Master of Science

Marriage & Family Therapy Program Handbook

Spring 2025

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. The most recent version of our handbook is available to the public and posted on our academic website.

Send questions, suggestions, and updates directly to the Program Director.

Questions and suggestions may also be brought to the Faculty Committee, the Supervisors Committee, and/or the Student Rep meetings for discussion and/or support prior to contacting the Program Director.

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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
HLC Confirmation	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
IACSTE Confirmation	The Marriage and Family Therapy Master of Science Program is an accredited training program approved by the International Accreditation Commission for Systemic Therapy Education.
In Process COAMFTE Guidelines (continued next page)	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 – 1st Self Report submission 12/06/2023 – Self Report Review Letter (asking for additional evidence) 10/07/2024 – 2nd Self Report submission

ACCREDITING BODY	DETAILS
	12/12/2024 – Self Report Review Letter (asking for specific evidence) 04/01/2025 – Addendum 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 here: DSPS Professions – MFT (dsps.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 information is also accessible on our MFT academic webpage.

Student Acknowledgement Policy

Students are provided with 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:		Registrant Name or Email Address

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 (dsps.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.

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 institutional and program missions by emphasizing core systemic program goals and related student learning outcomes that focus on professional learning and skill development.

The student target attainment data is collected from Blackboard, our LMS (Learning Management System), using the measures listed in the table on the following page.

This information is reviewed annually by the program and shared with students in an aggregated report. Any feedback received is discussed at our program's next Planning Day meeting to determine potential areas for improvement.

Our framework supports effective and ethical practice through the development of the following COAMFTE recommended competency components: (1) **K**nowledge of the profession, (2) **P**ractice of therapy, (3) human **D**iversity and social structure, (4) professional **E**thics, law and identity, and (5) **R**esearch 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 "Competent to obtain a training license" on Final clinical evaluation, determined by behavior-based observation	MFT 605 – Rubric for Comparative Analysis paper Rubric for final clinical evaluation completed by clinical supervisor	X				
GOAL #2 – Our program will provide opportunity for supervised relational practice hours and the development of clinical skills.	SLO #2 – Our students will demonstrate competence in systemic and relational clinical skills within a practice setting.	80% of students will score "Good" (80-90%), on assignment 80% of interns will score "Competent to obtain a training license" on Final clinical evaluation, determined by behavior-based observation	MFT 635 – Rubric for Assessment in My Systemic/ Relational Practice paper Rubric for final clinical evaluation completed by clinical supervisor		X			
GOAL #3 – Our program will foster an environment that supports human dignity, respect for diversity, and dedication to inclusive service across communities.	SLO #3 – Our students will exhibit awareness of the importance of human dignity and inclusivity as well as the impact of social structure.	80% of students will score "Good" (80-90%), on assignment 80% of interns will score "Competent to obtain a training license" on Final clinical evaluation, determined by behavior-based observation	MFT 620 – Rubric for Interview and Genogram assignment Rubric for final clinical evaluation completed by clinical supervisor			X		
GOAL #4 – Our program will inform and support understanding of relevant legal standards of practice, ethical codes, professionalism, and models of ethical decision-making.	SLO #4 – Our students will demonstrate understanding of ethical decision-making and the use of relevant legal and professional resources.	80% of students will score "Good" (80-90%), on assignment 80% of interns will score "Competent to obtain a training license" on Final clinical evaluation, determined by behavior-based observation	MFT 800 – Rubric for Ethical Decision-making 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
GOAL #5 – Our program will promote the use of MFT-related research as well as the principles of evidence-based interventions and practice.	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.	80% of students will score "Competent" (25.5-26.9pts), on assignment 80% of interns will score "Competent to obtain a training license" on Final clinical evaluation, determined by behavior-based observation	MFT 700 – Rubric for Literature Review paper Rubric for final clinical evaluation completed by clinical supervisor					X

OVERVIEW OF THE CHANGE PROCESS WITHIN OUR PROGRAM

Our program structure, its framework and our curriculum components are reviewed throughout the year and discussed during monthly departmental meetings to determine areas for improvement. Final decision-making on key items occurs annually at our program's Planning Day meeting.

General overview of the change process:

Example	1st Step (monthly review)	Next Step (annual review)	Final Decision (decided annually)	Implementation (implemented annually)
New idea (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 MFT newsletter, email from Program Director, or Advisor
New item (course or requirement)	Departmental meeting discussion	Planning Day agenda topic for in-depth discussion and further research on item	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)

For specific information on assessment input and a corresponding review timeline, see the "Communities of Interest and Their Input" section under Program Composition.

GRADUATE ACHIEVEMENT DATA

Examining Graduate Achievement Data is critical to the effectiveness of our MFT Program. The Program Director collects and updates our program's Graduate Achievement Data annually. It is then published in this handbook and posted on our academic webpage.

The Graduation Rate is based on numbers collected and verified via our Registrar's office. The Job Placement Rate is determined by using student shared post-graduation employment information. The Licensure Rate is updated annually using the WI DSPS License portal for verification.

The Graduation Rate considers all students that were admitted to our program during the year indicated (# of Students), minus any that withdrew before completion. The Job Placement Rate continues to be updated as graduates find MFT-related employment. The Licensure Rate is also updated as graduates obtain their MFT licenses.

Part-time students in our program typically graduate in 3-4 years based on their personalized timeline. For example, attending our academic courses on a part-time schedule moves clinical internship out one full year (3-year program). If clinical hours are also managed on a part-time schedule, an additional year should be anticipated (4-year program).

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	22	3	95%	100%	95%	100%	95%	100%
2021-2022	21	2	86%	100%	100%	100%	100%	100%
2022-2023	27	3	85%	IP	91%	IP	91%	IP
2023-2024	21	3	IP	IP	IP	IP	IP	IP
2024-2025	26	4	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)	State approved MFT supervisors, 2-8, located at our training facility, on-call, and via virtual supervision	Provide supervisory oversite 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

COMMUNITIES OF INTEREST AND THEIR INPUT

Feedback gives our program information on what we do well, what we can improve upon, and facilitates a timeline for consideration. Our program continuously gathers input which happens through many mechanisms.

	Mechanism	Who Reviews	Who is Notified of Result	Timeline
Students	Advising meeting (scheduled by student as needed, minimum of 1x year)	Advisor (Program Director and/or Registrar, if needed)	Student through email or follow-up meeting with Advisor	Once per year
	Student Rep meeting (voluntary attendance, 1x per semester, more if needed)	Advisor (Program Director and Faculty)	Student(s) notified by Advisor at next Student Rep meeting	Once per semester
	Instructor meeting (scheduled by student or instructor as needed)	Instructor (Program Director if needed)	Student through email or follow-up meeting with Instructor	As desired
	Class exit slip (completed by student not used in all courses)	Instructor	Student through scheduled Instructor meeting or direct class modification by Instructor	After class period
	Course evaluation (invitation sent by institution for all courses)—anonymous	Instructor and Program Director. Program Director gathers data from our college's course evaluation system	Aggregated results are shared with Faculty and Supervisors for review and possible action. Our MFT newsletter posted on our webpage and sent by email announces any course updates or changes	End of every semester
	Midpoint survey (invite sent to all students via email)—anonymous	Program Director. Program Director runs survey report (Qualtrics)	Survey report is shared with Faculty and Supervisors for review and possible action. Our MFT newsletter posted on our webpage and sent by email announces any updates	Once per year between Fall and Spring semesters
	Supervisor meeting (weekly supervision between student and supervisor)	Supervisor (Clinical or Program Director if needed)	Student through follow-up meeting with Supervisor	Weekly during internship year

	Supervisor evaluation (student evaluates supervisor)—anonymous	Clinical Director	Aggregated results are shared with Supervisors for further review and possible action	End of Fall internship semester
	Exit survey (invite sent to May graduates)—anonymous	Program Director Program Director runs survey report (Qualtrics)	Survey report is shared with Faculty and Supervisors for review and possible action Our MFT newsletter posted on our webpage and sent by email announces any updates and actions taken	Once per year (May)
Faculty (core)	Departmental meeting discussions	Program Director	Minutes of the meeting are shared with Faculty and Supervisors for further review and possible action	Monthly
	Faculty Committee meeting discussions	Lead Lecturer	Informal support meeting with updates shared during next departmental meeting	Once per semester, more if needed
	Program faculty survey –anonymous	Program Director Program Director runs survey report (Qualtrics)	Survey report is shared with Faculty for review and possible action	Once per year in Summer semester
	Faculty evaluations (completed by individual instructor and Program Director)	Program Director	Individual Faculty member and Program Director review for accolades and possible action	Once per year in Spring semester
	Student Learning Outcome (SLO) Data discussion	Program Director and Instructors with SLO measures	Aggregated results are shared with Faculty and Supervisors and Students for review Our MFT newsletter posted on our webpage and sent by email announces updates and any changes	Once per year at Planning Day meeting held before Fall semester

	Graduate Achievement Data (GAD) discussion	Program Director and Clinical Director	Updated results are shared with Faculty and Supervisors for further review and discussion	Once per year at Planning Day meeting held before Fall Semester
			Updated GAD is on our webpage and handbook	
	Planning Day meeting discussions	Program Director, Lead Lecturer, and Clinical Director	Minutes of the meeting are shared with Faculty and Supervisors for further review and any possible action required	Once per year
Faculty (non-core)	Program faculty survey –anonymous	Program Director Program Director runs survey report (Qualtrics)	Survey report is shared with Faculty for review and possible action	Once per year in Summer semester
	Planning Day meeting discussions	Program Director, Lead Lecturer, and Clinical Director	Minutes of the meeting are shared with Faculty and Supervisors for further review and possible action	Once per year before Fall semester
Supervisors (on-site)	Supervisor meeting discussions	Clinical Director	Summary notes are shared with Program Director and any updates are shared with Faculty and Supervisors at next departmental meeting	Monthly
	Supervisor evaluations	Clinical Director (Program Director if needed)	Aggregated results are shared with Supervisors at Supervisors Committee meeting for discussion and possible action	End of Fall internship semester
Supervisors (off-site)	Supervisor evaluations	Clinical Director (Program Director if needed)	Aggregated results are shared with Supervisors at Supervisors Committee meeting for discussion and possible action	End of Fall internship semester
Alumni	Alumni survey	Program Director Program Director runs survey report (Qualtrics)	Survey report is shared with Faculty and Supervisors for discussion and possible action	Once per year in Spring semester
			Our MFT newsletter posted on our webpage announces updates	

PROGRAM FACULTY AND SUPERVISOR QUALIFICATIONS (CORE)

Faculty are screened to ensure they are academically and professionally qualified. Our program requires our instructors to be fully licensed, maintain active clinical practice, and have expertise in their area of teaching. Faculty do not provide students with supervision while within their faculty role, even if credentialed.

Supervisors are screened to ensure they are MFT relational/systemic supervision qualified. Supervisors are assigned to student clinical interns for individual supervision at our training site, The Family Center, and for group supervision within our Clinical Internship series courses.

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 Approved Supervisor	Teaching/Training Clinical Practice
Rosa Morrow, LMFT Lecturer Core Faculty & Supervisor	AAMFT Professional Program Clinical Supervisor AAMFT Supervisor Candidate	Teaching/Training Clinical Practice
Mike Thalasinos, 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 (NON-CORE)

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
Courtney McCaw, 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
Sam Troemel, LMFT Adjunct Instructor	COAMFTE Graduate	Teaching/Training Clinical Practice
Melissa Warren, LMFT Adjunct Instructor	AAMFT Professional 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
Marlo Zarzaur, Ed.D. Adjunct Instructor	State Approved MFT Supervisor Program Clinical Supervisor	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 instructors are engaged as needed to provide course instruction throughout the program. Supervisors provide supervision only when assigned to student clinical interns for individual or group supervision.

MFT PROGRAM DIVERSITY

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

STUDENTS	TOTAL		FACULTY/SUPERVISORS	TOTAL
Female	43		Female	15
Male	11		Male	2

STUDENTS	TOTAL		FACULTY/SUPERVISORS	TOTAL
Black or African American	1		Black or African American	1
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	16
TOTAL	54		TOTAL	17

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 hours (300 direct client contact hours of which a minimum of 100 hours is 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)

More details on the clinical internship year can be found later in this handbook under "Clinical Internship Information."

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 (Fall, year 1)
MFT 610	FCA 2	Clinical Treatment: Families/Groups	
MFT 620	FCA 3	Diverse/Multicultural Communities	SLO 3 assignment (Fall, year 1)
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 (Spring, year 1)
MFT 700	FCA 4	Research & Evaluation	SLO 5 assignment (Spring, year 2)
MFT 725	FCA 10	Relational Practicum	"Readiness" activities (Spring, year 1)
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" (Fall, year 2)
MFT 770	Practice	Clinical Internship III	SLO 1, 2, 3, 4, 5 via Spring (FINAL) clinical evaluation (Spring, year 2)
MFT 800	FCA 5	Ethics, Law & Social Responsibility	SLO 4 assignment (Summer, year 2)

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 (1 credit), if needed to finish clinical hours
MFT 790	Independent Study (3 credits), 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)

STUDENT ASSESSMENT TIMELINE

Student assessment is conducted throughout the program to monitor the integrative experience work required for graduation and follows the table below. Course passing requirements of 3.0 are listed in the [course catalog](#). Appropriate 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 assignment SLO 3 in MFT 620 assignment
2nd semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 2 in MFT 635 assignment "Readiness" activities in MFT 725
3rd semester	Meet SLOs and pass all courses Professional and ethical behavior observed	SLO 4 in MFT 800 assignment
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 assignment SLO 1, 2, 3, 4, & 5 in internship

Our program assesses/reviews SLOs and their corresponding assignments annually integrating various mechanisms of input see "Communities of Interest and Their Input" earlier in this handbook.

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 2025-2026. 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).

    o 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 (Wisconsin Department of Justice)	$15
AAMFT student membership (required in MFT 800, includes liability insurance)	$125
Wisconsin training license fee (application process is supported during MFT 770)	$60
AMFTRB exam DSPS contract fee (post-graduation, National Exam fee $370)	$15
Miscellaneous course fees may be required dependent on course instructor (varies)	$XX
Degree-bearing transcript request (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 – Spring 2025

Tuition Refund Deadlines

Full semester course / **Spring tuition**
Last day to receive 100% refund — January 28, 2025
Last day to receive 80% refund — February 4, 2025
Last day to receive 60% refund — February 11, 2025
Last day to receive 40% refund — February 18, 2025
Last day to receive 20% refund — February 25, 2025

Session 1
Last day to receive 100% refund — January 28, 2025
Last day to receive 60% refund — February 4, 2025

Session 2
Last day to receive 100% refund — March 31, 2025
Last day to receive 60% refund — April 7, 2025

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 Ecentral@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 the Edgewood College Marketing and Admissions departments that may include offering MFT Program Info sessions/meetings and tours of our clinical training facility, The Family Center.

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 1st semester starts. During this event your 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)

Security of Technological Resources

Institutional policies regarding the security of technological resources are followed by our program and reviewed in class when instructors review their syllabi. Our technology center guidelines can be found here which is accessible to all students and faculty through our technology website. Additional information can also be found in the student handbook on pages 28 and 38. The college privacy statement can be found here.

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.

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.

REMEDIATION 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 <u>provisional</u> 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 <u>probationary</u> 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 (for faculty)

- Technology Tutorials (for students, faculty, and supervisors)

- In-Service Trainings at The Family Center (for students, faculty, and supervisors)

Discounted Cost Opportunities

- The Gottman Institute [Professional Training](#) (for students, faculty, and supervisors)

- SMART Recovery [Professional Facilitator Training](#) (for students, faculty, and supervisors)

- Prepare/Enrich [Facilitator Training](#) (for students, faculty, and supervisors)

Other Free Opportunities

- [Mandated Reporter Training](#) (Wisconsin)

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

- [Creating Safe Scenes Training Course](#) (SAMHSA program for first responders)

CLINICAL INTERNSHIP INFORMATION

At this point in our program, students have completed one year of classroom training that included systemic theories, MFT models, clinical treatment: families/groups, diverse/multicultural communities, clinical treatment: couples, mental health diagnosis & treatment, systemic/relational assessment and trauma.

Throughout the clinical internship year, students will continue to learn about ethics, law and social responsibility, clinical treatment: child/adolescent, lifespan development, local contemporary issues & collaboration, as well as empirical research.

Preparation for internship is discussed in detail within the course that precedes it, MFT 725 Relational Practicum. Materials to include clinical guidelines and expectations are provided to students during this course and then directly from the Clinical Director of The Family Center throughout the internship year. (Refer to TFC Handbook, provided by Clinical Director)

As MFT clinical interns, students are required to obtain 300 direct client hours (of which 100+ must be relational), plus 200 ancillary hours, and 100 hours of supervision during this year. Each student commits to making themselves available and works diligently to meet these requirements.

A supervisor is assigned by the Clinical Director to every student to complete their required weekly individual supervision which is conducted via dyadic pairs. It is the student's responsibility to communicate with their supervisor to ensure clinical hours are met.

During this year students will also be supported by small group supervision within a clinical internship course series promoting systemic practice, case conceptualization, and professional development.

INTERNSHIP TIMELINE

Date	Item
NLT December 15th	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 (optional attendance)
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 15th	FALL Clinical Internship Evaluation completed with Supervisor then given to Clinical Director for signature and upload
End of Fall semester	Students evaluate their Supervisors and indicate areas for improved and/or additional supervision
NLT February 15th	HOURS CHECK: Hours breakdown emailed to Program Director, Clinical Director, & Supervisor
April	License application process starts (within course, MFT 770)
NLT May 1st	SPRING (FINAL) Clinical Internship Evaluation completed with Supervisor then given to Clinical Director for signature and upload
NLT May 10th	Hours (FINAL) log completed and signed, then given to Clinical Director for signature and upload
NLT May 15th	Program Director reviews uploaded FINAL Hours Logs and then completes "Clinical Hours Completion letter" authorizing Registrar to post degree on May 25th
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	