

# Master of Science

## Marriage & Family Therapy Program Handbook

### Fall 2024

The purpose of this handbook is to identify and clarify program information to include specific policies, guidelines, and structure while also providing quick access links to college specific resources. It is annually updated and sent out to all students and faculty for review early in the Fall semester. Revisions to improve content are made as needed.

Send questions, suggestions, and updates to the [Program Director](#).

*Questions and suggestions can also be brought to the Faculty committee, the Supervisors committee, and the Student Rep meetings for further discussion prior to bringing to the departmental meeting or directly to the Program Director.*

**DISCLAIMER:** The provisions of this handbook do not constitute a contract, expressed or implied, between Edgewood College or the Marriage & Family Therapy Graduate Program and any applicant, student's family, or faculty or staff member. Edgewood College and the Marriage & Family Therapy graduate program reserve the right to change the policies, procedures, rules, regulations and information in this handbook at any time. Changes will become effective at the time the proper authorities so determine, and the changes will apply to both prospective students and those already enrolled. The handbook is a general information publication only and is not intended to nor does it contain all college regulations relating to students and faculty.



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## PROGRAM INFORMATION

The Marriage and Family Therapy (MFT) graduate program is housed within the Henry Predolin School of Nursing, Business, Education, and Health Sciences at Edgewood College, a private nonprofit institution.

### BACKGROUND

Our program has trained psychotherapists since 1996 and supports an alumni base of over 500. With a “family systems” lens and a vision to bring mental health advocacy to the Greater Madison area, Program Director and founder, Dr. Peter Fabian established both the academic program and the training facility, [The Family Center](#). This facility continues to be integral to the success of our program as it provides a supervised location for active therapy practice that supports both student learning and the mental health needs of the community.

Our students grow within a community of colleagues via our cohort model and limited class sizes. Our students benefit from real-world skills practice as each instructor is required to have both extensive clinical experience in their subject area and maintain active clinical work in addition to teaching. A primary advantage for our students is having access to their own clinical training facility for supervised internships.

Our current Program Director, Deb Polacek, LMFT, has worked with our program and our training facility since January 2014. She accepted the Associate Dean/Program Director leadership role in October 2021.

### ACCREDITATION STATUS

ACCREDITING BODY	DETAILS
<a href="#">HLC Confirmation</a>	Edgewood College has been continuously accredited since March 28, 1958, by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, Phone: 800.621.7440 / 312.263.0456   Fax: 312.263.7462   info@hlcommission.org
<a href="#">IACSTE Confirmation</a>	The Marriage and Family Therapy Master of Science Program is an accredited training program approved by the International Accreditation Commission for Systemic Therapy Education.
<i>In Process</i> <a href="#">COAMFTE Guidelines</a>	All MFT program courses have been specifically developed to meet the external accreditation requirements of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Our program has met the eligibility criteria for COAMFTE accreditation and is moving toward full accreditation.  09/28/2022 – Eligibility Criteria submission 12/02/2022 – Eligibility Criteria Review Letter (confirms sufficiency) 10/01/2023 – Self Report submission 12/06/2023 – Self Report Review Letter (needs additional evidence) 10/07/2024 – Updated Self Report scheduled for submission



## DEGREE PORTABILITY

The coursework for our program was designed to meet MFT licensure requirements for the state of Wisconsin. Read more about the state requirements by clicking this link: [DSPS Professions – MFT \(dps.wi.gov\)](https://dps.wi.gov)

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as an MFT in that state. If planning to apply for licensure outside of Wisconsin, [find State/Provincial information here.](#)

**IMPORTANT:** Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state where you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state’s licensure resources: [MFT State/Provincial Resources](#) (AAMFT.org)

This degree portability information is also accessible on our [MFT academic webpage.](#)

## Student Acknowledgement Policy

Students are provided the following information on regulatory alignment and required to sign an acknowledgement form located within their admissions packet.

8/2/23, 11:15 AM

MFT Student Acknowledgement Form

[All Forms](#) > [MFT Student Acknowledgement Form](#)

### MFT Student Acknowledgement Form

Record:	<input type="text" value="Registrant Name or Email Address"/>
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### Regulatory Alignment

#### Student Signed Acknowledgement

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state’s licensure resources: [MFT State/Provincial Resources](#) (AAMFT.org)

The coursework for Edgewood College’s Marriage and Family Therapy graduate program was designed to meet MFT licensure requirements in the state of Wisconsin. You may read more about the state requirements for MFT licensure in Wisconsin by clicking this link: [DSPS Professions – MFT \(dps.wi.gov\)](https://dps.wi.gov)

If you have questions about the program’s alignment with professional licensure you may contact the Associate Dean and Program Director: Deb Polacek at [dpolacek@edgewood.edu](mailto:dpolacek@edgewood.edu).

I acknowledge that I have been informed and am aware that licensing regulations differ across states and provinces. I understand that Edgewood College’s MFT program is designed to meet the licensure requirements in the state of Wisconsin, and that an MFT degree from this program may not meet MFT licensing requirement in a different state..

I acknowledge

First Name

Middle Name

Last Name

Type your name to electronically sign this form.

# OUTCOME-BASED EDUCATION FRAMEWORK

## MISSION ALIGNMENT

Institutional Mission	Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The college educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.
Program Mission	With its roots in the mission and identity statements of Edgewood College, the master’s degree program in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.
How We Align	Our program’s emphasis on ethical sensitivity, respect for diversity and dedication to service to people in our communities as evidenced within our curriculum and client practice at our training center aligns with the college’s tenet for building a just and compassionate world. Our program’s focus on professional competency and clinical proficiency aligns with the college’s educational emphasis on meaningful personal and professional lives of ethical leadership and search for truth.

## IMPLEMENTING OUR MISSION THROUGH PROGRAM GOALS AND SLOs

Our outcome-based educational framework supports both our college and program missions by emphasizing core systemic program goals and related student learning outcomes that focus on professional learning and skill development.

Our framework supports effective and ethical practice through the development of the following COAMFTE recommended competency components: (1) Knowledge of the profession, (2) Practice of therapy, (3) human Diversity and social structure, (4) professional Ethics, law and identity, and (5) Research and evidence-based practice (see the following table).

Program Goals	Student Learning Outcomes (SLOs)	Target for Learners	Measure	Developmental Competency Components					
				K	P	D	E	R	
GOAL #1 – Our program will educate students on foundational MFT theoretical knowledge	SLO #1 – Our students will demonstrate an understanding of systemic theories and MFT models.	80% of students will score “Good” (80-90%), on assignment  80% of interns will score proficient on clinical evaluation, determined by behavior-based observation	MFT 605 – Rubric for Comparative Analysis paper  Rubric for final clinical evaluation completed by clinical supervisor	X					



Program Goals	Student Learning Outcomes (SLOs)	Target for Learners	Measure	Developmental Competency Components				
				K	P	D	E	R
<p>GOAL #2 – Our program will provide opportunity for supervised relational practice hours and the development of clinical skills.</p>	<p>SLO #2 – Our students will demonstrate competence in systemic and relational clinical skills within a practice setting.</p>	<p>80% of students will score "Good" (80-90%), on assignment</p> <p>80% of interns will score proficient on clinical evaluation, determined by behavior-based observation</p>	<p>MFT 635 – Rubric for Assessment in My Systemic/ Relational Practice paper</p> <p>Rubric for final clinical evaluation completed by clinical supervisor</p>		X			
<p>GOAL #3 – Our program will foster an environment that supports human dignity, respect for diversity, and dedication to inclusive service across communities.</p>	<p>SLO #3 – Our students will exhibit awareness of the importance of human dignity and inclusivity as well as the impact of social structure.</p>	<p>80% of students will score "Good" (80-90%), on assignment</p> <p>80% of interns will score proficient on clinical evaluation, determined by behavior-based observation</p>	<p>MFT 620 – Rubric for Interview and Genogram assignment</p> <p>Rubric for final clinical evaluation completed by clinical supervisor</p>			X		
<p>GOAL #4 – Our program will inform and support understanding of relevant legal standards of practice, ethical codes, professionalism, and models of ethical decision-making.</p>	<p>SLO #4 – Our students will demonstrate understanding of ethical decision-making and the use of relevant legal and professional resources.</p>	<p>80% of students will score "Good" (80-90%), on assignment</p> <p>80% of interns will score proficient on clinical evaluation, determined by behavior-based observation</p>	<p>MFT 800 – Rubric for Ethical Decision-making paper</p> <p>Rubric for final clinical evaluation completed by clinical supervisor</p>				X	
<p>GOAL #5 – Our program will promote the use of MFT-related research as well as the principles of evidence-based interventions and practice.</p>	<p>SLO #5 – Our students will demonstrate skills as critical consumers of MFT-related research as well as an understanding of the principles of evidence-based practice.</p>	<p>80% of students will score "Competent" (25.5-26.9pts), on assignment</p> <p>80% of interns will score proficient on clinical evaluation, determined by behavior-based observation</p>	<p>MFT 700 – Rubric for Literature Review paper</p> <p>Rubric for final clinical evaluation completed by clinical supervisor</p>					X



### POLICY FOR CHANGING OUR CURRICULUM

Potential changes to our program framework and curriculum components are discussed throughout the year. Decision-making on major items is considered annually at our department’s Planning Day meeting. During that summer meeting, curriculum alignment, course flow, instructor input, and student feedback are explored in depth and potential modifications are considered.

Potential Change	1st Step	Next Step	Final Decision	Implementation
New idea (can be student or faculty led)	Departmental meeting discussion	Further background work on idea with originator of idea	Program director meets with Dean for approval on next steps	Idea announced through newsletter, program director, or advisor
New item (course or requirement)	Departmental meeting discussion	Planning Day agenda topic for in depth discussion and research	Program director enters agreed upon new item into curriculum software (Curriculog)	Approval stages occur within Curriculog to Dean, VP, and Registrar. Then, scheduled for next catalog publication
New timeline (course sequence)	Departmental meeting discussion	Planning Day agenda topic for discussion	Program director meets with Dean for approval on next steps	Program director changes course sequence in registration software (SECTION)

### GRADUATE ACHIEVEMENT DATA

This data is collected and updated annually. It is reviewed annually at our Planning Day meeting.

Graduate Achievement Data for Edgewood College Marriage and Family Therapy Master’s Program Accredited: In Process (COAMFTE) Advertised Program Length: 2 years (FT), personalized timeline (PT)								
Cohort Year Students Entered Program	# of Students in Program		Graduation Rate in Advertised Time (%) *		Job Placement Rate (%) **		Licensure Rate (%) ***	
	FT	PT	FT	PT	FT	PT	FT	PT
2020-2021	20	5	95%	60%	90%	100%	90%	100%
2021-2022	20	3	85%	67%	75%	100%	80%	100%
2022-2023	25	5	88%	40% IP	68%	40% IP	76%	40% IP
2023-2024	21	3	IP	IP	IP	IP	IP	IP
2024-2025	26	3	IP	IP	IP	IP	IP	IP

FT=Full-time, PT=Part-time, IP=In Process: Students from the cohort have yet to graduate from the cohort year listed.

\* Graduation Rate is the program’s Advertised Length of Completion which is how long the program is designed to complete as written.

\*\* Job Placement Rate is the percentage of graduates from the cohort year that are employed using MFT skills.

\*\*\* Licensure rate is the percentage of graduates from the cohort year that have achieved ANY level of MFT licensure.



# PROGRAM COMPOSITION

## COMMUNITIES OF INTEREST AND THEIR ROLES

Participation by stakeholders such as those listed below provides necessary input on program effectiveness and helps identify opportunities for improvement, growth, and collaboration.

Students (60)	Our program averages 60 students per year within on-campus courses. Approximately half of those students are in their clinical internship year via our clinical training facility.	Active learning participants with program interactions in the classroom and via: (1) meetings with instructor (2) class exit slips within courses (3) course evaluations (4) advising meetings (5) student rep meetings (6) feedback surveys (mid-point & exit) (7) supervisor evaluations
Faculty (7-8 core)	(1) Associate Dean/Program Director, located on campus (2) Lecturer/Academic Advisor, Committee Chair, located on campus (3) Clinical Director, located at clinical training facility (4) Operations Manager, located at clinical training facility (5) Part-time lecturers on annual contracts, 3-4 supervisors, classrooms located on campus	(1) Oversees, guides, and builds overall program and practice structure, content, direction, vision, and community partnerships (2) Teaches our foundational courses, academically advises students, oversees student rep and faculty committees (3) Directs our clinical training to include practicum course and in-service sessions, oversees supervisors, and facilitates community outreach (4) Manages our facility operations to include intern assignment, EMR, and billing (5) Teach our yearlong series of clinical internship courses via group supervision while maintaining a ratio not to exceed 1:8 (supervisor to students)
Faculty (8 non-core)	Adjunct instructors, 8, classrooms located on campus with two classrooms at our training facility	Teach our curriculum courses utilizing relevant clinical experience
Supervisors (2-8 on-site)	<a href="#">State approved MFT supervisors</a> , 2-8, located at our training facility, on-call, and via virtual supervision	Provide supervisory oversight of interns to include weekly supervision, consultations, and urgent care session support
Supervisors (0-2 off-site)	Varies, 0-2	Established through contracts and affiliation agreements with our program as needed
Alumni	Base of 500+	Support guest speaking, professional networking, student employment, and teaching within our program





### PROGRAM FACULTY AND SUPERVISOR QUALIFICATIONS

All faculty and supervisors are screened to ensure they are academically, professionally, and experientially qualified. They must have expertise in their area of teaching and supervisory responsibility to include knowledge of their instructional modality or method of MFT supervision.

Name and Role(s)	Professional MFT Identity	Contributions to the Profession
Deb Polacek, LMFT Associate Dean & Program Director Core Faculty & Supervisor	AAMFT Clinical Fellow AAMFT Approved Supervisor Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Leadership Clinical Practice
Julia Smith, LMFT Lecturer and Academic Advisor Core Faculty & Supervisor	AAMFT Clinical Fellow AAMFT Approved Supervisor Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Leadership Clinical Practice
Sam Egelhoff, LMFT Clinical Director, The Family Center Core Faculty & Supervisor	AAMFT Clinical Fellow AAMFT Approved Supervisor COAMFTE Graduate	Teaching/Training Leadership Clinical Practice
Julie Jensen, LMFT Operations Manager, The Family Center Core Faculty & Supervisor	AAMFT Professional AAMFT Supervisor Candidate	Teaching/Training Clinical Practice
Rosa Morrow, LMFT Lecturer Core Faculty & Supervisor	AAMFT Professional Program Clinical Supervisor AAMFT Supervisor Candidate	Teaching/Training Clinical Practice
Mike Thalasinis, LMFT Lecturer Core Faculty & Supervisor	AAMFT Clinical Fellow AAMFT Approved Supervisor Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Clinical Practice
Anne Totero, LMFT Lecturer Core Faculty & Supervisor	AAMFT Clinical Fellow AAMFT Approved Supervisor Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Clinical Practice

Program Clinical Supervisor = provides MFT relational/systemic supervision in alignment with COAMFTE [State Approved MFT Supervisor](#) = recognized by DSPS, licensed 5+ years as LMFT or specific MFT training



### ADJUNCT INSTRUCTOR QUALIFICATIONS

Name and Role(s)	Professional MFT Identity*	Contributions to the Profession
Melinda Bailey, PhD Distinguished Clinical Mentor Adjunct Instructor	AAMFT Professional Program Clinical Supervisor State Approved MFT Supervisor	Teaching/Training Leadership Clinical Practice
Erika Blain, LMFT Adjunct Instructor	AAMFT Clinical Fellow COAMFTE Graduate State Approved MFT Supervisor	Teaching/Training Clinical Practice
Tammy Conrad, LMFT Adjunct Instructor	AAMFT Clinical Fellow AAMFT Approved Supervisor Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Leadership Clinical Practice
Brandy George-Copeland, LMFT Adjunct Instructor	COAMFTE Graduate	Teaching/Training Clinical Practice
Myra McNair, LMFT Adjunct Instructor	AAMFT Professional AAMFT Supervisor Candidate Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Leadership Clinical Practice
Melissa Warren, LMFT Adjunct Instructor	COAMFTE Graduate	Teaching/Training Clinical Practice
CJ Webster, LMFT Adjunct Instructor	AAMFT Clinical Fellow AAMFT Approved Supervisor Program Clinical Supervisor State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Leadership Clinical Practice
Cerissa Wills, LMFT Adjunct Instructor	AAMFT Professional State Approved MFT Supervisor COAMFTE Graduate	Teaching/Training Clinical Practice

Program Clinical Supervisor = provides MFT relational/systemic supervision in alignment with COAMFTE  
[State Approved MFT Supervisor](#) = recognized by DSPS, licensed 5+ years as LMFT or specific MFT training

### MFT PROGRAM DIVERSITY

The following information was gathered from current admissions and human resources data.

STUDENTS	TOTAL	FACULTY/SUPERVISORS	TOTAL
Female	43	Female	13
Male	11	Male	2



STUDENTS	TOTAL	FACULTY/SUPERVISORS	TOTAL
Black or African American	1	Black or African American	2
Hispanic or Latinx	2	Hispanic or Latinx	0
Asian or Pacific Islander	2	Asian or Pacific Islander	0
Native American or Alaska Native	1	Native American or Alaska Native	0
White or Caucasian	48	White or Caucasian	15
TOTAL	54	TOTAL	15

## DEGREE COMPLETION

### DEGREE REQUIREMENTS

To receive the Master of Science degree in Marriage and Family Therapy, students must:

- Earn 48 credits in prescribed MFT courses listed below
- Maintain a 3.00 grade point average in those courses
- Complete a minimum of 500 clinical contact hours (includes 300 direct contact hours of which a minimum of 100 hours is required to be relational), plus a minimum of 100 hours of supervision prior to graduation. Supervision must include a minimum of 50 hours of supervision utilizing observable data (audio/video recordings or live).

**Direct Clinical Contact Hours** are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session.

Therapy team members who engage the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

**Relational Hours** is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.)

Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours. (source: COAMFTE Accreditation Standards Version 12.5)



**Required Courses**

All 16 courses listed are 3 credits each and are offered once per year. (The second column indicates alignment with COAMFTE Foundational Curriculum Areas.)

Our program does not require a single capstone course but rather an “integrative experience.” While all courses address our Program Goals and Student Learning Outcomes (SLOs), the last column lists the SLO and “Readiness” work supporting the integrative experience needed for degree completion.

MFT 600	FCA 1	Foundations of Systemic Practice	
MFT 605	FCA 1	MFT Theories & Models	SLO 1 assignment
MFT 610	FCA 2	Clinical Treatment: Families/Groups	
MFT 620	FCA 3	Diverse/Multicultural Communities	SLO 3 assignment
MFT 625	FCA 2	Clinical Treatment: Couples	
MFT 630	FCA 7	Mental Health Diagnosis & Treatment	
MFT 635	FCA 7	Systemic/Relational Assessment	SLO 2 assignment
MFT 700	FCA 4	Research & Evaluation	SLO 5 assignment
MFT 725	FCA 10	Relational Practicum	“Readiness” for internship activities
MFT 735	FCA 6	Lifespan Development	
MFT 740	FCA 2	Clinical Treatment: Child/Adolescent	
MFT 745	FCA 8 & 9	Contemporary Issues & Collaboration	
MFT 750	Practice	Clinical Internship I	
MFT 760	Practice	Clinical Internship II	Fall clinical evaluation confirms continued “Readiness”
MFT 770	Practice	Clinical Internship III	SLO 1, 2, 3, 4, 5 via Spring (FINAL) clinical evaluation
MFT 800	FCA 5	Ethics, Law & Social Responsibility	SLO 4 assignment

*Optional Courses*

The optional course for clinical hours completion is 1 credit and is required to continue liability coverage, supervision, and student status until degree requirement for clinical hours is fully met.

MFT 780	Clinical Internship IV, if needed to finish clinical hours
MFT 790	Independent Study, an option requiring approval by the Program Director



## DEGREE COMPLETION TIMELINE

*Two-Year Schedule (full-time)*

Fall Year 1	MFT 600, MFT 605, MFT 620, MFT 630
Spring Year 1	MFT 610, MFT 625, MFT 635, MFT 725
Summer Year 1	MFT 750, MFT 800, Internship*
Fall Year 2	MFT 735, MFT 740, MFT 760, Internship*
Spring Year 2	MFT 700, MFT 745, MFT 770, Internship*

*Part-time schedules are personalized to the requesting student with an agreed upon completion timeline discussed, coordinated, and approved by the Program Director.*

[Course descriptions can be found here.](#)

\*Minimum 3 semester internship required (FT=20 hours/week)

## PROGRAM ASSESSMENT TIMELINE

Student assessment is conducted throughout the program to monitor the integrative experience work required for graduation and follows the timeline below. Course passing requirements of 3.0 are listed in the [course catalog](#). Professional and ethical behavioral expectations are listed in each course syllabus. See the [checklist](#) provided at the end of this handbook for your tracking convenience.

1st semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 1 in MFT 605 SLO 3 in MFT 620
2nd semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 2 in MFT 635 "Readiness" activities in MFT 725
3rd semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 4 in MFT 800
4th semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 1, 2, 3, 4, & 5 in internship
5th semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 5 in MFT 700 SLO 1, 2, 3, 4, & 5 in internship

## ACADEMIC CALENDAR

The MFT program follows the [Edgewood College' academic calendar found here](#). If there is an unexpected change to these expectations for attendance, your instructor or the Program Director will reach out to you as soon as possible through your Edgewood email. Unexpected changes may include weather related conditions or other urgent health and safety concerns.



## TUITION, FEES, AND REFUNDS

### PROGRAM TUITION

Tuition is determined by the college and is listed under [“Tuition Costs for License, Graduate, and Doctoral Students” for 2025-2025](#). Graduate Tuition for the Master of Science: Marriage and Family Therapy is currently \$1092 per credit.

### FINANCIAL AID

Graduate students may be eligible for financial aid in the form of federal direct unsubsidized loans, graduate PLUS loans, or private student loans (banks and credit unions). Reach out to the [Financial Aid Team](#) at Edgewood Central with your questions and/or for [click here for more information](#).

### PROGRAM SCHOLARSHIPS

Our program offers three annual MFT scholarships to students to help offset program fees and books. They are awarded based on merit and financial need. Students are eligible to apply during their 2nd semester in the program. See the following paragraphs for more information.

- [Sara Thompson and Sandra Hammer Scholarship](#) - An award created posthumously in honor of two MFT graduates. The Thompson family established this scholarship in honor of Sara, an MFT alumna who died shortly after graduation in 1999. Later, the Hammer family added to the endowment in honor of Sandra, after her untimely death. This award is dependent upon interest earnings; therefore, the amount of this award varies (estimated at \$1000).
  - The Hammer family recently added another annual scholarship of \$1000 (this amount will not vary and is the only one based entirely on merit)
- [Peter & Ree Hale Fabian Scholarship](#) - An award created by our MFT Program founder, Dr. Peter Fabian and his wife, Rev. Aurelia Hale. This was awarded for the first time Spring 2017. The amount of this award varies (estimated at \$1000).

#### *Guidelines for Scholarship Submission*

Students must attend to the following requirements and submit materials by **February 15th**:

1. Complete a FAFSA form with the [Edgewood Financial Aid Office](#) (reflecting financial need).
2. [Submit to Program Director](#), one letter of recommendation from a professional reference, such as a professor, employer, or work colleague familiar with your work (reflecting merit).
3. [Submit to Program Director](#) a personal essay: "What this scholarship would mean to me," in 250 to 750 words, double-spaced, and attached (Word file or similar format).

A committee of Edgewood MFT faculty and staff will review the submission. The scholarship recipients for the upcoming academic year will be contacted the beginning of April and the funds will be disbursed during the subsequent Fall and Spring semesters.



### PROGRAM FEES

The estimates below reflect current costs, yet they are subject to change. If an instructor charges a course fee beyond textbook requirements, it will be listed on the course syllabus and discussed with the class. Links are provided within the table for more information.

Item	Cost
Caregiver background check ( <a href="#">Wisconsin Department of Justice</a> )	\$15
<a href="#">AAMFT student membership</a> (required in MFT 800, includes liability insurance)	\$125
<a href="#">Wisconsin training license fee</a> (application process is supported during MFT 770)	\$60
AMFTRB exam DSPS contract fee (post-graduation, <a href="#">National Exam fee \$370</a> )	\$15
Miscellaneous course fees may be required dependent on course instructor (varies)	\$XX
<a href="#">Degree-bearing transcript request</a> (via Parchment, remember to "HOLD" for degree posting)	\$10

### COLLEGE REFUNDS

Our program abides by the following Edgewood College Academic Policies regarding refunds linked below:

- [Withdrawal from College policy](#) which includes a section on Voluntary Medical Leave Policy and Appeals for Retroactive Withdrawals and/or Tuition Refunds
- [Financial Aid Refund policy](#)
- A refund schedule, like the one listed below, is created each semester and available to students under "Academic Dates and Deadlines" on the [Registrar Office SharePoint](#).

**Refund Schedule – Fall 2024**

**Tuition Refund Deadlines**

Full semester course	Fall tuition
Last day to receive 100% refund	September 4, 2024
Last day to receive 80% refund	September 11, 2024
Last day to receive 60% refund	September 18, 2024
Last day to receive 40% refund	September 25, 2024
Last day to receive 20% refund	October 2, 2024
<b>Session 1</b>	
Last day to receive 100% refund	September 4, 2024
Last day to receive 60% refund	September 11, 2024
<b>Session 2</b>	
Last day to receive 100% refund	October 28, 2024
Last day to receive 60% refund	November 4, 2024

Are you interested in signing up for eRefunds (automatic deposits) for any refunds you may receive in the future?

- Enroll for eRefund:
1. Log onto [Edgewood Express](#)
  2. Go to "My Account Info"
  3. Go to "Pay and Manage my bill"
  4. eRefund
  5. Complete the enrollment information (account and routing numbers are needed)

If you have any questions, please contact Edgewood Central at 608-663-4300 or [Central@edgewood.edu](mailto:Central@edgewood.edu).



## COLLEGE AND PROGRAM POLICIES

Our MFT program abides by the published information of Edgewood College to include the [Institutional Policies](#) found within the “About Edgewood College” section, the [Academic Policies](#) also found within the current course catalog, and the [Student Handbook](#) found on the [Dean of Students webpage](#). Specific areas are highlighted below for your convenience.

### DIVERSITY & INCLUSION POLICY

The central webpage for Edgewood College: [Embracing Diversity and Fostering Inclusion](#) addresses and celebrates our commitment to diversity and inclusion with respect to students, alumni, and preserving the legacy of the [Effigy Mound culture](#).

The “[About Edgewood College](#)” webpage identifies:

- [Sinsinawa Dominican Sponsorship](#) and how it directly influences our mission
- [Diversity Statement](#) showing a breakdown related to “Learning, Beliefs, and Actions”

### NON-DISCRIMINATION POLICY

In alignment with the college, our program does not tolerate discrimination on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation or national origin within any of our program activities or policies relating to students, faculty/staff, instructors, and supervisors.

[Equal Opportunity Employment](#), [Affirmative Action](#), and [Non-Discrimination](#) policies can also be found on this same [Edgewood College webpage](#).

In alignment with our role within our mental health field, we recognize and support the need for training that recognizes the following:

Anti-racism practices involve racial and self-awareness in one’s personal life and professional activities, consciousness and analysis of all program governance, policy and practices, including a professional response that address racism in its many forms, including taking action to oppose racism, and an appreciation of the discrimination that those from non-white and/or minority groups experience as a result of living in a racist society. (source: COAMFTE Accreditation Standards Version 12.5 glossary)

### CODE OF CONDUCT

Our program abides by the published “Student Code of Conduct” found in the Edgewood College [Student Handbook](#).

Foundational to our mental health field, our program emphasizes the [AAMFT Code of Ethics](#) and the Wisconsin Administrative Code relevant to conduct ([Chapter MPSW 20](#)) throughout our course and clinical work.





## STUDENT RECRUITMENT

Students are recruited through marketing strategies coordinated with Edgewood College Marketing and Admissions departments that may include offering MFT Program Info sessions/meetings and tours of our clinical training facility.

## STUDENT ADMISSION

Information on admission can be found at the [Graduate Admissions webpage](#). Applicants (except non-degree seeking) must meet the [requirements for regular admission status](#) to the MFT graduate program. [Provisional status](#) found under “Admissions” indicates the 3.0 GPA admission requirement was not met yet the program decided to give the student the opportunity to attain a 3.0 GPA for the first 9 credits of the program to remain admitted. Below are a few areas highlighted for you.

### **Application Deadlines**

The Marriage and Family Therapy program begins in the Fall (August) of each academic year. It is a highly competitive cohort-based graduate program with admissions [opening September 1st](#) for the next year’s Fall cohort. Applicants are strongly advised to apply early as applications are reviewed and spots are filled throughout the year.

### **Successful Transfer Credits**

You may submit up to [15 semester hours](#) of graduate level credit for transfer consideration to our degree program. The course(s) must have been taken within the past five years and the content must align with an equivalent course to be considered. Schedule a meeting with the Program Director to review your transcript and discuss your request for approval. If approved, paperwork will be submitted to the Registrar’s office and the transfer will be added to your Edgewood academic record.

### **New Student Orientation**

An Orientation Day for new students is held during the summer before the 1<sup>st</sup> semester starts. During this event you are introduced to the coursework, the college, the instructors, and cohort members.

### **Background Check Required**

After acceptance into the program, students are required to complete a CAREGIVER background check through the [Department of Justice \(DOJ\) website](#) and provide the PDF of the results to the Program Director preferably before attending the first course, yet no later than the end of the first semester of courses. If a background check is not received, further participation in the program is limited. This requirement is necessary due to the nature of our work with clients plus it is important to determine early if anything might impact (delay/deny) the student’s ability to become licensed.

## STUDENT RETENTION

Our program works with students to support them around life events and other unexpected roadblocks to their degree. Contact the Program Director or speak with your advisor for assistance.



**Starting, Delaying, or Pausing**

- If an admitted student begins the program but is unable to finish, a 7-year maximum window exists for completion (from acceptance date to program completion). See “Time Limit for Degree Completion” found within the [Academic Policies & Information](#) section of the course catalog.
- If an applicant accepts and is unable to begin the program on the official start date, they can delay their start date for up to one year by contacting their Admissions Counselor.
- If a student is returning after a pause in the program, see “Admission for Graduate Re-entry Students” found under [Admissions](#).

**GRADING**

Our program follows the “Grading System” for Edgewood College found under [Academic Policies and Information](#).

**College Grading System**

A	4.0 grade points/credit hour
AB	3.5 grade points/credit hour
B	3.0 grade points/credit hour
BC	2.5 grade points/credit hour
C	2.0 grade points/credit hour
CD	1.5 grade points/credit hour
D	1.0 grade points/credit hour

F	0.0 grade points/credit hour
F*	Failure in Pass/Fail Course
P	Pass in Pass/Fail Course (equivalent to D or better)
I	Incomplete (a temporary grade; must be changed to a letter grade)
NR	Not reported by instructor

**Program Grading Schema**

Our program uses the following grading schema which aligns with graduate programs housed within our School of Nursing, Business, Education, and Health Sciences. Note there is no rounding up to the next grade. Rubrics for assignments are provided within your course.

Score	Grade
95% and above	A
90%-94%	AB
85% - 89%	B
80% - 84%	BC
75% - 79%	C
70% - 74%	D
Below 70%	F



## TECHNOLOGY REQUIREMENTS

Students must have access to a personal computer or laptop to meet most classroom and coursework expectations. If a student does not have access, they may use a computer within the [Oscar Rennebohm Library](#) or rent a device from the Technology Assistance Center located on campus.

### Coursework Technology and Assistance

Students will need to understand the use of email, Blackboard, Cisco WebEx, and Microsoft applications. Resources for assistance include the [Oscar Rennebohm Library](#) which lists various services and other places to get support on their [Services webpage](#).

### Internship and Supervision Technology

Students must have access to a personal computer or laptop and a confidential space to conduct virtual therapy or participate in virtual supervision. If a student does not have personal technology or a confidential meeting space, their internship site must provide access to technology and a space to confidentially see clients and conduct supervision. Internship sites must also ensure that they are using HIPAA compliant technology, including but not limited to electronic medical records, electronic communication, billing systems, and virtual meeting spaces.

### Teletherapy and Virtual Supervision

Teletherapy and virtual supervision is offered at The Family Center using HIPAA compliant technology. Our program follows the guidance of COAMFTE.

Teletherapy is the process of delivering synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements or guidelines. The online therapeutic interaction is consistent with state or provincial regulations for the location in which the clinical student therapist and participant(s) are physically located.

Virtual Supervision is the process of delivering synchronous MFT relational/system supervision using a secure video platform. The online supervisory interaction is compliant with relevant state, federal, and provincial regulations for the location in which the clinical student therapist and supervisor are physically located. (source: COAMFTE Accreditation Standards Version 12.5 glossary)

Wisconsin licensing laws are currently in review with a [Proposed Rule](#) submitted by the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board (MPSW) to update the standards of practice regarding telehealth as defined by [2021 Wisconsin Act 121](#).

“Telehealth” means a practice of health care delivery, diagnosis, consultation, treatment, or transfer of medically relevant data by means of audio, video, or data communications that are used either during a patient visit or a consultation or are used to transfer medically relevant data about a patient. “Telehealth” includes asynchronous telehealth services, interactive telehealth, and remote patient monitoring. (source: telehealth definition from 2021 Wisconsin Act 121)



## COMPLAINTS AND GRIEVANCES

### Program Related Steps

WHO IS THE CONCERN WITH?	FIRST STEPS	FINAL STEP
Another students or cohort member	First discuss directly with the other student or cohort member OR - Seek mediation support with your Advisor or with the Dean of Students office	If the first steps do not resolve the concern, reach out to the Program Director.
An instructor	First discuss directly with instructor OR - Seek support with your Advisor	If the first steps do not resolve the concern, reach out to the Program Director.
A supervisor	First discuss concern directly with supervisor OR - Seek support with the Clinical Director of The Family Center	The Clinical Director will reach out to the Program Director as needed.
A clinical site	<u>Immediately</u> discuss your concern with the Clinical Director of The Family Center.	The Clinical Director will reach out to the Program Director as needed.
The program or program leadership	First discuss concern directly with Program Director. OR - Seek support with your Advisor or with the Clinical Director of The Family Center	If the first steps do not resolve the concern, direct the matter to the Dean of the School of Nursing for resolution.

A violation of student rights warrants a formal complaint filed with both the program and the institution through the procedures listed in the next section.

### College Policies and Procedures

The [Dean of Students Office](#) has a team of people trained to support students (EC Cares).

Specific areas of student concern might include (1) Concerning or troublesome behavior, (2) Student conduct, (3) Sexual violence, and (4) Bias incident. FAQs and more information along with [specific online forms for reporting can be found here](#).

## FEEDBACK OPPORTUNITIES

Participation in feedback opportunities give the program information on what we do well, what we can improve upon, and facilitates a timeline for change. This may happen through an informal meeting with your instructor, an advising meeting, class exit slips, student rep meetings or through formal evaluations and surveys listed below.



**Course Evaluations**

At the end of each course, students are asked to evaluate their course experience. This anonymous and confidential evaluation process provides an opportunity for student feedback to the program and the instructor. Summary information becomes available to faculty only after the course closes (after grading).

**Program Surveys**

Anonymous and confidential opportunities for students, faculty, and supervisors to provide feedback on areas of program leadership, overall program satisfaction, and individual satisfaction.

Students:	Timeline:
Mid-Point Survey	End of every Fall semester
Exit Survey	End of program
Faculty/Supervisors:	Timeline:
Program Survey	Annually (near Planning Day)

**Supervisor Evaluations**

Confidential evaluations of supervisors are conducted and reviewed by The Family Center Clinical Director. A summary of concerns with proposed changes and accolades are shared with the program. These evaluations help support quality supervision for interns.

**GRADUATION**

**Graduation and Commencement**

The Registrar’s office posts degrees three times each year, on December 20, May 25, and August 25; these are the dates on which a student will officially graduate from the College.

Our program encourages participation in commencement. Commencement happens twice per year (May and December). Information with upcoming event dates can be found on the [Commencement webpage](#) along with past ceremony videos and resources for degree candidates.

**MFT Hooding Event**

A long-standing tradition of the MFT program is the Hooding Event. It is an opportunity to recognize your achievement as a cohort. Members of our MFT faculty and supervisors are present to personally congratulate you and help you place your hood preparing you for commencement. More information about the Hooding Event is provided closer to commencement.



## REMEDICATION AND DISMISSAL

### Coursework Remediation

Our program abides by “Probation for Graduate Students” found at the bottom of [Academic Policies and Information](#), which is listed here for your convenience:

A registered graduate student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation. Graduate students have nine (9) additional credits in which to raise their cumulative GPA above a 3.00 before facing dismissal. While on probation, a student who takes an “Incomplete” in any course may not register for the following semester. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Graduate students on probation are advised to meet with their advisor for information about academic support services and are also encouraged to utilize campus resources for improving their academic performance.

### Clinical Experience Remediation

Admission into the MFT graduate program does not imply a right to admission into the clinical experience. If the student has not adequately passed the first-year courses, has not demonstrated sufficient MFT developmental progress, or has not represented themselves professionally per our indicated codes of conduct, the student will be denied admission to the clinical experience.

If the student is already admitted into clinical placement yet is not exhibiting sufficient developmental progress or is not representing themselves professionally, the supervisors in coordination and collaboration with the Clinical Director and the Program Director may determine an appropriate plan of action to present to the student. Options may include, yet are not limited to, temporary or permanent withdrawal from the clinical experience, or increased oversight, training, and resources.

Failure to complete the clinical experience precludes completion of the degree.

### Dismissal

Our program abides by the administrative withdrawal and graduate student dismissal policies of Edgewood College found at the bottom of the [Academic Policies and Information webpage](#).

#### *Administrative Withdrawal*

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

- Disruptive behavior in the classroom that interferes with the learning of other students.
- Lack of instructor or departmental approval for a course.
- Academic dishonesty.

Once registered, the student retains responsibility and financial liability for all registered courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.



### *Dismissal for Graduate Students*

- A graduate student on provisional status will be dismissed if their cumulative GPA remains below 3.0 after completing their first nine (9) graduate credits of their first semester.
- A graduate student on probationary status will be dismissed if their cumulative GPA remains below 3.0 after completing nine (9) additional graduate credits.

Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses).

Any student (regardless of classification) may be dismissed for academic dishonesty or violating conditions of the Edgewood College [Student Handbook](#).

## AUTHENTICITY OF STUDENT WORK

Our program abides by the Edgewood College [Academic Honesty Policy](#) which is dedicated to healthy intellectual development of students with shared responsibility between students and faculty to maintain high standards of honesty and integrity in student work.

### **Generative AI**

Our program follows the Edgewood College [Student Handbook](#) guidance that addresses AI under the category of plagiarism with the following statement: “Getting so much help on a paper from someone else, including a College tutor or generative AI, that the student writer can no longer legitimately claim authorship.”

## TECHNICAL TRAINING

Our program offers specialized and varied training opportunities for our students, faculty, and supervisors which may include the following:

### **Edgewood College Free Opportunities**

- Faculty Development (faculty)
- Technology Tutorials (students, faculty, and supervisors)
- In-Service trainings at The Family Center (students, faculty, and supervisors)

### **Discounted Cost Opportunities**

- The Gottman Institute [Professional Training](#) (students, faculty, and supervisors)
- SMART Recovery [Professional Facilitator Training](#) (students, faculty, and supervisors)
- Prepare/Enrich [Facilitator Training](#) (students, faculty, and supervisors)

### **Wisconsin Free Opportunities**

- [Mandated Reporter Training](#)
- [Wisconsin SBIRT Training](#) (Screening, Brief Intervention, and Referral to Treatment)



## CLINICAL INTERNSHIP INFORMATION

Preparation for internship is discussed in detail within MFT 725 Relational Practicum. Review the materials you receive from the course and from the Clinical Director of The Family Center.

### INTERNSHIP TIMELINE

Date	Item
NLT December 15 <sup>th</sup>	Caregiver Background Check (if not previously submitted)
Spring semester	Pass MFT 725 (Complete all pre-internship requirements including video, letter of readiness)
NLT March 1st	Discuss potential supplemental clinical site interest with Program Director and Clinical Director (to be invited to Internship Fair)
April	Internship Fair
Summer semester	Internship begins
Summer semester	AAMFT Membership \$125 (MFT 800 requirement)
NLT October 31	HOURS CHECK: Hours breakdown emailed to Program Director, Clinical Director, & Supervisor
NLT December 15 <sup>th</sup>	FALL Clinical Internship Evaluation completed with Supervisor then given to Clinical Director for signature and upload
NLT February 15 <sup>th</sup>	HOURS CHECK: Hours breakdown emailed to Program Director, Clinical Director, & Supervisor
April	License application process starts (MFT 770)
NLT May 1 <sup>st</sup>	SPRING (FINAL) Clinical Internship Evaluation completed with Supervisor then given to Clinical Director for signature and upload
NLT May 10 <sup>th</sup>	Hours (FINAL) log completed and signed, then given to Clinical Director for signature and upload
NLT May 15 <sup>th</sup>	Program Director reviews uploaded FINAL Hours Logs and then completes "Clinical Hours Completion letter" authorizing Registrar to post degree on May 25 <sup>th</sup>
Summer	CONGRATULATIONS





# GRADUATION CHECKLIST

Use this page to keep track of your progress.

Course	Title	Integrative Experience Requirements	Completed/Passed
MFT 600	Foundations of Systemic Practice		
MFT 605	MFT Theories & Models	SLO 1 assignment	
MFT 610	Clinical Treatment: Families/Groups		
MFT 620	Diverse/Multicultural Communities	SLO 3 assignment	
MFT 625	Clinical Treatment: Couples		
MFT 630	Mental Health Diagnosis & Treatment		
MFT 635	Systemic/Relational Assessment	SLO 2 assignment	
MFT 700	Research & Evaluation	SLO 5 assignment	
MFT 725	Relational Practicum	"Readiness" for internship activities	
MFT 735	Lifespan Development		
MFT 740	Clinical Treatment: Child/Adolescent		
MFT 745	Contemporary Issues & Collaboration		
MFT 750	Clinical Internship I		
MFT 760	Clinical Internship II	Fall clinical evaluation confirms continued "Readiness"	
MFT 770	Clinical Internship III	SLO 1, 2, 3, 4, 5 via Spring (FINAL) clinical evaluation	
MFT 800	Ethics, Law & Social Responsibility	SLO 4 assignment	
12 months	INTERNSHIP CLINICAL PRACTICE	CLINICAL HOURS	