



Standards Interpretation Guide

Standard I. Program Quality: Mission and Philosophy			
Key Element	Interpretive Elements	Rubric for Response	Examples of Evidence/Documents [Specify Page #s where evidence is located, if applicable]
<p>I-A The program will have clearly specified educational outcomes congruent with the institution's and program's mission and appropriate to the profession of marriage and family therapy.</p>	<p>Educational Outcomes (EOs):</p> <ul style="list-style-type: none"> • Program Outcomes (POs) • Faculty Outcomes (FOs) • Student Learning Outcomes (SLOs) 	<ol style="list-style-type: none"> 1. Identify Program's Mission 2. Identify Institution's Mission 3. Describe how Program's Mission supports Institution's mission 4. State: <ol style="list-style-type: none"> a. Program Outcomes (POs) b. Faculty Outcomes (FOs) c. Student Learning Outcomes (SLOs) 5. Demonstrate how <u>each</u> set of outcomes (POs, FOs, SLOs) supports the achievement of Program's and Institution's Missions 6. Demonstrate how <u>each</u> set of outcomes (POs, FOs, SLOs) is appropriate to the profession of MFT. 7. Identify Evaluation/Assessment mechanisms and benchmarks for each outcome 	<ol style="list-style-type: none"> 1. Outcomes Chart with three sets of outcomes depicted on it 2. Contextual explanation for how all three sets of outcomes link and support mission 3. Course syllabi that include SLOs 4. Program's printed and electronic materials 5. Location of EOs in the program's materials

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		<p>8. Evidence that faculty, students, and supervisors are aware of the program’s EOs</p>	
<p>I-B Educational outcomes reflect an understanding and respect for cultural diversity.</p>	<p>Cultural Diversity in:</p> <ul style="list-style-type: none"> • Program Outcomes (POs) • Faculty Outcomes (FOs) • Student Learning Outcomes (SLOs) 	<ol style="list-style-type: none"> 1. There must be at least one PO, FO, and SLO that reflects an understanding and respect for cultural diversity. 2. Not every outcome within a set needs to have infusion of diversity 	<ol style="list-style-type: none"> 1. SLO reflected in course syllabi 2. Program’s printed and electronic materials 3. Recruitment (faculty and students) policies and procedures 4. Policies and procedures for selecting practicum/internship sites 5. Assessment mechanisms that address and measure competency in this area

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<p>I-C Educational outcomes are reviewed periodically and revised to reflect professional marriage and family therapy principles, educational guidelines, the communities of interest, and the advancement of the program.</p>	<ul style="list-style-type: none"> • Review and Revision process for EOs • List of selected professional marriage and family therapy principles (PMFTPs) by the program • List of Communities of Interest 	<ol style="list-style-type: none"> 1. Identify relevant COIs 2. Discuss how PMFTPs and feedback from COIs are incorporated in each set of outcomes (POs, FOs, SLOs). 3. Discuss the <u>process</u> of review <u>and</u> revision of <u>each</u> set of outcomes (POs, FOs, SLOs). 4. Discuss how the review and revision process ensure that outcomes: <ol style="list-style-type: none"> 1. reflect PMFTPs 2. feedback from COIs 3. program improvement 	<ol style="list-style-type: none"> 1. Examples of Faculty meeting minutes evidencing this process took place 2. Chart depicting when outcomes were reviewed, what was reviewed and how the program was advanced as a result 3. Examples of ways EOs have been revised to reflect COI's feedback
<p>I-D The program will be clearly identifiable as training students in the profession of marriage and family therapy.</p>	<p>MFT identity in:</p> <ul style="list-style-type: none"> • Program publications/information • Program's website • Curriculum • Faculty credentials/background • Supervisor credentials/background 	<ol style="list-style-type: none"> 1. Provide narrative description, with specific references to location and supporting documents 	<ol style="list-style-type: none"> 1. Program's published materials (printed and electronic) 2. Program's website 3. Syllabi
<p>I-E Roles of faculty and students in the governance of the program are clearly defined and enable the program to meet stated educational outcomes.</p>	<p>Identify roles of students and faculty in the governance of the program</p> <ul style="list-style-type: none"> • Address how these roles help the program to meet <u>each</u> set of outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Describe <u>faculty</u> members and <u>students'</u> roles in the <u>governance</u> of the program 2. Discuss how these roles for each group allow the program to meet each set of relevant outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Copies of meeting minutes where faculty and student governance was executed 2. Job descriptions 3. Program manual/handbook *for all above, a link to a specific page in the

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			document referenced or specific excerpt from document referenced must be included
I-F Documents and publications accurately reflect the program. Any references to published or promotional materials to the program’s offerings, faculty and student learning outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, grading policies, racial and cultural composition of the faculty, students, and supervisors, degree completion requirements, tuition, and fees are accurate.	<p>Program should provide evidence of the program’s published policies and documents as they relate to:</p> <ul style="list-style-type: none"> • Offerings • SLOs, POs and FOs • Accreditation status • Academic Calendar • Admissions Policies • Grading Policies • Racial and Cultural Composition of the faculty, students, and supervisors. • Degree completion requirements • Tuition and fees 	<ol style="list-style-type: none"> 1. Insert exact location of each policy and link or page number reference so it may be confirmed upon review as accurately reflecting the program. 	<ol style="list-style-type: none"> 1. Program’s published materials (printed and electronic) 2. Program’s website 3. Chart with link or exact reference to the location and source for the published policy
I-G Policies of the program are fair, equitable, published, and are reviewed and revised as necessary. These policies include but are not limited to those relative to student recruitment, anti-discrimination, admission, retention, and graduation.	<ul style="list-style-type: none"> • List of program policies should include but are not limited to the following: <ol style="list-style-type: none"> 1. Student recruitment 2. Anti-discrimination 3. Admission 4. Retention 	<ol style="list-style-type: none"> 1. Describe the process and timeline for how policies are reviewed and revised 	<ol style="list-style-type: none"> 1. Program’s published materials (printed and electronic) 2. Program’s website 3. Chart depicting the referenced policy and its

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	<p>5. Graduation</p> <ul style="list-style-type: none"> • Policies are published/available to the public • Policies are reviewed as necessary • Policies are revised as necessary 		<p>review process when needed *for all above, a link to a specific page in the document referenced or specific excerpt from document referenced must be included</p>
Standard II. Program Quality: Organizational Alignment and Support			
Key Element	Interpretive Elements	Rubric for Response	Examples of Evidence/Documents [Specify Page #s where evidence is located, if applicable]
<p>II-A The program resides in an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the educational outcomes of the program.</p>	<ul style="list-style-type: none"> • Faculty teaching, scholarship, service, and practice • How program environment encourages the above • Link to the accomplishment of <u>each</u> set of outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Describe how the program environment encourages faculty teaching, scholarship, service, and practice 2. Describe how the above allows program to achieve <u>each</u> set of outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Charts depicting the expectations of each faculty member across the 4 areas and ways each faculty member is encouraged within each relevant one
<p>II-B Fiscal and physical resources are sufficient to enable the program to meet educational outcomes. These resources are reviewed, revised, and improved as needed.</p>	<ul style="list-style-type: none"> • Program’s fiscal resources • Program’s physical resources • Resources reviewed • Resources revised • Resources improved • Resources allow program to achieve <u>each</u> set of outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Describe program’s <u>fiscal</u> and <u>physical</u> resources 2. Explain how these resources are sufficient to achieve <u>each</u> set of outcomes (POs, FOs, SLOs) & how sufficiency is determined. 3. Describe the process for review, revision, and improvement of these resources 	<ol style="list-style-type: none"> 1. Program’s Budget 2. Documentation explaining how the MFT program fares with other programs 3. Faculty meeting minutes

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<p>II-C Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p>	<ul style="list-style-type: none"> • Academic Support Services (i.e. writing and computer support, diversity and women’s centers counseling, financial assistance, etc.) • Services are sufficient to ensure program quality • Services are evaluated on regular basis • Services allow program to achieve <u>relevant Educational</u> Outcomes 	<ol style="list-style-type: none"> 1. Describe Academic Support Services 2. Describe how these services are evaluated 3. Explain how these services are sufficient to achieve program quality by linking to relevant Educational Outcomes 	<ol style="list-style-type: none"> 1. Surveys that assess for academic support services 2. Faculty meeting minutes
<p>II-D The program director is academically, professionally, and experientially qualified and is vested with the authority necessary to accomplish the educational outcomes of the program. The program director provides effective leadership to the program in achieving its educational outcomes.</p>	<ul style="list-style-type: none"> • PD is qualified • PD has authority to achieve <u>each</u> set of outcomes (POs, FOs, SLOs) • PD provides effective leadership • PD’s leadership helps program to achieve <u>each</u> set of outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Describe the qualifications of the program director to accomplish the program’s three sets of outcomes 2. Describe the process used to determine the program director provides effective leadership to the program in achieving its three sets of outcomes 	<ol style="list-style-type: none"> 1. Program Director’s CV 2. Recent copy of PD’s evaluation
<p>II-E The program director, or whoever has or shares ultimate program responsibilities, will be an AAMFT Approved Supervisor or a State Approved Supervisor. Supervisory candidacy status does not satisfy this element.</p>	<ul style="list-style-type: none"> • PD, or whoever has or shares ultimate program responsibilities, is AAMFT Approved Supervisor or State Approved Supervisor, Active Status 	<ol style="list-style-type: none"> 1. Describe the supervisory status of the PD or whoever has or shares ultimate program responsibilities 	<ol style="list-style-type: none"> 1. Documentation showing that PD or whomever has or shares ultimate program responsibilities has a current credential as AAMFT or State Approved Supervisor

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			2. If program utilizes two PDs, both must have current credentials as AAMFT or State Approved Supervisors
II-F Program director responsibilities include oversight of the curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality.	<ul style="list-style-type: none"> • PD's responsibilities include: <ul style="list-style-type: none"> -oversight of curriculum -clinical training -facilities -services -maintenance and enhancement of program's quality 	1. Describe the program director's responsibilities as they relate to oversight of curriculum, clinical training, facilities, services, and maintenance and enhancement of program's quality	<ol style="list-style-type: none"> 1. Recent copy of PD's evaluation 2. Job description for PD
II-G Faculty members are academically, professionally, and experientially qualified and sufficient in number to achieve educational outcomes of the program.	<ul style="list-style-type: none"> • Faculty's credentials • Faculty's sufficiency in number • Ability to achieve relevant outcomes within <u>each</u> set of Educational Outcomes (POs, FOs, SLOs) 	<ol style="list-style-type: none"> 1. Aggregate data from faculty's CV for credentials table 2. Describe how number of faculty is sufficient and describe how sufficiency is determined 3. Link faculty credentials and sufficiency to program's ability to achieve relevant outcomes within <u>each</u> set of Educational Outcomes (POs, FOs, SLOs) 4. Aggregate faculty and supervisor academic and professional experience in a chart 	<ol style="list-style-type: none"> 1. Faculty CVs 2. Evaluation of Faculty (by students and PD)
II-H The faculty roles in teaching, scholarship, service and practice are identified clearly and are congruent with the educational outcomes of the	<ul style="list-style-type: none"> • Faculty's roles in teaching, scholarship, service, and practice are identified clearly 	<ol style="list-style-type: none"> 1. Describe faculty's roles 2. Explain how faculty's roles allow the program to achieve 	<ol style="list-style-type: none"> 1. Job descriptions that describe faculty roles in: 2. Specific courses taught 3. Scholarship

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<p>program.</p>	<ul style="list-style-type: none"> Faculty roles are congruent with their ability to achieve <u>each</u> set of outcomes (POs, FOs, SLOs) 	<p><u>each</u> set of outcomes (POs, FOs, SLOs)</p>	<ol style="list-style-type: none"> Service Practice expectations and/or involvement
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<p>Standard III. Program Quality: Curriculum and Teaching/Learning Practices</p>			
<p>Key Element</p>	<p>Interpretive Elements</p>	<p>Rubric for Response</p>	<p>Examples of Evidence/Documents [Specify Page #s where evidence is located, if applicable]</p>
<p>III-A The curriculum is based on and developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with Professional Marriage and Family Therapy Principles and congruent with the program’s educational outcomes.</p>	<p>Curriculum is based on, developed, implemented, and revised to reflect:</p> <ul style="list-style-type: none"> PMFTPs selected by program Link between SLOs-PMFTPs-curriculum Link to other sets of outcomes (POs and FOs) 	<ol style="list-style-type: none"> List PMFTPs that program selected to follow Include selected PMFTPs and SLOs in each course syllabi. Provide a curriculum map with aggregated course syllabi #s-PMFTPs-SLOs Explain how the curriculum map allows the program to achieve relevant POs and FOs 	<ol style="list-style-type: none"> Course Syllabi Curriculum Map Program manual/handbook
<p>III-B The curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and the cultural context in which they are embedded.</p>	<p>Curriculum is based upon a comprehensive and substantive understanding and foundation for each of the following content areas:</p> <ul style="list-style-type: none"> human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy 	<p>Identify the places within the curriculum where the following content learning takes place and explain how it is comprehensive and substantive:</p> <ol style="list-style-type: none"> human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, 	<ol style="list-style-type: none"> Syllabi Chart connecting content areas to where learning in each content area takes place

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	theories, research, and the cultural context in which they are embedded.	research, and the cultural context in which they are embedded.	
III-C The curriculum is logically structured to meet expected outcomes.	<ul style="list-style-type: none"> • Depict how sequencing of program is logically structured to meet POs, SLOs • Provide rationale for structure 	<ol style="list-style-type: none"> 1. Describe how students progress through the program, the logic behind sequencing of courses/program requirements 2. Relate description to attainment of SLOs, POs 	<ol style="list-style-type: none"> 1. Syllabi 2. Chart or Figure of curriculum sequencing 3. Program manual/handbook
III-D Curriculum and teaching/learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	<ul style="list-style-type: none"> • Process for evaluating teaching and learning practices regularly • Link the process to program improvement 	<ol style="list-style-type: none"> 1. Describe the process for evaluating the curriculum and teaching/learning practices 2. Describe the frequency of this review process 3. Provide examples of how the review process has lead to program improvement 	<ol style="list-style-type: none"> 1. Faculty meeting minutes 2. Program manual/handbook 3. Evaluations of an on-site and off-site supervisors, practicum's and internship's sites
III-E The didactic and clinical teaching/learning practices and learning environments support the achievement of expected and actual student learning outcomes.	<ul style="list-style-type: none"> • Didactic and clinical teaching/learning practices and learning environments • Link to achievement SLOs • Identify key teaching/learning practices (e.g., practica/internship, capstone experiences, exams, major presentations/projects, critical assignments) 	<ol style="list-style-type: none"> 1. Link the didactic and clinical teaching/learning practices with the teaching environments 2. Link the above to which SLOs, are supported 3. Provide examples of how what is described in #1 and #2 support the achievement of the program's SLOs 	<ol style="list-style-type: none"> 1. Program manual/handbook 2. Faculty Meeting Minutes 3. Aggregated evaluations for each teaching/learning practice for Program 4. Curriculum map
III-F The curriculum and teaching/learning practices consider the	<ul style="list-style-type: none"> • Program's COIs 	<ol style="list-style-type: none"> 1. Provide list of COIs 	<ol style="list-style-type: none"> 1. Chart of COIs

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<p>needs and expectations of the identified communities of interest.</p>	<ul style="list-style-type: none"> • How feedback from COIs is included in curriculum and teaching/learning practices 	<ol style="list-style-type: none"> 2. Describe how COIs are surveyed to ascertain information about their needs as related to the curriculum and teaching/learning practices of the program 3. Provide an example for how this process has affected the teaching/learning practices 	<ol style="list-style-type: none"> 2. Methods for ascertaining feedback 3. Timeline for requesting feedback 4. Formal/informal mechanisms
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<p>Standard IV. Program Effectiveness: Student Performance and Faculty Accomplishments</p>			
<p>Key Element</p>	<p>Interpretive Elements</p>	<p>Rubric for Response</p>	<p>Examples of Evidence/Documents [Specify Page #s where evidence is located, if applicable]</p>
<p>IV-A Student performance in both coursework and clinical practice is evaluated by faculty and supervisors and reflects achievement of expected outcomes. Evaluation policies and procedures are defined, published, and consistently applied.</p>	<ul style="list-style-type: none"> • Policies and procedures for evaluation of student performance • How evaluations are conducted (process and timeline) • How evaluation of student performance demonstrates achievement SLOs • Aggregated data for each SLO 	<ol style="list-style-type: none"> 1. List and describe policies and procedures 2. Aggregated data from evaluations of SLOs (no raw data/individual evaluations) 3. Analyze SLO data and explain how the analyses of the data indicates that students are achieving each expected SLOs that shows how SLO benchmarks are met. 	<ol style="list-style-type: none"> 1. Links to specific sections/pages of document(s) containing these policies and procedures (e.g., Program manual/handbook, syllabi) 2. Evaluation templates/rubrics for SLOs 3. Aggregated data for each SLO, showing how each SLO is met with benchmarks

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			<p>4. Narrative describing analysis and application of SLO data.</p> <p>5. Faculty meeting minutes</p>
<p>IV-B Programs will have policies and procedures specifying how to collect information about students, demonstrated achievements of graduates, and employer satisfaction. Student outcome data include, but are not limited to, graduation rates, national (or state) licensing examination pass rates, and job placement rates as appropriate.</p>	<ul style="list-style-type: none"> • Policies and procedures for collecting PO data • Aggregated data on Student Achievement Program Outcomes as set by the COAMFTE 	<p>1. List and describe policies and procedures for collecting PO data</p>	<p>1. Links to specific sections/pages of document(s) containing these policies and procedures (e.g., Program manual/handbook, syllabi)</p>
<p>IV-C Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.</p>	<ul style="list-style-type: none"> • Aggregated data for each of the POs • Data analyses of POs • Link to program improvement 	<p>1. Aggregate data from evaluations for each PO (no raw data/individual evaluations)</p> <p>2. Analyze data and explain how the analyses of data indicates that PO benchmarks are met and evidence that data has been used for program improvement</p>	<p>1. Aggregated data for each PO</p> <p>2. Narrative describing analysis and application of PO data.</p>
<p>IV-D Faculty outcomes demonstrate achievement of the program’s educational outcomes, and enhance program quality and effectiveness.</p>	<ul style="list-style-type: none"> • Aggregated data for each of the FOs • Link achievement of FOs to achievement of POs and SLOs 	<p>1. Aggregate data from evaluations (no raw data/individual evaluations)</p> <p>2. Analyze data and explain how the analyses of data indicates that FO benchmarks are met</p>	<p>1. Aggregated data for each FO</p> <p>2. Narrative describing analysis and application of FO data.</p>

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		and evidence that data has been used to improve program quality and effectiveness with links to achievement of POs and SLOs	
IV-E The program has established policies and procedures by which it defines and reviews formal student complaints.	<ul style="list-style-type: none"> • Policies and procedures for review of student complaints 	<ol style="list-style-type: none"> 1. Insert location of policy and link or page number reference so it may be confirmed upon review 2. Describe using a narrative history of use and outcomes 	<ol style="list-style-type: none"> 1. Program Materials 2. Copies of student complaints and process for resolving them.

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