy services under the same conditions as other University of Colorado Denver students receive on campus. This therapy is available to me at Regis University Counseling and Family Therapy Center at no cost. _____
3. I understand that I am expected to be involved in experiential activities that will require personal reflection. _____
4. I understand that I may be asked to disclose personal information about myself in the course of my training for the benefit of my own learning and that of my peers. I understand that I have the right to determine the content of my self-disclosures. _____
5. I understand that I will be receiving feedback and evaluation from faculty regarding my academic performance as well as my ethical and professional behavior. If I have concerns, questions about feedback, evaluation, or grades I agree to first discuss the issue with my instructor or the person providing the feedback. I also understand I may speak with the program director or Dean of the SEHD (if the problem is with the program director) for assistance in resolving difficulties I may be having with faculty members and or staff. I can also access the University's Ombuds person for assistance if I do not feel comfortable with the aforementioned option. _____
6. I understand that I must demonstrate competency in therapy skills and earn at least a B in all "skills" classes in order to move forward in the CMFT program. _____
7. I understand that the CMFT program has a monitoring process in which my professional characteristics will be evaluated on a regular basis. I understand if there are concerns about my academic, professional, or ethical performance I will be notified by my faculty mentor and will participate in a remediation plan. _____
8. I understand that there are limits to confidentiality such that faculty must ensure professional and ethical standards are maintained. I understand confidentiality may be breached when faculty members believe I have engaged in unethical or unprofessional behavior or when it seems likely I may inflict harm on myself or others. _____
9. I understand that I am responsible for finding my own internship site among those approved by the Counseling/Therapy faculty. I understand a paid internship is not guaranteed and is unlikely. _____
10. I understand that if I wish to take more than 3 classes per semester, I must obtain permission from the full faculty, and that there is a process outlined in the Student Handbook. _____
11. I understand that I must apply to Practicum and Internship, with deadlines outlined in the Student Handbook. I also understand that due to space limitations, I may not be guaranteed a Practicum placement during the semester of my choosing. _____
12. I understand that the School of Education & Human Development has a Student Appeals Committee to which I can file a grievance if I believe a grade does not reflect my actual academic performance and I have not been able to come to a satisfactory solution with my instructor. _____
13. I understand that my course plan does not guarantee that I will be in a given class in a given semester. Factors such as low enrollments, instructor availability, etc. may cause a class to be cancelled, or I may be waitlisted and not granted access to a particular class. _____

I have read the above informed consent and understand its contents.

Print Name: _____ Date: _____

Signature: _____ Date: _____

APPENDICES

Appendix A: Practicum Online Application

https://forms.ucdenver.edu/secure/sehd_practicum_application

**DEADLINES:
SEPTEMBER 15TH FOR SPRING PRACTICUM
FEBRUARY 15TH FOR SUMMER PRACTICUM
APRIL 15TH FOR FALL PRACTICUM**

THE FOLLOWING CRITERIA WILL BE USED IF THERE ARE MORE APPLICATIONS THAN POSITIONS AVAILABLE:

- 1. FIRST PRIORITY WILL GO TO STUDENTS WHO HAVE COMPLETED ALL THEIR COUNSELING/THERAPY COURSES, RSEM COURSES, LDFS COURSE, AND THOSE WITH THE EARLIEST DATE OF ADMISSION TO THE PROGRAM.**
- 2. A LOTTERY WILL BE USED AT THIS LEVEL IF NECESSARY.**

Appendix B: Faculty Mentor Change Request Form

https://forms.ucdenver.edu/secure/sehd_coun_advisor_change

Appendix C: Request for Leave of Absence Form

https://forms.ucdenver.edu/secure/sehd_coun_request_leave

Appendix D: Application for Incomplete Grade

https://education.ucdenver.edu/docs/librariesprovider16/student-resources/forms/incomplete-grade-application.pdf?sfvrsn=ba69bb8_12

Appendix E: M.A. Thesis Option Guidelines

Thesis Option Guidelines CMFT Program: University of Colorado Denver

Policy:

The CMFT Program in the School of Education and Human Development does not require a thesis. However, students who are considering doctoral studies at some future point in time are encouraged to write a thesis under the supervision of a CMFT program core faculty member.

Minimum eligibility requirements include:

- Successful completion of all core courses; consultation with thesis advisor should begin as soon as student is considering the thesis option
- Overall GPA of 3.0 or higher
- Demonstrated ability to pursue research work, as evidenced by research papers developed in other Couple and Family Therapy Program coursework.
- Preliminary identification in discussion with student's faculty mentor of a thesis topic or area of interest
- Agreement from two CFT faculty members to serve on the thesis committee; the third required member can be another Couple and Family Therapy faculty member as well, or the third member can be an outside member (see below for requirements regarding outside members)

Process:

Eligible students will be expected to follow a prescribed process in completing the requirements of the thesis. An overview of the process is provided below. The Thesis Committee must have three members. The Thesis Committee can consist of a thesis advisor member, a minor member and an outside member (optional for third member to be outside member); the Committee may also be comprised of three members that are all Couple and Family Therapy Program Faculty. The thesis advisor must be a full-time member of the Couple and Family Therapy faculty; the second committee member may hold adjunct faculty status and the outside committee member may be a faculty member of another department, school, or college at the University, at another University or an individual from the preferred community.

NOTE: Although the formal procedure entails application through the academic advisor, the student is encouraged to make informal contacts with appropriate subject-matter faculty to determine interest and availability.

Before the student will be allowed to enroll for thesis credit, the Thesis Committee must formally approve a written thesis proposal, which includes a thesis plan and a timetable for completion.

The thesis document will be prepared in accordance with CU Denver Graduate School's [Guidelines for Preparing Master's and Doctoral Theses](#), available from your Academic Services advisor.

1. **Consultation with Thesis/Faculty Advisor:** When a student is thinking about writing a thesis, he/she should contact his/her thesis/faculty advisor to establish whether or not the eligibility criteria are satisfied (see eligibility above) and to determine whether or not a thesis fits within the student's overall academic program. The following are included in the consultation:
 - a. Possible research topic
 - b. Approach to studying the research topic
 - c. Time frame for completion
 - d. Possible committee members

2. **Selection of Thesis Committee:** The purposes of the Thesis Committee is to:
 - a. Assist the student in completion of the thesis proposal
 - b. Formally approve the thesis proposal
 - c. Assist the student in implementing the thesis plan
 - d. Review drafts of the thesis; and
 - e. Approve the final copy of the thesis

The student should select a thesis advisor who is knowledgeable about the research topic. The thesis advisor must be a full-time member of the Couple and Family Therapy faculty. The student should be sure that the thesis advisor is interested in the topic, has time available, and is willing to assume advisor responsibilities. The thesis advisor will serve as Chairperson of the Thesis Committee.

In addition to the Thesis Advisor, the Thesis Committee is comprised of two additional members: the minor advisor, and the third committee member (this member may also be a Counseling/Therapy faculty member), who should be a fully qualified researcher in the subject matter of interest, but who need not be a full-time member of the Couple and Family Therapy faculty. Qualifications of an outside member may include that the member hold a doctorate degree in Couple and Family Therapy or related area; qualifications of the outside member may be determined in consultation with student and student's thesis advisor. Adjunct Couple and Family Therapy faculty members and full or part-time faculty members in other academic units in SEHD and at CU-Denver are eligible.

3. **Development of Thesis Proposal:** After identifying a research topic, the student must prepare a thesis proposal. All sections of the proposal should comply with **APA format** & contain the following:
 - a. Concise statement of the problem area to be investigated
 - b. Statement of the purpose of the thesis as well as the research hypothesis or question/s, & a statement of the thesis' significance
 - c. The proposal should include: Three chapters: Chap. 1 Rationale and overview of importance of the topic and design; Chap. 2 Review of the literature; and Chap. 3 Methodology
 - d. All sections must comply with APA format.

- e. Brief discussion of the most important contributing resources, i.e., books, journals, et al.
- f. Discussion and justification of the methodology to be employed, including data sources
- g. Outline of the organization of the thesis; and
- h. Timetable for completion

Committee approval of the thesis proposal is obtained through an oral presentation of the proposal in collaboration and consultation with the Thesis Committee. University Institutional Review Board (COMIRB) approval process will be initiated after the Thesis Committee has approved the thesis proposal.

4. **Conduct of Research:** Research and data collection/analysis may begin only after COMIRB approval has been secured.
5. **Preparation of Thesis Draft and final Thesis copy (in compliance with APA format):** With guidance from the Committee, the student prepares a thesis draft in accordance with the timetable. The student should expect that several drafts will typically be required before the Thesis Committee provides formal approval of thesis and final thesis oral defense process. Overall page length of the final thesis will be expected to be 60-100 pages; in addition to the original three chapters developed for the thesis proposal, the final thesis documents will include additional chapters (4 & 5) that will describe the project/study, the outcomes/results, the analysis, discussion, implications, and conclusions. Relevant appendices may also be part of the final master's thesis.

Appendix F: COAMFTE Accreditation Standards

COAMFTE Accreditation Standards

Graduate & Post-Graduate Marriage and Family Therapy Training Programs Version 12.0

Accreditation Standards

Programs must demonstrate compliance with each of the Accreditation Standards, Key Element by Key Element.

Standard I: Outcome-Based Education

Key Element I-A: Outcome-Based Education Framework

The program has an overall outcome-based education framework that includes the following:

1. A description of the program's mission, and how it fits with the larger institutional setting of the program.
2. Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program's mission and that promote the development of Marriage and Family Therapists (including knowledge, practice, diversity, research, and ethics competencies).
3. Measurable Student Learning Outcomes (SLOs) for each program goal.
 - a. Programs must include SLOs that measure student/graduate achievement appropriate to the program's mission and goals.
4. Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including targets and benchmarks. Measurement includes assessment of students' academic and professional competencies by the faculty and others, appropriate to the program's mission, goals, and outcomes.

Key Element I-B: Assessment Plan with Mechanisms and Timeline

The program has an overall assessment plan that includes:

1. Mechanisms in place for evaluating/reviewing the Student Learning Outcomes, including student/graduate achievements (utilizing specific measures identified in I-A).
2. Mechanisms in place for evaluating student support services; curriculum and teaching/learning practices; fiscal and physical resources; technological resources; and instructional and clinical resources to determine sufficiency for attainment of targeted program outcomes.
3. An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected, and a description of how data will be aggregated and analyzed and

the findings used for program improvement (feedback loop). The assessment plan should include a specific description of how the program will review and revise, as needed, their overall outcome-based education framework and assessment plan.

4. The assessment plan must incorporate feedback from Communities of Interest (as defined in Key Element I-C).

Key Element I-C: Communities of Interest

The program identifies its Communities of Interest, obtains formal and informal feedback from them, and describes how they inform the program's mission, goals, and Student Learning Outcomes. Communities of Interest vary according to the program's mission, goals, and outcomes and may include, but are not limited to, students, administrators, faculty, supervisors, consumers, graduates, potential employers, germane regulatory bodies, germane private and public funding sources, and diverse, marginalized, and/or underserved groups within these communities.

Standard II: Commitment to Diversity and Inclusion

Programs demonstrate their commitment throughout the program to diversity and inclusion. This includes providing a multiculturally informed education that addresses a range of diversity; a safe, respectful, inclusive learning climate; student experiences with diverse, marginalized, and/or underserved communities; and a commitment to the ethical and social responsibility to diverse, marginalized, and/or underserved communities.

Key Element II-A: Multiculturally informed Education Approach

The program has a multiculturally informed educational approach that includes:

1. specific program goals with specific Student Learning Outcomes reflecting a commitment to diversity and inclusion;
2. an overarching definition of diversity; and
3. curriculum elements with accompanying teaching/learning practices consistent with the program's mission. The educational approach includes the teaching of ideas and professional practices for MFTs that address a range of diversity, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language.

Key Element II-B: Program Climate of Safety, Respect, and Appreciation

The program demonstrates a climate of safety, respect, and appreciation for all learners including those from diverse, marginalized, and/or underserved communities, and has mechanisms in place for evaluating the climate and responding to any feedback regarding the climate.

Key Element II-C: Experience with Diverse, Marginalized, and/or Underserved Communities

The program demonstrates student experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities. Experiences may include:

1. professional activities (such as therapy, research, supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or
2. other types of activities (such as projects, service, interviews, workshops, etc.), as long as the program can demonstrate that the experience is directly related to MFT activities, and students are in interaction with members of these communities.

Standard III: Infrastructure and Environmental Supports

Environmental supports refer to a variety of resources including funding, technology, material resources, and personnel that create an environment for program effectiveness.

Key Element III-A: Fiscal and Physical Resources

The program demonstrates that fiscal and physical resources are sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Key Element III-B: Technological Resources

The program demonstrates that technological resources (e.g., laptops, audio/visual equipment, EMRs and Billing Systems, Virtual Meeting Space) are secure, confidential, Health Insurance Portability and Accountability Act compliant (if relevant), and sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Key Element III-C: Instructional and Clinical Resources

The program demonstrates that instructional and clinical resources (e.g., space, personnel, supplies) are sufficient to enable the program to meet the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Key Element III-D: Academic Resources and Student Support Services

The program demonstrates that academic resources (e.g., library, advising, writing centers) and student support services (e.g., access to counseling, financial advising) are accessible to students and sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed based on core faculty and student input, and the program takes action or advocates for institutional change to address areas required for program effectiveness.

Key Element III-E: Faculty Qualifications & Responsibilities

The faculty roles, in teaching, scholarship, service, and practice are identified clearly and are congruent with the program's mission, goals, and outcomes.

The faculty members are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities. Faculty members must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).

The program must demonstrate that it has mechanisms for reviewing and evaluating faculty effectiveness in support of the program's mission, goals, and outcomes. Faculty evaluations include explicit links to the program's mission, goals, and outcomes.

Key Element III-F: Faculty Sufficiency

The faculty must be sufficient in number with a faculty-student ratio that permits the achievement of the program's mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed, revised as needed, and support program effectiveness.

1. The program must have sufficient core faculty members who are knowledgeable and involved in ongoing program development, delivery, and evaluation required to achieve the program's mission, goals, and outcomes.
2. The program must have a stated process for evaluation of ongoing sufficiency of faculty resources.
3. The program must demonstrate there are sufficient faculty and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, to connect and involve all faculty members in the achievement of expected and actual Student Learning Outcomes of the program.
4. The program is permitted to use a combination of full-time, part-time and/or multiple adjuncts.

Key Element III-G: Governance of Program

Roles of faculty and student participation in the governance of the program are clearly defined and enable the program to meet the program's mission, goals, and outcomes.

The program must describe decision-making processes and procedures at the program and institutional levels regarding the operation of the program that support program effectiveness.

Key Element III-H: Supervisor Qualifications & Responsibilities

Supervisors must be AAMFT Approved Supervisors or meet the supervisor equivalency definition in the glossary. Supervisor roles, as distinguished from teaching faculty, are identified clearly and are congruent with the program's mission, goals, and outcomes.

1. Supervisors are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities.
2. If supervisor equivalency is used, there must be full disclosure to students in order for them to make informed decisions and evaluate regulatory implications for other states/provinces/locations.

Key Element III-I: Supervisor Sufficiency

Supervisors must be sufficient in number with a supervisor-student ratio that permits the achievement of the program's mission, goals, and outcomes, especially Student Learning Outcomes. Supervisory resources are reviewed, revised as needed, and support program effectiveness.

1. The program must have a stated process for evaluation of ongoing sufficiency of supervisor resources.
2. The program must demonstrate there are sufficient and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, connecting and involving all supervisors in the achievement of expected and actual achievement of Student Learning Outcomes within the program.

Standard IV: Curriculum

All accredited programs will have a curriculum and an application component consistent with the program's mission, goals, and outcomes. The purpose of the foundational curriculum with its accompanying foundational practice component is to prepare students to practice as MFTs. The advanced curriculum with its advanced practical experience component and emphasis on research focuses on two areas of specialization. The type of program along with the program's mission, goals, and outcomes determine specific requirements regarding implementation of the curriculum and the application component.

Key Element IV-A: Curriculum and Teaching/Learning Practices.

The program must provide:

1. A description of the logical sequencing of the curriculum and practice components, including rationale for how the program's goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals and outcomes are addressed and assessed within the curriculum).
2. A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.
3. A description of processes and procedures to ensure and monitor student progress and completion of requirements.
4. A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.

Key Element IV-B: Foundational and Advanced Curricula

Foundational Curriculum

The foundational curriculum covers the knowledge and skill required to practice as a MFT by covering the Foundational Curricular Areas below.

1. Master's degree program must demonstrate that they offer course work that covers all the FCAs that make up the foundational curriculum.
2. Doctoral degree programs must demonstrate that they offer course work and/or that students have completed course work, in all the areas contained in the foundational curriculum or that students demonstrate competence in those areas.
3. Post-degree programs must demonstrate that they offer course work and/or that students have completed course work in all the areas contained in the foundational curriculum, or that students demonstrate competence in those areas.
4. Programs may combine more than one of these foundational curriculum areas into a single course, as they build their curriculum in ways that are congruent with the program's mission, goals, and outcomes.
5. Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals and outcomes.
6. Programs may include another layer of requirements based on a specialization or emphasis (e.g., faith-based orientation, licensure laws, specialized certification, and so on) as long as there is a clear rationale and relational/systemic philosophy in the majority of the program.
7. Minimum semester/quarter credits or equivalent clock hours are established for the first seven curricular areas. Programs may choose what combination of additional area 1 through 7 semester/quarter credits or equivalent clock hours beyond the individual area minimums will be taught consistent with their program's mission, goals, and outcomes.
8. Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below. Programs must decide how to meet this requirement in keeping with the program's mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course.

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction,

suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

FCA 8: Contemporary Issues

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

FCA 9: Community Intersections & Collaboration

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.

Advanced Curriculum

The advanced curriculum advances knowledge and skill by addressing the curricular areas below.

1. Doctoral degree programs demonstrate that they offer course work in all the Advanced Curricular Areas (ACA) that make up the advanced curriculum.
2. Post-degree programs may offer components of the advanced curriculum.
3. Within each area, the balance of skills and competencies developed should be appropriate to the program's mission, goals, and outcomes as well as the program's local context.
4. Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals, and outcomes.

ACA 1: Advanced Research

This area facilitates students in developing competencies in: a) advanced research, including demonstrated proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques appropriate to carrying out research in relationships; b) demonstrated working knowledge of other methodologies and analysis techniques outside of their proficiency area (e.g., if a student decides to become proficient in quantitative methods, s/he will have a working knowledge of qualitative methods as well); c) demonstrated understanding of the theoretical complexity of change within relationships and how this complexity informs research; d) understanding and demonstrated

sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, SES, etc. play a role in their choice of research topics and their conduct of research activities; and e) students should have opportunities to participate in grants and grant-writing activities, and in the publication and presentation of research material.

ACA 2: Advanced Relational/Systemic Clinical Theory

This area facilitates students developing advanced clinical competencies including: a) demonstrating an advanced understanding and application of multiple family and couple models and empirically-supported interventions; b) skill in working with diverse populations across the lifespan through direct clinical work or in supervision of the therapy of others; c) demonstration of an awareness of cultural issues, differences, and personal blind spots in their clinical and supervisory work; and d) development of a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges

This area facilitates the development of leading-edge professionals who develop relational/systemic innovations. This includes application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Couple or Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems. This area also includes a focus on family policy and/or family law.

ACA 4: Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership

This area facilitates the development of competencies in relational/systemic teaching, supervision, and/or MFT consultation. This may include educational/learning theories, relevant research, multicultural content, evaluation and assessment methods, ethics and professional issues, and personal philosophy. This area also addresses administrative competencies including program development and policy, leadership roles and evaluation of MFT educational and service oriented institutions and agencies. Students who intend to teach at the higher education level will develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes. All students will demonstrate skills in clinical supervision. Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.

Key Element IV-C: Foundational and Advanced Application Components

The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes.

Foundational Practice Component

1. Master's degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).
2. Includes a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 alternative hours or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals. Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.
3. The program demonstrates a commitment to relational/systemic-oriented supervision. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor
4. Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be individual (one supervisor with one or two supervisees) or group (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.
5. Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.

The Advanced Practical Experience Component

1. Programs that teach the advanced curriculum must offer the advanced experience component.
2. Areas include selected experiences consistent with the program's mission, goals, and outcomes in any of the following: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. In addition, programs may offer experiences in presenting and professional writing.
3. The program must demonstrate appropriate and adequate mentoring of students during the experience.

4. The advanced experiences offered by doctoral degree programs must address a minimum of two of the areas noted above and combined be over a minimum of 9 months.
5. The advanced experiences offered by post-graduate programs must address a minimum of one area and combined be over a minimum of 6 months.

Key Element IV-D: Program and Regulatory Alignment

The program demonstrates that graduates have met educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice in the state, province, or location in which the program physically resides or in which the student intends to practice. Programs must also document that students are informed (e.g., demonstrate review of appropriate regulatory sites or licensing laws) about the educational, clinical, and regulatory requirements for entry-level practice in the state, province, or location in which each student resides or intends to practice.

Key Element IV-E: Curriculum/Practice Alignment with Communities of Interest

The program demonstrates that it considers the needs and expectations of identified Communities of Interest in developing and revising its curriculum and application component.

Standard V: Program Effectiveness and Improvement

Programs report the results of their outcome-based education framework based on their assessment plan in the Key Elements below. This requires programs to discuss data on Student Learning Outcomes aggregated at the program level, and how these have led to continuing effectiveness of the program, program improvement, and future plans for improvement.

Key Element V-A: Demonstrated Student/Graduate Achievement

The program provides aggregated data regularly collected on student/graduate achievement.

Key Element V-B: Demonstrated Achievement of Program Goals

The program describes how data was analyzed and provides aggregated data that demonstrates achievement of each program goal via data from measured Student Learning Outcomes, based on targets and benchmarks provided in the program's outcome-based education framework—data from Student Learning Outcomes demonstrate that the program is meeting program goals.

Key Element V-C: Demonstrated Achievement of Faculty Effectiveness

The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.

1. The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.

2. The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.

Key Element V-D: Demonstrated Program Improvement

The program demonstrates how evidence is used to maintain the achievement of Student Learning Outcomes and/or foster program improvement with plans for future improvement based on the evidence. Evidence includes but is not limited to findings regarding program goals and outcomes, student/graduate achievement, Communities of Interest, and evaluations (as described in the assessment plan) of curriculum and teaching/learning practices; fiscal and physical resources; technological resources; instructional and clinical resources; academic resources; and student support resources. Data should demonstrate that the program is meeting its goals and outcomes, especially specified targets and benchmarks and if not, what plans the program has for meeting or modifying its goals.