2017 Accreditation Workshop

AAMFT Conference – Atlanta, GA
October 5, 2017

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Jaime Goff, PhD – COAMFTE Chair Elect
Tanya Tamarkin, MA – COAMFTE Director of Accreditation
Jill Fogolin, MA – COAMFTE Manager of Accreditation
Eligibility Criteria

✅ Pre-check list
- Regionally Accredited
- OBE Framework in place
- MFT Identity
- Student/Graduate Achievement Data
- Diversity
- Policy and Transparency
- Complaints and Grievances
Eligibility Criteria

✓ Regionally Accredited/Chartered EC-D: Institutional Accreditation/Oversight

- Masters and Doctoral: Letter verifying regional accreditation
- Post-degree: a copy of charter or state license
Eligibility Criteria

✓ Outcome-Based Education (OBE) Framework

• Institutional Mission
• Program Mission
• Program Goals
• Student Learning Outcomes
  • Assessment Measures
  • Benchmarks
  • Targets-Data-Analysis
  • Program Improvement
Eligibility Criteria

Jump ahead and complete SS4

Institution’s Mission

Program’s Mission

Each Program Goal must include one or more of these areas: knowledge, practice, diversity, research, and ethics competencies.

Program Goal 1

Program Goal 2

Program Goal 3

Program Goal 4

Associated Student Learning Outcomes with Benchmarks and Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets

Associated Student Learning Outcomes with Benchmarks and Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets

Associated Student Learning Outcomes with Benchmarks and Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets

Associated Student Learning Outcomes with Benchmarks and Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets
SLO#: Benchmarks & Targets
Eligibility Criteria

Mission, Goals, and Outcomes Template

The University is a community of engaged citizens, operating as a public, student-centered, doctoral-granting research university serving the state, the nation, and the world. The University is dedicated to scholarship and learning, integrating students at all levels in the creation and application of knowledge through excellence in teaching, research, creative activities, outreach, and service.

The mission of the Marriage and Family Therapy Program is to prepare competent and ethical mental health professionals dedicated to improving the human condition through both prevention and intervention. Program faculty emphasize a multilevel, systemic perspective that includes individual internal relationship processes and reflects cultural meanings, constraints, and global complexity.

Program Goal 1
Graduates are competent and ethical mental health professionals.

SLO #1: Students will be employed as MFT professionals.
Target: 80% of graduates will find employment as MFT professional within 3 months of graduation.
Benchmark: Successful completion of all requirements for entering clinical practicum.

SLO #2: Students are successful in passing the MFT national exam.
Target: 80% of MFT students who sit for the MFT National Exam will achieve passing scores.
Benchmark: Achieve passing scores on the AMFTRB practice exam.

Program Goal 2
Graduates effectively practice from a systemic relational perspective.

SLO #3: Students will effectively utilize systemic/relational principles in assessment and treatment.
Target: 80% of students will pass their clinical comprehensive exams.
Benchmark: Achieve 4 or better on “Defining the problem relationally” section of FAM660 Pre-practicum experiential final.

Program Goal 3
Graduates will demonstrate cultural competence in working with diverse clients.

SLO #4: Students will be culturally competent to work with a diversity of individuals, couples, and families.
Target: 80% of students pass diversity/multicultural section of clinical comprehensive exams.
Benchmark 1: Achieve a 2 or better on the “Diversity and Assessment” section of the experiential final in FAM660 Pre-practicum.
Benchmark 2: Achieve a passing score (72%) on gender and culture paper.

Program Goal 4
Graduates will demonstrate an understanding of research in the field of family therapy.

SLO #5: Students will demonstrate a beginning level ability to conduct research.
Target and Benchmark: 80% of students will receive a 2 or better on their thesis.
Eligibility Criteria

Example

PG: Graduates are competent and ethical mental health professionals

SLO #1: Graduates will be employed as MFT professionals:
• **Target:** 80% of graduates will find employment as MFT professional within 3 months of graduation.
• **Benchmark:** Successful completion of all requirements for entering clinical practicum.

SLO #2: Students are successful in passing the MFT national exam.
• **Target:** 80% of MFT students who sit for the MFT National Exam will achieve passing scores.
• **Benchmark:** Achieve passing scores on the AMFTRB practice exam
Eligibility Criteria

Why start with SS4?
• SS4 is the foundation of the accreditation process
• Sections of it are woven through EC and Standards
Eligibility Criteria

☑ MFT Identity
- EC-A Program Identity
- EC-B Faculty Identity
- EC-C Program Leadership
Eligibility Criteria

EC-A Program Identity

• Demonstrate that program trains MFTs
  – Tables A1 and A2
  – Specific links, copies, and page numbers (when relevant) of program materials
## Eligibility Criteria – Table A1

Table A1: Demonstrate how Program’s Mission, Goals, Outcomes and Program Materials align with:
1) a relational/systemic philosophy;
2) the importance of being multiculturally-informed (Diversity);
3) the importance of ethical behavior or knowledge.

<table>
<thead>
<tr>
<th>Program-Mission</th>
<th>Relationally</th>
<th>Systemically</th>
<th>Multiculturally-Informed</th>
<th>Ethically-Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program-Goal-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #1</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #2</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Program-Goal-2 |              |              |                          |                     |
| SLO #1           | x            |              |                          |                     |
| SLO #2           |              |              |                          |                     |
| SLO #3           |              |              |                          |                     |
| SLO #4           |              |              |                          |                     |
| SLO #5           |              |              |                          |                     |

| Program-Goal-3 |              |              |                          |                     |
| SLO #1           | x            |              |                          |                     |
| SLO #2           |              |              |                          |                     |
| SLO #3           |              |              |                          |                     |
| SLO #4           |              |              |                          |                     |
| SLO #5           |              |              |                          |                     |

| Program-Goal-4 |              |              |                          |                     |
| SLO #1           | x            |              |                          |                     |
| SLO #2           |              |              |                          |                     |
| SLO #3           |              |              |                          |                     |
| SLO #4           |              |              |                          |                     |
| SLO #5           |              |              |                          |                     |

| Provide Link to Program Website |              |              |                          |                     |
| Program Handbook (link or page #) |              |              |                          |                     |
| Program Brochure (link or page #) |              |              |                          |                     |
| Additional Program Materials (link or page #) |              |              |                          |                     |
### Eligibility Criteria – Table A2

<table>
<thead>
<tr>
<th>PROFESSIONAL-MARRIAGE-AND-FAMILY-PRINCIPLES (PMFTPS)</th>
<th>STUDENT-LEARNING-OUTCOMES (list SLOs and add additional rows as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MFT-Core-Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>[List any applicable core competencies]</td>
<td></td>
</tr>
<tr>
<td>[List any applicable core competencies]</td>
<td></td>
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<tr>
<td>[List any applicable core competencies]</td>
<td></td>
</tr>
<tr>
<td>[Add more rows as needed]</td>
<td></td>
</tr>
<tr>
<td><strong>AAMFT-Code-of-Ethics</strong></td>
<td></td>
</tr>
<tr>
<td>[Insert relevant Ethics Standards and/or sub-principles]</td>
<td></td>
</tr>
<tr>
<td>[Insert relevant Ethics Standards and/or sub-principles]</td>
<td></td>
</tr>
<tr>
<td>[Add more standards or principles as needed]</td>
<td></td>
</tr>
<tr>
<td><strong>AMFTRB-Examination-Domains, Task and Knowledge-Statements</strong></td>
<td></td>
</tr>
<tr>
<td>[Insert relevant Domains, Task and Knowledge-Statements]</td>
<td></td>
</tr>
<tr>
<td>[Insert relevant Domains, Task and Knowledge-Statements]</td>
<td></td>
</tr>
<tr>
<td>[Add more domains and statements as needed]</td>
<td></td>
</tr>
<tr>
<td><strong>Relevant-State-Licensing-Regulations</strong></td>
<td></td>
</tr>
<tr>
<td>[Insert relevant state licensing regulations]</td>
<td></td>
</tr>
<tr>
<td>[Insert relevant state licensing regulations]</td>
<td></td>
</tr>
<tr>
<td>[Insert relevant state licensing regulations]</td>
<td></td>
</tr>
</tbody>
</table>
Eligibility Criteria

EC-B Faculty Identity

• Demonstrate the core faculty are MFTs
  – Complete Table B1 and B2
  – Copies of MFT licenses
  – Copies of MFT Approved Supervisor or Candidate designation (For Supervisor Candidates, include a letter/statement from the mentor of the Supervisor Candidate indicating their status in the Candidacy process)
### Eligibility Criteria – Table B1

#### Table B1: Core Faculty

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Faculty in the Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty who identify as MFTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty who are licensed as MFTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty who are AAMFT Clinical Fellows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty who are AAMFT Approved Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty who are AAMFT Approved Supervisor Candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty who meet supervisor equivalency definitions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Core Faculty Data: Please note that data in the table below should support percentage listed above.

<table>
<thead>
<tr>
<th>Name</th>
<th>FT/PT</th>
<th>Follows AAMFT Code of Ethics</th>
<th>AAMFT Clinical</th>
<th>AAMFT</th>
<th>Other</th>
<th>Degree from COAMFTE Accredited Program</th>
<th>Licensed MFT Status</th>
<th>Supervisor Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program-Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Program Director if program shares responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Smith</td>
<td>FT/PT</td>
<td>Yes</td>
<td>X</td>
<td>X</td>
<td>Virginia Tech</td>
<td>LMFT</td>
<td>X</td>
<td>I</td>
</tr>
</tbody>
</table>

COAMFTE Commission on Accreditation for Marriage and Family Therapy Education
## Eligibility Criteria – Table B2

<table>
<thead>
<tr>
<th>Name</th>
<th>FT/PT</th>
<th>Degree-and-Name-of-Institution-Granting-Degree</th>
<th>Special-Area-of-Expertise</th>
<th>Experience-over-the-last-5-years (begin-with-current-experience)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>PT</td>
<td>PhD at University of Connecticut, MSN</td>
<td>Psychiatric Nursing</td>
<td>2016-2013: Assistant Professor</td>
</tr>
<tr>
<td>Sarah Jones</td>
<td></td>
<td></td>
<td></td>
<td>University of Connecticut SON</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2013-2005: Nurse Manager-Psychiatric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nursing Institute of Living</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hartford Health Care</td>
</tr>
</tbody>
</table>

Program’s Contextual Information regarding the tables above, as needed. 

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COAMFTE
Commission on Accreditation for Marriage and Family Therapy Education
Eligibility Criteria

EC-C Program Leadership

• Demonstrate oversight of the program (PD or who has responsibility for the program)
  – Complete Table C
  – Attach documents
    • PD’s and/or designee job description
    • Verification of PD’s and/or designee supervisory status
    • PD and/or designee is a core faculty
    • PD and/or designee provides year-round program direction
## Eligibility Criteria – Table C

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Number-of-Months/Weeks-Responsible-for-Program</th>
<th>Curriculum</th>
<th>Clinical Training</th>
<th>Facilities</th>
<th>Service</th>
<th>Program-Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: John Smith</td>
<td>Program Director</td>
<td>12-Months</td>
<td>X—PD Job Description p. 2</td>
<td>X—PD Job Description p. 4</td>
<td>X—PD Job Description p. 4</td>
<td>X—PD Job Description p. 4</td>
<td>X—PD Job Description p. 3</td>
</tr>
</tbody>
</table>

**Required Documents**

<table>
<thead>
<tr>
<th>Job Description</th>
<th>Copies of Supervisor Credentials</th>
<th>Year-Round Program Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program’s Contextual Information regarding the table above, as needed: ****
Eligibility Criteria

✓ Student Graduate Achievement
• EC-E Program Implementation
• EC-F Accuracy and Program Transparency in Publications
Eligibility Criteria

INITIAL ACCREDITATION ONLY

EC-E Program Implementation

• Evidence of program implementation and supporting data
  – Complete Table E
  • Masters and Post-degree programs: must have graduates and student achievement data
    – graduation rates
    – exam pass rates
    – licensure rates
    – job placement rates
Eligibility Criteria

INITIAL ACCREDITATION ONLY

EC-E Program Implementation

• Evidence of program implementation and supporting data
  – Complete Table E
• Doctoral programs: do not need to have graduates;
  – Students complete advanced curriculum and advance experience components
  – Provide data related to student/graduate achievement
### Eligibility Criteria – Table E

<table>
<thead>
<tr>
<th>Student/Graduate Name</th>
<th>Program Type</th>
<th>Year Entered Program</th>
<th>Year Graduated</th>
<th>Advanced Curricula: Has this student completed the Advanced curriculum? (doctoral)</th>
<th>Advanced Experience Component: Has this student completed one of the two areas of the required advanced experience component? (doctoral)</th>
<th>SAC-I Job Placement Rate: Has this graduate found employment?</th>
<th>SAC-II Licensure-Pass Rate: Has this graduate passed the licensure exam?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PhD</td>
<td>2010</td>
<td>2015</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>DMFTM</td>
<td>2014</td>
<td>2015</td>
<td>IP:</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>MSH</td>
<td>2013</td>
<td>2015</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Post-degree</td>
<td>2012</td>
<td>2015</td>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>2010</td>
<td>2015</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>DMFTM</td>
<td>2014</td>
<td>2015</td>
<td>IP:</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IP:</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
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<td></td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

IP: In Progress
N/A: Not Applicable
Pink: Master’s and PhD’s required, doctoral optional
Blue: Doctoral only
*Master’s degree and post-degree programs only need to provide a list of graduates from the most recent graduate cohort.

Program’s Contextual Information regarding the table above, as needed.
Eligibility Criteria

EC-F Accuracy and Program Transparency in Publications

• Student/graduate achievement must be available to public
  – Complete Table F
    • Student/graduate achievement
      – graduation rates
      – exam pass rates
      – licensure rates
      – job placement rates
    • Provide link to where student/graduate information is located
Eligibility Criteria

✔ Diversity

• EC-A Program Identity
• EC-H Diversity in Program
• EC-G Published and Accessible Policies
Eligibility Criteria

EC-A Program Identity

• Table A1: Multiculturally-Informed
• Table A2: PMFTPs related to Diversity
Eligibility Criteria

EC-H Diversity in Program

• Diverse student body, faculty, instructors, supervisors, all relevant educators and professional staff
  – Provide a link to where the program publishes diversity composition information
Eligibility Criteria

EC-G Policies

• Polices are published and publicly accessible
  – Table G: Anti-discrimination policy published and available to the public
    • Policy must cover all listed below
      – Race, age, gender, ethnicity, sexual orientation, relationships status, gender identity, SES, disability, health status, religion and spiritual beliefs and/or affiliation and national origin.
    • Exception for religious-based programs
Eligibility Criteria

✓ Policy and Transparency
  • EC-F Accuracy and Program Transparency in Publications
  • EC-G Published and Accessible Policies
Eligibility Criteria

EC-F Accuracy and Program Transparency in Publications

• Published and promotional materials are publicly accessible
  – Complete Table F
    • Provide link to where student/graduate information is located
Eligibility Criteria

EC-G Policies

• Polices are published and publicly accessible
  – Complete Table G
    • Anti-discrimination policy published and available to the public
    • Code of Conduct-if program has it in place, publish along with disciplinary process.
## Eligibility Criteria – Table F

<table>
<thead>
<tr>
<th>Published Information</th>
<th>Web-Link(s)</th>
<th>Handbook/Catalog(s) and Page Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program's mission</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Program's goals</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Program's outcomes</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Student/graduate achievements</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Description of faculty</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Description of supervisors</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Description of students</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Accreditation/approval status</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Academic calendar</td>
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<td>☑</td>
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<tr>
<td>Degree-completion requirements</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Tuition and fees</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Degree-completion timelines</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Percentage of students graduating within advertised and maximum timeframe</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Faculty roles in teaching, scholarship, service, and practice congruent with the program's mission, goals, and outcomes **</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

** A link to faculty handbook, curriculum vitae, and/or faculty webpage that describes the faculty role in the program may satisfy this criterion.

---

**Required Documents**

Provide location (link) of the documentation required below:

| Program’s Website | ☑ |
## Eligibility Criteria – Table G

<table>
<thead>
<tr>
<th>Published-and-Accessible-Policies</th>
<th>Web-Link(s)</th>
<th>Handbook/Catalog(s) and Page-Number(s)</th>
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</thead>
<tbody>
<tr>
<td>Student-recruitment</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Anti-discrimination</td>
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<tr>
<td>Admission</td>
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<td>Retention</td>
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<td>Graduation</td>
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<td>□</td>
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<td>Complaints-and-grievances</td>
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<td>Remediation-and-dismissal</td>
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<td>Grading/Assessments</td>
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<td>Codes-of-conduct (if applicable)</td>
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<td>Portability-of-degree</td>
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<td>Technology-Requirements</td>
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<td>Authenticity of Student-Work</td>
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<td>□</td>
</tr>
<tr>
<td>Technical-training-for-students,-faculty,-and-supervisors</td>
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**- Anti-discrimination-policy must include all identities listed. Also, anti-discrimination-policy must address that it applies to recruitment, admission, codes-of-conduct, hiring, retention or dismissal of faculty, students, and supervisors or other educators. UNLESS program with religious affiliation, then the policy must be accessible to public and contextualize the policy.¶

Required Documents: □

Provide location (link) of the documentation required below: □

Program’s Website □
Eligibility Criteria

✓ Complaints and Grievances

• EC-I Student Concerns, Complaints and Grievances

• Evidence of addressing students concerns, complaints and grievances
Eligibility Criteria

EC-I Student Concerns, Complaints and Grievances

- Evidence of addressing students concerns, complaints and grievances
  - Formal and information
  - Complete Table I
    - Provide a link to where polices are located
    - Describe procedure
    - Record keeping
Eligibility Criteria – Table I

<table>
<thead>
<tr>
<th>Date-Received</th>
<th>Brief-description-of-concern, complaint, or grievance</th>
<th>Program-Action-and-Resolution</th>
<th>Program-Improvement-(if-applicable)</th>
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Required-Documents:

Provide location (link) of the documentation required below:

Formal and Informal Policies regarding Student Concerns

Program’s Contextual Information regarding the table above, as needed:
Eligibility Criteria

Questions
Eligibility Criteria

Frequently Missed Items

1. Using the template on the COAMFTE website
   • please don’t make up your own
2. Only include PMFTPs that align and support your program’s Student Learning Outcomes
   • Table A2
3. Check your data
   • Table B-noting 10 core faculty and listing credentials for 7 will prompt questions from the reviewers and delay the process
4. Provide evidence
   • Copies of documents are required
     – Copy of AAMFT Supervisor Certificate, license, etc.
     – Copy of PD job description
     – Include a letter from the university administration confirming that the PD is directing the program year-round
Eligibility Criteria

Frequently Missed Items

6. Publicly (easily) Accessible Information on the program’s website
   - Table F
     - Student/Graduate Achievement
     - Faculty roles in teaching, scholarship, service and practice

7. Policies publicly (easily) accessible on the program’s website
   - Table G
     - Anti-discrimination policy
     - Retention policy
     - Portability policy
     - Technology requirements
     - Technical training
Eligibility Criteria

Frequently Missed Items

8. Working links

9. Complaints
   • Even if no formal complaints, state informal concerns (ex. students expressed concerns about not enough clinical sites to do internship which delayed program completion)
   • Describe the process for how it was addressed
   • State the outcome
   • Describe procedure for maintaining written complaints
Eligibility Criteria

Questions
Alignment across Components in Standards Version 12

• Eligibility Criteria
• Standards
• Maintenance Criteria
Standards Version 12 Components

Eligibility Criteria (9)

Standards (5) and Key Elements (22)

Maintenance Criteria (3)
Accreditation Process

START HERE

Eligibility Criteria (9)

AIM HERE

Standards (5) and Key Elements (22)

REFRESH HERE

Maintenance Criteria (3)
Eligibility Criterion A: MFT Professional Identity

Eligibility Criterion A

- Training MFTs
- Relational/systemic; Multicultural informed; Ethically competent
- Program mission, goals, outcomes; Outcomes reflect PMFTPs

Standards Key Elements

KE I-A: Outcome-Based Educational Framework; SLOs aligned with Goals; Assessment measures

KE IV-A & B: Curriculum reflects PMFTPs; Required inputs and review processes

Maintenance Criteria

MC-B: Student/Graduate Achievement on webpage and Annual Report
Eligibility Criterion B: Faculty Identity as MFTs

Eligibility Criterion B
- Core faculty with required documentation
- Non-clinical faculty with qualifications

Standards Key Elements
- KE III-E & F: Faculty Quals, Responsibilities & Sufficiency
- KE III-F & G: Supervisor Quals, Responsibilities & Sufficiency

Maintenance Criteria
- MC-A: Verifies sufficiency of instructional and clinical resources
Eligibility Criterion C: Program Leadership

Eligibility Criterion C

- Program Director qualifications
- Program directed over 12 months

Standards Key Elements

KE V-C:
Aggregated data on Program Director’s leadership effectiveness

Maintenance Criteria
Eligibility Criterion D: Institutional Accreditation/Oversight

Eligibility Criterion D

Evidence of Institutional Accreditation or state license (PDPs)

Standards Key Elements

Maintenance Criteria
Eligibility Criterion E: Evidence of Program Implementation

Eligibility Criterion E

Student/Graduate Achievement data (initial accreditation)

Students completed advanced curriculum (initial doc programs)

Standards Key Elements

KE IV-A, B, C Required curriculum

KE V-A, B, C, D: Aggregated data on student/graduate achievement; SLOs; Faculty effectiveness; Program improvement

Maintenance Criteria

MC-B: Ongoing Evidence of Student/Graduate Achievement
Eligibility Criterion F: Accuracy/Transparency in Program Publications

Eligibility Criterion F

Evidence of 9 required program publications

Ec-A: MFT identity
Ec-B: Faculty
Ec-C: Leadership
Ec-D: Accreditation
Ec-G: Required policies
Ec-H: Diversity

Standards Key Elements

KE I-A: OBE Framework
KE II-A: Multicultural Ed & Diversity
KE III – All:Prog Resources & Faculty/Sup Qualifications
KE IV-A, B, C, D: Curriculum and Reg Alignment
KE V-A: Student/Grad Achievement

Maintenance Criteria

MC-B: Student/Graduate Achievement
Eligibility Criterion G: Establishment/Accessibility of Policies

Eligibility Criterion G

- Evidence of 11 required policies
- Content of required Anti-discrimination policy

Standards Key Elements

- KE II-A, B, & C: Commitment to Diversity
- IV-D: Regulatory Alignment

Maintenance Criteria
Eligibility Criterion H: Diversity Program Composition

Eligibility Criteria
- Efforts toward diverse student body & faculty
- Publishes diversity composition of student body, faculty, supervisors

Standards Key Elements
- KE I-C: Communities of Interest
- KE II-A, B, & C: Commitment to Diversity

Maintenance Criteria
- Annual Report Data
Eligibility Criterion I: Student Concerns, Complaints, Grievances

Published formal/informal processes RE student concerns

Written record of all formal student complaints and grievances including program action and resolution

Data used to foster improvement

Standards Key Elements

KE II-B: Program Climate

KE III – All: Sufficiency of Program Resources

KE V-D: Demonstrated Program Improvement

Maintenance Criteria

MC-A: Sufficiency of Program Resources
Plan and Build for Efficiency

- **Understand alignments across all components**
- Identify policies, data, and processes that support multiple quality/compliance areas
- Organize review and improvement activities to address multiple quality/compliance areas
- Link improvement data/actions from all quality/compliance areas to KE V-D: Demonstrated Program Improvement
Design of the Five Standards

- Evidence via Documents, Tables, & Narratives
  - OBE Framework
  - Assessment plan & benchmarks
  - Diversity & Inclusion

Commitment & Plan – I & II

Resources – III & IV
  - Infrastructure and Environment
  - Curriculum & teaching/learning practices

- Program Achievement
  - Program Improvement

Effectiveness & Improvement - V

Evidence via Data (charts/tables), Narratives & Docs
Standard I: Outcome-Based Education Framework

KE I-A: OBE Framework (mission, goals, & SLOs, measures with benchmarks & targets)

KE I-B: Assessment Plan with Mechanisms & Timeline (evaluation & review of SLOs and program resources)

KE I-C: Communities of Interest
Standard I: Program Difficulties

Key Elements Commonly Missed
• KE I-A – 43%
• KE I-B – 48%

Key Issues
– I-A: Design/alignment of Goals and SLOs – Where the five MFT competencies are addressed – Specific SLO that measures student/graduate achievement – Assessment benchmark measure(s) with target(s) unique to each SLO (data not necessary here)
– I-B: Plan/policies for evaluating/reviewing (i) SLOs data for benchmark performance and (ii) program resources and curriculum for sufficiency that describe how, when, and by whom all this is done, including how COI feedback is incorporated.
– I-C: How “diverse, marginalized, an/or underserved groups within [COIs]” are engaged
The program did not provide sufficient information at this time. The program described the program’s mission and how it fits with the larger institutional setting of the program. The program described program goals aligned with Student Learning Outcomes. The program needs to have measures that assess competencies associated with each Student Learning Outcome. Also, measures for each Student Learning Outcome need to be separate/independent. Also, the program needs to have a Student Learning Outcome associated with a Program Goal that measures student/graduate achievement.
KE I-B: Assessment Plan with Mechanisms & Timeline

Example of Insufficient Information

The program did not provide sufficient information at this time. The program described how it gathers and reviews assessment data based on current measures presented in Key Element I-A. The program identified and described how it gathers data for resource areas required in this Key Element through informal interaction and qualitative data. The program also described a general timeline by which it collects and aggregates data for review. The program needs to describe how aggregated data is analyzed and used for program improvement. Also, the program needs to clarify how it determines specific resource sufficiency based on data from its review activity and how this sufficiency supports attainment of targeted program goals and student learning outcomes. In addition, the program needs to present evidence that it reviews and revises, as needed, its overall outcome-based education framework (mission, goals, student learning outcomes) and assessment plan (mechanisms and timeline).
Standard II: Commitment to Diversity & Inclusion

II-A: Multiculturally-informed Educational Approach

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

II-C: Experience with Diverse, Marginalized, and/or Underserved Communities
Standard II: Program Difficulties

COAMFTE staff analysis indicates that programs overall are doing well with this Standard.
“The program did not provide sufficient information at this time. The program provided statements of diversity and of human dignity. The program needs to provide evidence of a mechanism for evaluating the climate of the program as it relates to diversity. The Commission asks the program to provide evidence that it solicits feedback from students on climate and how it uses that data.”
Standard III: Infrastructure & Environmental Supports

KE III-A: Fiscal & Physical Resources
KE III-B: Technological Resources
KE III-C: Instructional & Clinical Resources
KE III-D: Academic Resources & Student Support Services
KE III-E: Faculty Qualifications & Responsibilities
KE III-F: Faculty Sufficiency
KE III-G: Governance of Program
KE III-H: Supervisor Qualifications & Responsibilities
KE III-I: Supervisor Sufficiency
Standard III: Program Difficulties

Key Elements Commonly Missed:

• KE III-B – 52%
• KE III-C – 43%
• KE III-D – 43%
• KE III-E – 57%
• KE III-G – 48%
Standard III: Program Difficulties

Key Issues:
• Identifying how sufficiency is determined
• Identifying review & revision processes & how COIs (i.e., faculty & students) are involved in providing feedback
• III-B – all programs must address technological resources, not just online programs
• III-E – “Faculty members must have documented expertise in their area of teaching responsibility…”
• III-G – student participation in program governance
KE III-B: Technological Resources
Example of Insufficient Information

“The program did not provide sufficient information at this time. The program indicated that it uses the Glossary definition of technological resources to limit its review to distance-based interaction. However, this Key Element identifies audio/visual equipment as a technological resource and the program reports in its clinic handbook that they do utilize video and computer equipment in the clinic. Also, the Glossary definition of technological resources states that technological resources may be resources used to ‘facilitate and support a program’s data analysis and collection processes’ and includes ‘software and learning management systems.’ The program needs to provide evidence that it identifies and reviews technological resources the program uses to achieve its mission, goals, and outcomes. Also, the program needs to provide evidence that specific technological resources are secure and confidential as necessary. The program also needs to explain how it determines that these resources are sufficient and how they are revised as needed to support program effectiveness.”
KE III-E: Faculty Qualifications & Responsibilities

Example of Insufficient Information

“The program did not provide sufficient information at this time. The program provided job descriptions of faculty and the program director as well as aggregated data regarding faculty evaluations. The program also provided extensive narrative describing the institution’s faculty evaluation process, where explicit links to the program’s mission, goals, and outcomes were present in administrative evidence related to the Program Director’s evaluation. The program needs to provide evidence of documented expertise of faculty members in their areas of teaching in a clear way. Also, the program needs to provide evidence that the non-administrative faculty evaluation process is linked to the program’s mission, goals, and outcomes such as providing a faculty evaluation to be reviewed during the Site Visit as offered in the narrative.”
Standard IV: Curriculum

KE IV-A: Curriculum and Teaching/Learning Practices

KE IV-B: Foundational & Advanced Curriculum

KE IV-C: Foundational & Advanced Application Components

KE IV-D: Program & Regulatory Alignment

KE IV-E: Curriculum/Practice Alignment with Communities of Interest
Standard IV: Difficulties in First Reviews

Key Elements Commonly Missed
• KE IV-C – 43%

Key Issues
– IV-A – examples of teaching/learning practices
– IV-C
  • Policy/procedures for placement sites
  • Supervision categories (e.g. majority of supervision must take place with supervisor and supervisee physically present in same location)
  • Not aligning client contact hour categories with glossary
  • Allowing students to choose 300 or 500 hours but not demonstrating equivalent competency
– IV-D – regulatory alignment
KE IV-C: Foundational & Advanced Application Components
Example of Insufficient Information

“The program did not provide sufficient information at this time. The program provided narrative information describing its Foundational Practice Component requirements, placement in the curriculum, duration, focus and intensity. The program also provided evidence of commitment to relational/systemic-oriented supervision through AAMFT Approved Supervisors of Supervisor Candidates. The program provided evidence of off-site placement agreements. The program needs to provide evidence that it has published procedures in place for managing any difficulties with sites, supervisors, or students as required by this Key Element.”
Standard V: Program Effectiveness & Improvement

KE V-A: Demonstrated Student/Graduate Achievement

KE V-B: Demonstrated Achievement of Program Goals

KE V-C: Demonstrated Achievement of Faculty Effectiveness

KE V-D: Demonstrated Program Improvement
**Standard V: Program Difficulties**

**Key Elements Commonly Missed**
- KE V-C – 48%

**Key Issues**
- Demonstrated = DATA
- Data should be **aggregated**.
- KE V-C – Provide data on Program Director individually as well as aggregated data for faculty and supervisors.
- Four buckets of data
  - V-A - Student/graduate achievement (not SLOs)
  - V-B – SLOs organized by Program Goals
  - V-C – Faculty effectiveness
  - V-D – how evidence is used to maintain SLOs & program improvement
KE V-C: Demonstrated Achievement of Faculty Effectiveness

Example of Insufficient Information

“The program did not provide sufficient information at this time. The program indicated that the faculty are effective in achieving the program's mission, goals, and outcomes. The program needs to provide evidence of evaluation of the Program Director's leadership of the program (in addition to already existing evaluation of scholarship, teaching, and service).”
Questions?
THANK YOU