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November 8, 2024

Dr. Jeff Todahl
Marriage and Family Therapy Program
University of Oregon (MS)

Dear Dr. Todahl:

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), at its October 21-22, 2024 meeting, reviewed the Response to Stipulations submitted by the Marriage and Family Therapy (MS) program at the University of Oregon.

The Commission voted to accept the program's **Response to Stipulations** and to **remove** the following Stipulations:

Key Element I-C
Key Element II-A
Key Element II-C
Key Element IV-B
Key Element IV-C

The Commission voted to continue the following Stipulations:

Key Element I-A
Key Element III-A
Key Element III-E
Key Element III-F
Key Element IV-A
Key Element IV-D

The Commission's review of the program materials is below:

STANDARD I: OUTCOME-BASED EDUCATION FRAMEWORK AND ENVIRONMENTAL SUPPORT

Key Element I-A: Outcome-Based Education Framework

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

- *A program mission generally consistent with the program's larger institutional setting.*
- *Specific program goals that implement the program's mission and promote the COAMFTE Developmental Competency Components.*
- *Student learning outcomes (SLOs) that set clearly defined targets for measuring specific student competencies and achievement of program goals. Note: Please refer to the glossary definition of assessment measure.*
- *Annual collection and publishing of graduate achievement required by type of program (masters, doctoral, post-degree).*
- *Selected communities of interest (COI's) who are direct stakeholders in the program's outcomes, effectiveness, and improvement.*
- *Availability of the program's outcome-based education framework to communities of interest and others selected by the program. to the program's mission and goals.*

Commission's Response:

The program does not meet the requirements of this Key Element. The Stipulation is continued. The program provided evidence of an updated outcome-based education that clearly includes Communities of Interest at specific time points using specific measures. The program provided evidence of an updated assessment plan that includes specific program identified Communities of Interest. The program needs to clarify which Communities of Interest complete which assessment measures as part of the outcome-based education.

Key Element I-C: Plan for Assessing Environmental Supports

Environmental supports are institutional and program resources that contribute to successful student achievement, program quality and an inclusive and diverse learning environment. The program has a plan for maintaining effective environmental supports through a process of review that includes collection of feedback from identified communities of interest, program review, focused corrective action/advocacy where needed, and input to and from institutional leaders.

The plan for reviewing environmental supports includes the following areas:

- *How the program promotes an inclusive and diverse learning environment.*
- *How the program follows published policies for receiving, reviewing, and responding to complaints and grievances, and student concerns.²*
- *How the program monitors other environmental supports including:*
 - *fiscal and physical resources*
 - *technological resources*
 - *instructional and clinical resources*
 - *academic resources and student support services*
- *How the program complies with institutional policies and procedures concerning the use or technology, including policies on disaster planning and recovery of information, and responses to illegal or inappropriate uses of technology systems and resources.*

- *How the program ensures the reliability of technology systems, the integrity and security of data, and safeguards student and client information in accordance with applicable regulations and guidelines.*

Please note: Results of this review process are reported and discussed in Key Element IV-C

Commission's Response:

The program meets the requirements of this Key Element. The Stipulation is removed.

STANDARD II: PROGRAM LEADERSHIP, PROGRAM FACULTY, AND PROGRAM CLINICAL SUPERVISORS

Key Element II-A: Program Leadership Qualifications and Effectiveness

Direction and oversight of the program occurs continuously throughout the year (12 months). Program leadership is qualified, assigned ultimate responsibility for the administration of the program, and meets the following criteria:

- *Is a core faculty member who demonstrates professional identity as a Marriage and Family Therapist.*
- *Is responsible for oversight of the outcome-based education framework, assessment activities, curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality.*
- *In master's degree programs, has or shares leadership responsibilities for the foundational curriculum and foundational practice component and is an AAMFT Approved Supervisor or AAMFT Supervisor Candidate (Supervisor Candidate who assumes this role must become an AAMFT Approved Supervisor within three years.).*
- *In post-degree programs offering the foundational curriculum or any specialized clinical curriculum, is an AAMFT Approved Supervisor or Supervisor Candidate. (Supervisor Candidate who assumes this role must become an AAMFT Approved Supervisor within three years.).*
- *In doctoral degree programs offering the advanced curriculum, is an AAMFT Approved Supervisor unless the program has an AAMFT Approved Supervisor or Supervisor Candidate on the core faculty.*
- *Participates in an established effectiveness review that includes input from communities of interest and as needed, plans to support further leadership development and enhanced effectiveness.*

Commission's Response:

The program meets the requirements of this Key Element. The Stipulation is removed.

Key Element II-C: Core Faculty and Program Clinical Supervisor Sufficiency

The core faculty and program clinical supervisors must be sufficient to implement the program's outcome-based education framework (Standard I), curriculum instruction, and application component.

- *Core faculty sufficiency is demonstrated by*
 - *a core faculty-to-student FTE ratio of 1:15, OR*

- *as an alternative, the program may designate and meet a core faculty-to-student FTE ratio that the program demonstrates to be sufficient to support core faculty responsibilities and institutional and program expectations as reported in Key Element II-B. The program must define sufficiency criteria that support the alternative ratio and demonstrate how these criteria are evaluated, reviewed, and revised as needed. Noncore faculty may be included in this alternative ratio if the program demonstrates defined and ongoing non-core faculty contributions that support core faculty areas of responsibility beyond course instruction and/or clinical supervision.*
- *The program must have a sufficient number of program clinical supervisors to support the program's application component in Key Element III-C, as demonstrated by a ratio the program determines to be sufficient to meet program responsibilities and expectations for program clinical supervisors.*

Commission's Response:

The program meets the requirements of this Key Element. The Stipulation is removed.

STANDARD III: CURRICULUM

Key Element III-A: Curriculum Alignment and Monitoring

The program must provide descriptions of:

- *How the curriculum and practice components support the program attainment of student learning outcomes and aligns with the COAMFTE Developmental Competency Components.*
- *Logical sequencing of the curriculum and practice components.*
- *Processes and procedures used to monitor and ensure student progress and completion of requirements in the curriculum and practice components.*
- *Governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum*

Commission's Response:

The program does not meet the requirements of this Key Element. The Stipulation is continued. The program provided an updated curriculum map that aligns the courses with the program's student learning outcomes. The program needs to provide evidence of a curriculum map that shows the alignment of the courses with the program's student learning outcomes and the Developmental Competency Components.

Key Element III-E: Program Transparency and Informed Acknowledgement

The program demonstrates that the curriculum aligns with the educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice.

Programs must provide prospective and entering students information regarding the MFT profession's licensure and regulatory requirements as follows:

- *The program demonstrates use of a policy and process to ensure that all students are informed of the MFT profession's general regulatory structure and that practice/licensure requirements, including qualifying degree requirements, may vary across state/provincial jurisdictions.*
- *This information, along with resources for contacting state/provincial regulatory bodies, must be provided to students and acknowledged in writing, prior to beginning the program's course of study.*
- *Programs that include teletherapy and/or virtual supervision as part of the clinical practice experience must have a policy on how the program ensures that such practices are compliant with relevant federal, state, or provincial regulatory requirements.*

Commission's Response:

The program does not meet the requirements of this Key Element. The Stipulation is continued. The program indicated a process for providing information to applicants about licensure regulations and degree portability. The program needs to provide evidence of a process for obtaining acknowledgment of this information in writing prior to beginning the program's course of study.

Key Element III-F: 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.

Commission's Response:

The program does not meet the requirements of this Key Element. The Stipulation is continued. The program indicated a process for considering the needs and expectations of Communities of Interest in the program with updated surveys. The program needs to provide evidence of a process that gathers input specifically related to developing and revising its curriculum and application components from Communities of Interest. The program needs to provide evidence that specifies identified Communities of Interest involvement in the process related to developing and revising its curriculum and application components as well. The program is encouraged when submitting meeting minutes to designate which Communities of Interest are represented by the attendees.

STANDARD IV: PROGRAM ACHIEVEMENT AND IMPROVEMENT

Key Element IV-A: Demonstrated Graduate Achievement and Improvement

The program demonstrates that aggregated data on graduate achievement is collected and reviewed as specified in Key Element I-B. Graduate achievement data and analysis demonstrate that the program is meeting established benchmarks or is using the data to make improvements.

Commission's Response:

The program does not meet the requirements of this Key Element. The Stipulation is continued. The program indicated implementing a process of reviewing graduated achievement data. The program needs to provide evidence of implementing a process of reviewing Graduate Achievement Data specifically, along with specific program actions based on that review. The program is encouraged to designate which Communities of Interest are represented by the attendees when submitting meeting minutes.

Key Element IV-B: Demonstrated Achievement of Program Goals and Improvement

The program demonstrates that aggregated data on student achievement is collected and reviewed as specified in Key Element I-B. Student learning outcome data and analysis demonstrate that the program is meeting program goals or is using the data to make improvements.

Commission's Response:

The program meets the requirements of this Key Element. The Stipulation is removed.

Key Element IV-C: Review and Improvement of Environmental Supports

The program demonstrates that aggregated data on environmental supports are collected and reviewed as specified in Key Element I-C. Data and analysis from program review demonstrate that the program is maintaining its environmental supports or making improvements where needed.

Commission's Response:

The program meets the requirements of this Key Element. The Stipulation is removed.

Key Element IV-D: Communication with Communities of Interest

The program demonstrates that it communicates results of assessment data compiled according to the program's assessment plan (outlined in Standard I) and any resulting program changes to relevant communities of interest.

Commission's Response:

The program does not meet the requirements of this Key Element. The Stipulation is continued. The program indicated that there are meetings attended by Communities of Interest to disseminate program action steps. The program needs to provide evidence of which Communities of Interest are linked to which assessment measures and how that reviewed data and program action steps are disseminated to those specific Communities of Interest. The program is encouraged to designate which Communities of Interest are represented by the attendees when submitting meeting minutes.

NOTE: Consistent with the COAMFTE Corrective Action Policy (COAMFTE Accreditation Manual: Policies and Procedures, pp. 20-21), COAMFTE accredited programs carrying stipulations will have a maximum of two years from the date of stipulation to come into compliance with the standards. Year One will include Imposing of Stipulations; Year Two will include Probation and hosting a Focused Site Visit. Programs that fail to rectify such compliance issues will be subject to revocation of accreditation status at the beginning of Year Three.

Please note that the program is now in its Year 2 – Place on Probation. Consistent with the Corrective Action Policy, programs must submit a compliance report addressing deficiencies by the noted deadline and host a focused scheduled by COAMFTE at the expense to the program.

The focused site visit will be a virtual site visit. In preparation for the program's interim site visit in the Spring of 2025, please complete the [Site Visit Information Form](#) within fourteen (14) days of the receipt of this action letter. A Site Visit in the Spring 2025 cycle will ensure that the program's

Response to Stipulations, Site Visit Report and Program's Response to Site Visit Report are reviewed at the Fall 2025 COAMFTE meeting.

Program's Response to Stipulations Instructions:

1. Program's response should address all Key Elements that have Stipulations and include definition of all referenced Key Elements.
2. Program's response should not refer to previously submitted documents (Eligibility Criteria, Self-Study, appendices, etc.).
 - a. *Programs may provide additional information as supporting evidence of the program's response.*
3. Program's Response to Stipulations and any supporting documentation must be in one document, in a PDF format with bookmarks linked to the individual components. The bookmarks MUST follow the order of the individual components. The PDF document must not exceed 30 MB in size.
4. Program's Response to Stipulations must be submitted on or before the due date to coa@aamft.org.

The following document must be submitted in the required format by the noted deadline:

Document	Submission Deadline
Response to Stipulations	January 31, 2025
Annual Report	

Please feel free to contact the Accreditation Office by e-mail at coa@aamft.org or by phone at (703) 253-0448 if you have further questions or if you would like any additional information.

Sincerely,


Heather Katafiasz, PhD
COAMFTE Chair


Jill Fogolin
Director of Accreditation