



COAMFTE

Commission on Accreditation for
Marriage and Family Therapy Education

Accreditation Standards

Graduate & Post-Graduate Marriage and Family Therapy Training Programs

VERSION 11.0

(Adopted November 2005)

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Introduction

Input driven standards include detailed prescriptions to program on how to proceed in training their students. For example, in Version 10.3 programs were required to provide their students with 500 client contact hours as part of the Standard Curriculum. It has been assumed that the input of 500 client contact hours achieves a clinical skill level that is sufficient to enter the profession of MFT on the Master's degree level. The input driven standards did not require programs to demonstrate actual achievement.

Output driven standards focus on what programs actually achieve in the didactic and clinical training of their students, rather than assuming that the completion of 500 client contact hours and certain course work, etc., generate sufficient knowledge and skills to enter the profession. Beginning with **Version 11** programs will be required to demonstrate that graduates achieve the sufficient level of knowledge and skills to be a competent therapist. Thus, output driven standards are less prescriptive in nature. As such programs have more flexibility in how they teach and train their students. Under the new output-driven standards of accreditation Version 11, programs can demonstrate compliance through the list of principle documents.

The **Professional Marriage and Family Therapy Principles** include the **MFT Educational Guidelines**, the **AAMFT Core Competencies**, the **AAMFT Code of Ethics**, the **AMFTRB Examination Domains, Task Statements, and Knowledge Statements** (see Appendices A-D), and **respective state licensing regulations**.

Programs may develop unique ways of measuring MFT knowledge that are oriented on the **Professional Marriage and Family Therapy Principles**. Others may wish to use the former Standard Curriculum, as outlined in the **MFT Educational Guidelines** as evidence of Educational Outcomes. The transition to outcome-based educational standards will begin with a student-driven perspective of the knowledge and skills outlined in the **Professional Marriage and Family Therapy Principles**. Programs may select a combination of any elements of the Principles to demonstrate sufficient outcomes. These outcomes are defined as those measurable goals and objectives that the accrediting body, institution, program, or other entity set for competencies and achievements of students, faculty, supervisors, and the program.

The COAMFTE has embraced this philosophical shift while striving to maintain the strengths of our educational and clinical training. The Standards Review Committee (SRC) of the COAMFTE met several times and reviewed the standards of the other mental health professions that had already begun the process of implementing output driven standards.

Specifically reviewed, were the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP - ACA), the Guidelines and Principle for Accreditation of Program in Professional Psychology (APA), the accreditation standards of the Council on Social Work Education (NASW), and the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs of the Commission on Collegiate Nursing Education (CCNE) along with the Council for Higher Education Accreditation (CHEA) and Department of Education (DoE) recognition criteria.

Preamble

Accreditation is a voluntary process whose major purpose is to ensure quality in a marriage and family therapy program. All accredited programs are expected to meet or exceed all standards of accreditation throughout their period of accreditation. The integrity of an institution and the program is fundamental and critical to the process of accreditation. Accreditation standards are regarded as minimal requirements for quality training. All accredited programs are free to include other requirements, which they deem necessary and contribute to the overall quality of the program and prepare graduates of the program for licensure.

Programs must continually evaluate themselves in relation to their institution's mission and their own program mission, goals and educational objectives. Accreditation standards, like other aspects of accreditation, are part of a slowly evolving, continuous process. In the long view, there are continuing conversations among accreditors, training programs, trainees, trained professionals, employers, and consumers from which the standards and other aspects of accreditation evolve.

The Commission has the ability to change standards as needed to meet the evolving needs of the profession. In Version 11 Standards, the Commission made a philosophical shift from input-driven standards to a more outcome-based evaluation. The Commission is earnestly interested in, and actively seeks, all comments and suggestions for modification and improvement to these standards and the process. Vested parties maintain the common goal: the best training, the most competent professionals, and the best service to the public that is realistic and available.

The objective of the standards is to assure, as much as possible, that individuals trained in accredited programs are competently trained to become marriage and family therapists at the entry and doctoral levels.

The standards apply to the training of marriage and family therapists and are based on a relational view of life in which an understanding and respect for diversity and non-discrimination are fundamentally addressed, practiced, and valued. Based on this view, marriage and family therapy is a professional orientation toward life and is applicable to a wide variety of circumstances, including individual, couple, family, group, and community problems. It applies to all living systems; not only to persons who are married or who have a conventional family.

The Commission believes that a great area of concern for our profession and accredited programs is the inclusion of racial diversity in our training contexts and in the student body of our programs.

The Commission also seeks to enhance the diversity of our programs in terms of age, culture, ethnicity, gender, physical ability, religion, sexual orientation, and socio-economic status, without disregarding the rights of religiously affiliated institutions and institutions outside of the United States. Religiously affiliated institutions that have core beliefs directed toward conduct within their communities are entitled to protect those beliefs. All institutions are exempt from those standards that would require them to violate the laws of their states or provinces.

Graduates from COAMFTE accredited marriage and family therapy programs are trained to be clinical mental health practitioners. COAMFTE adopts the Standard Occupational Classification of the Bureau of Labor and Statistics which states that MFTs are qualified to “[d]iagnose and treat mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of marriage and family systems. [They]Apply psychotherapeutic and family systems theories and techniques in the delivery of professional services to individuals, couples, and families for the purpose of treating such diagnosed nervous and mental disorders.”

As a marriage and family therapist, all training is relational, related to context, and culturally sensitive, whether contact hours are relational or individual, whether diagnostic procedure is traditional or relational, and whether a presenting problem is explicitly related to a marriage, a family, or to neither.

Accreditation Philosophy – FAQ’s

What is accreditation?

“Accreditation is a process by which an institution of post-secondary education evaluates its educational activities, in whole or in part, and seeks an independent judgment to confirm that it substantially achieves its objectives and is generally equal in quality to comparable institutions or specialized units”

–Young & Chambers

What is the purpose of accreditation?

Accreditation serves a variety of purposes for a variety of individuals.

- ❑ For students, accreditation provides a safe and reasonable basis for the evaluation and selection of educational programs.
- ❑ For programs, accreditation provides the structure for continuous self-evaluation, peer review, and quality improvement.
- ❑ For programs, accreditation provides access to federal and non-federally funded grant and scholarship programs.

For the public, accreditation provides a reasonable basis for the evaluation of potential employees and a safeguard for the protection of clients.

What are the types of accreditation?

There are essentially two types of accreditation in the United States.

- ❑ Regional Accreditation
- ❑ Specialized Professional Accreditation

Regional accreditation is conducted by seven (7) organizations. These agencies accredit educational institutions as a whole and do so by geographic region.

Specialized professional accrediting agencies accredit educational programs that are profession specific. Commission on Accreditation for Marriage and Family Therapy (COAMFTE) is a specialized professional accrediting agency for the profession of marriage and family therapy.

Is there accreditation for the accreditors?

There are essentially two organizations that accredit the accreditation activities of accrediting agencies in higher education in the United States

The AAMFT/COAMFTE is recognized by both of these external review authorities.

- ❑ United States Department of Education (USDE)
- ❑ Council for Higher Education Accreditation (CHEA)

The AAMFT/COAMFTE is also a Member in Good Standing with the Association for Specialized Professional Accreditors (ASPA) and does support the ASPA Code of Good Practice.

What can COAMFTE accreditation do for me?

Students

Earning a degree from a COAMFTE accredited program will:

- ❑ Ensure you will receive, a quality education in marriage and family therapy.
- ❑ Ensure that your program faculty will be active participants in contributing to the body of knowledge for the field of marriage and family therapy.
- ❑ Prepare you for licensure as a marriage and family therapist.
- ❑ Allow for ease of transferability of coursework, clinical hours, and credits completed among accredited programs.
- ❑ Ensure you will be prepared for the national and/or state examination in marriage and family therapy.
- ❑ Facilitate your attainment of a state license as a marriage and family therapist by providing a recognized qualifying degree.
- ❑ Facilitate obtaining a MFT license when you move from one state to another by providing a recognized qualifying degree.
- ❑ Give you an advantage in obtaining employment as a marriage and family therapist.

Training Programs

Attaining COAMFTE accreditation will:

- ❑ Enable your program to continuously self-evaluate the teaching/learning practices and their subsequent outcomes in your program.
- ❑ Place your program on the AAMFT/COAMFTE website for accredited programs.

- ❑ Ensure that your program is comparable, in its minimal requirements, to other accredited training programs.
- ❑ Ensure that your program prepares students for licensure in relation to the emerging needs of the field of marriage and family therapy.
- ❑ Assure, through peer review, that your program is preparing competent marriage and family therapists.
- ❑ Ensure your program has exposure to the newest innovations and strategies for educating marriage and family therapy students.
- ❑ Provide national and international exposure through the AAMFT/COAMFTE web site, through the AAMFT Annual Conference Showcase of Accredited Programs, and through multiple dispensations of documents to the field of MFT.

Administrators

Supporting an educational program to attain COAMFTE accreditation will:

- ❑ Assure that the program is on par with its peers in the field of marriage and family therapy.
- ❑ Supporting an educational program to attain COAMFTE accreditation increases the number of applicants to the program.
- ❑ Allow the program to be independently audited for quality and compliance with standards for accreditation.
- ❑ Create awareness of your program through its listing on the AAMFT / COAMFTE List of Accredited Programs.
- ❑ Increase the number of applications from graduate students or post-degree seeking individuals.

Standard I.

Program Quality: Mission and Philosophy

Educational outcomes of the **program** are congruent with those of the **parent institution**. Graduates will meet clear standards of achievement that are demonstrated through explicit assessment of performance. Expected **student learning outcomes** are congruent with the mission, philosophy, goals and objectives of the **program** and the institution. These **student learning outcomes** reflect marriage and family therapy philosophy, standards, and guidelines; consider the needs and expectations of the **communities of interest**; and recognize an understanding and respect for **cultural diversity**.

Key Elements:

I-A. The **program** will have clearly specified **educational outcomes** congruent with the institution and **program's** mission and appropriate to the profession of marriage and family therapy.

I-B. **Educational outcomes** reflect an understanding and respect for **cultural diversity**.

I-C. **Educational outcomes** are reviewed periodically and revised to reflect **professional marriage and family therapy principles, educational guidelines, the communities of interest, and the advancement of the program**.

I-D. The **program** will be clearly identifiable as training students in the profession of marriage and family therapy.

I-E. Roles of faculty and students in the governance of the **program** are clearly defined and enable the **program** to meet stated **educational outcomes**.

I-F. Documents and publications accurately reflect the **program**. Any references to published or promotional materials to the **program's** offerings, faculty and **student learning outcomes**, accreditation/approval status, academic calendar, admission policies, grading policies, racial and cultural composition of the faculty, students, and supervisors, degree completion requirements, tuition, and fees are accurate.

I-G. Policies of the **program** are fair, equitable, published, and are reviewed and revised as necessary. These policies include but are not limited to those relative to student recruitment, anti-discrimination, admission, retention, and graduation.

Standard I.

Examples of Evidence:

1. State the mission, philosophy, goals and objectives, and expected student outcomes of the **program** and discuss their relationship to the mission of the **parent institution**.
2. State the mission, philosophy, goals and objectives, and expected student outcomes of the **program** and discuss their relationship to the mission of the **MFT program**.
3. Provide the rationale for how the **program** uses the **Professional Marriage and Family Therapy Principles** in formulating and evaluating the mission, philosophy, goals and objectives, and expected student outcomes of the program.
4. Describe how the needs and expectations of the **communities of interest** are taken into consideration in developing the mission, philosophy, goals and objectives, and expected student outcomes of the **program**.
5. Describe the **program's benchmarks for achieving diversity** that are consistent with the mission, philosophy, goals and objectives, and expected student outcomes of the **program**, and that recognize an understanding and respect for **cultural diversity**.
6. Provide copies of documents and publications related to the **program's** offerings, outcomes, accreditation/approval status, **academic policies**, grading policies, degree completion policies and requirements, racial and cultural composition of the faculty, students, and supervisors, and tuition and fees.
7. Provide documents of the **program** that are congruent with and support the mission, goals and objectives, and expected outcomes of the **program** that are fair, equitable, and published. These documents include but are not limited to those relative to student recruitment, non-discrimination, admission, and retention, and are reviewed and revised as necessary to reflect ongoing improvement.
8. Describe how the policies of the **program** are reviewed and revised as necessary to reflect ongoing improvement.
9. Provide a definition of the roles of faculty and students in the governance of the **program** with respect to the pursuit of the mission, philosophy, goals and objectives, and expected student outcomes of the **program**.

Standard II.

Program Quality: Organizational Alignment and Support

The **program** ensures that high levels of student achievement and student learning can be sustained on a continual basis through appropriate institutional organization, commitment, and resources. The faculty serve as a resource of the **program** to develop and enable the achievement of **educational outcomes** of the **program**.

Key Elements:

II-A. The **program** resides in an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the **educational outcomes** of the **program**.

II-B. Fiscal and physical resources are sufficient to enable the **program** to meet **educational outcomes**. These resources are reviewed, revised, and improved as needed.

II-C. **Academic support services** are sufficient to ensure quality and are evaluated on a regular basis to meet **program** and student needs.

II-D. The program director is academically, professionally, and experientially qualified and is vested with the authority necessary to accomplish the **educational outcomes** of the **program**. The program director provides effective leadership to the program in achieving its **educational outcomes**.

II-E. The program director, or whoever has or shares ultimate **program** responsibilities, will be an AAMFT Approved Supervisor or a State Approved Supervisor. Supervisory candidacy status or equivalency does not satisfy this element.

II-F. Program director responsibilities include oversight of the **curriculum**, clinical training program, facilities, services, and the maintenance and enhancement of the **program's** quality.

II-G. Faculty members are academically, professionally, and experientially qualified and sufficient in number to achieve **educational outcomes** of the **program**.

II-H. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the **educational outcomes** of the **program**.

Standard II.

Examples of Evidence:

1. Describe the effectiveness of institutional policies and practices for resource allocation in enabling the **program** to achieve its mission, goals and objectives, and expected outcomes.
2. Describe how the **parent institution** and **program** provide and support an environment for ongoing improvement in faculty teaching, scholarship, service, and practice.
3. Demonstrate that fiscal and physical resources facilitate achievement of the **educational outcomes**.
4. Demonstrate that **academic support services** facilitate achievement of the **educational outcomes** of the **program**.
5. Demonstrate that the educational and experiential qualifications of the program director relate to the achievement of the **educational outcomes** of the **program**.
6. Demonstrate that the faculty have the freedom to develop, implement, maintain, evaluate, and revise the **program** consistent with the **Professional Marriage and Family Therapy Principles**.
7. Provide a list of names, titles, educational credentials, and teaching responsibilities of each faculty member and administrative officer associated with the **program**.
8. Provide copies of faculty **curriculum vitae**.
9. Provide rationale to support the adequacy of number and qualifications of faculty to accomplish the **educational outcomes** of the **program**.
10. Demonstrate that policies and practices regarding faculty teaching assignments and the number and size of classes support the accomplishment of the **educational outcomes** of the **program**.
11. Demonstrate that the **program** director is an AAMFT Approved Supervisor or a State Approved Supervisor that is equivalent to the AAMFT designation.

Standard III.

Program Quality: Curriculum and Teaching/Learning Practices

The **curriculum** is developed in accordance with clear statements of expected results derived from the **educational outcomes** of the **program** and the field of marriage and family therapy with clear congruence between the teaching/learning experience and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

Key Elements:

III-A. The **curriculum** is based on and developed, implemented, and revised to reflect clear statements of expected **student learning outcomes** that are consistent with **Professional Marriage and Family Therapy Principles** and congruent with the **program's educational outcomes**.

III-B. The **curriculum** is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and the cultural context in which they are embedded.

III-C. The **curriculum** is logically structured to meet expected **program outcomes**.

1. The master's **curriculum** is clinically and empirically focused consistent with the **educational outcomes** of the **program**.

2. The doctoral **curriculum** is based upon a foundation of research and teaching principles as well as advanced clinical and supervision training consistent with the **educational outcomes** of the **program**. The doctoral **curriculum** builds upon the foundation of the master's **curriculum**.

III-D. **Curriculum** and **teaching/learning practices** are evaluated at regularly scheduled intervals to foster ongoing improvement.

III-E. The didactic and clinical **teaching/learning practices** and learning environments support the achievement of expected and actual **student learning outcomes**.

III-F. The **curriculum** and **teaching/learning practices** consider the needs and expectations of the identified **communities of interest**.

Standard III.

Examples of Evidence:

1. Provide evidence that the **curriculum** reflects clear statements of expected **student learning outcomes** and contributes to the accomplishment of expected **program outcomes**.
2. Show how the master's **curriculum** is based upon a foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and the cultural context in which they are embedded.
3. Show how the doctoral **curriculum** is based upon a foundation of research and teaching principles as well as advanced clinical and supervision training.
4. Show how the doctoral **curriculum** builds on the master's **curriculum**.
5. Explain how the elements of the **Professional Marriage and Family Therapy Principles** are incorporated into the **curriculum**.
6. Explain how the array of **teaching/learning practices** facilitates achievement of **student learning outcomes**.
7. Provide copies of course syllabi.
8. Provide evidence of how the review of **curriculum** and **teaching/learning practices**, including student evaluations, is used to foster **program** improvement.
9. Provide examples of how input from the **communities of interest** is used in **curriculum** development and revision.
10. Provide results of comprehensive examinations designed to assess master's and doctoral level knowledge.

Standard IV.

Program Effectiveness: Student Performance and Faculty Accomplishments

The **program** is effective in achieving its **educational outcomes**. Satisfactory student performance and faculty accomplishments reflect achievement of the stated **educational outcomes**. **Program** effectiveness reflects an ongoing process of improvement.

Key Elements:

IV-A. Student performance in both coursework and clinical practice is evaluated by faculty and supervisors and reflects achievement of expected outcomes. Evaluation policies and procedures are defined, published, and consistently applied.

IV-B. **Programs** will have policies and procedures specifying how to collect information about students, demonstrated achievements of graduates, and employer satisfaction. Student outcome data include, but are not limited to, graduation rates, national (or state) licensing examination pass rates, and job placement rates as appropriate.

IV-C. **Program outcome** data are analyzed to provide evidence of **program** effectiveness and are used to foster ongoing **program** improvement.

IV-D. Faculty outcomes demonstrate achievement of the **program's educational outcomes**, and enhance **program** quality and effectiveness.

IV-E. The **program** has established policies and procedures by which it defines and reviews formal student complaints.

Standard IV.

Examples of Evidence:

1. Provide evidence of ongoing, systematic **program** evaluation, including documentation of survey responses, data summaries, and other data as appropriate.
2. Describe how faculty, supervisors, and students are involved in the evaluation of individual student performance. Describe how the evaluation of student performance is communicated to individual students and how it is used to foster improved individual student performance.
3. Provide evidence that the **program's** graduates have achieved the competencies congruent with the combination of the elements of the **Professional Marriage and Family Therapy Principles** the **program** has adopted.
4. Document student and graduate performance measures, including graduation rates, national (or state) licensing examination pass rates, job placement rates, and other measures of student success, as deemed appropriate by the **program**.
5. Demonstrate how the results of aggregate student performance data are analyzed, and how the **program's** analyses are used to improve the **curriculum** and clinical training.
6. Describe the process for evaluating faculty performance in teaching, scholarship, service, and practice and how the outcomes of evaluations are communicated to individual faculty members.
7. Describe the process for evaluating supervisor performance and how the outcomes of evaluations are communicated to individual supervisors.
8. Provide a summary of aggregate faculty outcomes for the past three years and analyze the data in relation to expected **program outcomes**.
9. Describe how faculty, graduates, and employers evaluate the **program** and give examples of the use of these data to improve the **program**.
10. Provide a copy of the policies regarding the review and maintenance of records of student satisfaction and formal complaints. Provide a record of formal complaints and grievances, if any, for the past three years.

Professional Marriage and Family Therapy Principles (PMFTPs) (Accreditation Standards Appendices)

The **Professional Marriage and Family Therapy Principles** include the **MFT Educational Guidelines**, the **AAMFT Core Competencies**, the **AAMFT Code of Ethics**, the **AMFTRB Examination Domains, Task Statements, and Knowledge Statements** (see Appendices A-D), and **respective state licensing regulations**. Programs may develop unique ways of measuring MFT knowledge that are oriented on the **Professional Marriage and Family Therapy Principles**. Others may wish to use the former Standard Curriculum, as outlined in the **MFT Educational Guidelines** as evidence of Educational Outcomes. The transition to outcome-based educational standards will begin with a student-driven perspective of the knowledge and skills outlined in the **Professional Marriage and Family Therapy Principles**. Programs may select a combination of any elements of the Principles to demonstrate sufficient outcomes. These outcomes are defined as those measurable goals and objectives that the accrediting body, institution, program, or other entity set for competencies and achievements of students, faculty, supervisors, and the program.

PMFTPs

- A. [MFT Educational Guidelines](#)
- B. [AAMFT Core Competencies](#)
- C. [AAMFT Code of Ethics](#)
- D. [AMFTRB Guidelines](#)
- E. [State Licensure Regulations](#)

Student Achievement Criteria

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is an accrediting agency recognized by the United States Department of Education (USDE). In accordance with USDE Criteria for Recognition and in keeping with the spirit of outcome-based accreditation, COAMFTE uses *Student Achievement Criteria* in addition to Accreditation Standards as a method of evaluating program compliance. COAMFTE evaluates program success with respect for student achievement in many ways, however the scope of the *Student Achievement Criteria* extends to the following measurable outcomes:

- ❑ Accredited & Candidacy Program Graduation Rates
- ❑ Accredited & Candidacy Program Licensure Exam Pass Rate

COAMFTE considers data from the following sources when establishing the *Student Achievement Criteria*:

- ❑ Accredited & Candidacy Program Personnel
- ❑ American Marital and Family Therapy Regulatory Board (AMFTRB)
- ❑ State Marriage and Family Therapy Licensing Agencies/Boards
- ❑ Other Mental Health Training Programs/Accreditors

COAMFTE closely monitors the data related to the *Student Achievement Criteria* on an annual basis and periodically makes changes, as needed, to the Criteria. Programs will be annually apprized of their *Student Achievement Criteria* status as compared to the Accredited & Candidacy Program community aggregate average with respect for differing degree/certificate types. Programs applying for Candidacy Status, Initial Accreditation, or Renewal of Accreditation are expected to have met and continue to meet, throughout their accreditation term, the *Student Achievement Criteria*. The Commission determines the Criteria for master's, doctoral, and post-degree programs independently of one another.

Programs failing to demonstrate compliance with the *Student Achievement Criteria* will be considered out of compliance with Accreditation Standards and will be required to submit special reports addressing the deficiency. The Commission will make every effort to understand the context in which its various Accredited & Candidacy programs are situated and how that relates to the *Student Achievement Criteria*.

The *Student Achievement Criteria* are subject to change on an as needed basis. The Commission will make public any changes to the Criteria.

Student Achievement Criteria

Adopted September 30, 2006

Student Achievement Criteria I

The Commission requires that each program maintain an annual average pass rate of 70 percent for program students taking the exam required by the program's state or province to obtain licensure, such as the American Marital and Family Therapy Regulatory Board (AMFTRB) National Exam or equivalent State Exam. The pass rate is calculated by dividing the number of individuals passing the exam by the number of individuals taking the exam. Pass rates will be calculated on an annual basis taking into account those current students or graduates who have taken the exam and received their score in the current one year period. Programs located in a state or province that do not regulate the profession of Marriage and Family Therapy or that do not have a required exam are exempt from this requirement. The Commission will monitor these pass rates in each Annual Report and Self-Study submitted by the program.

Student Achievement Criteria II

The Commission requires that programs graduate 50 percent of enrolled students within the advertised length of completion of the program. The Commission requires that programs graduate 65 percent of enrolled students within the maximum allowable time for program completion.

Examples

Example A - If the advertised duration of the program is two years, then 50 percent of enrolled students must graduate within two years.

Example B – If the advertised duration of the program is three years, then 50 percent of enrolled students must graduate within three years.

Example C – If the maximum allowable time for a student to complete the program is seven years, then 65 percent of enrolled students must graduate within seven years.

The Commission will monitor these rates in each Annual Report and Self-Study submitted by the program.

Special Reports

Programs will be required to submit a Special Report when it is found to be in non-compliance with the *Student Achievement Criteria*. The Special Report must detail the specific reasons for the deficiency, the actions the program has taken to rectify the deficiency, and outline the program's Plan for Continuous Compliance with the *Student Achievement Criteria*. When a program is found to be in non-compliance with the *Student Achievement Criteria*, a Special Report will be required during the next immediate reporting cycle.

Upon receipt of a Special Report, the Commission may take one of two actions. The Commission may:

- ❑ Find the Special Report addressing the *Student Achievement Criteria* as **adequate** evidence for compliance with Accreditation Standards,
- Or
- ❑ Find the Special Report addressing the *Student Achievement Criteria* as **inadequate** evidence for compliance with Accreditation Standards. This determination may result in a non-compliance determination with

Accreditation Standard IV: Program Effectiveness: Student Performance & Faculty Accomplishments. The Commission will then determine what further action needs to be taken by the program.

Student Achievement Criteria – Special Report Template

The Commission expects programs to observe the following format when completing a Special Report:

<p>COAMFTE Special Report (program name) (program degree) (date)</p> <p>The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has identified a deficiency related to the <i>Student Achievement Criteria</i> for the marriage and family therapy program at _____(program name)_____. The Commission identified the following deficiencies (check all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> 70% AMFTRB National or State Exam Pass Rate<input type="checkbox"/> 50% graduation rate within advertised length of the program, 65% graduation rate within maximum allowable time to complete program. <p style="text-align: center;">Program Response to Deficiency</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">Program’s Plan for Future Compliance</p> <hr/> <hr/> <hr/> <hr/>
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Glossary

Operational Definitions:

AAMFT Code of Ethics is the document of professional conduct published by the American Association for Marriage and Family Therapy.

AAMFT Core Competencies are the domains of knowledge and requisite skills that comprise the practice of marriage and family therapy. They are minimum competencies established by the American Association for Marriage and Family Therapy.

Academic Policies are those documents that are published, either electronically on an available web page or on paper, by the program or institution.

Academic Support Services include services available to students so that they can accomplish the work that is required by the program. Examples include but are not limited to access to electronic and hard copies of books and journals, financial aid offices, tutoring or mentoring in writing or other subjects, student counseling services, and accessible grievance offices.

AMFTRB Examination Domains, Task Statements, and Knowledge Statements describe the domains, tasks, and knowledge on which the national MFT licensing examination is based. They are published by the American Marriage and Family Therapy Regulatory Board's.

Benchmarks for Achieving Diversity include measurable milestones, activities, and plans for maintaining or increasing diversity among the student body, supervisors, and the faculty in areas of gender, race, ethnicity, sexual orientation, age, culture, environment, health/ability, nationality, religion, spirituality, and socio economic status.

Communities of Interest include those constituencies that have a stake in the outcomes of the program. These include but are not limited to students, administrators, professional associations, licensing boards, faculty, supervisors, and the public.

Cultural Diversity is defined as representation of multiple groups in the student body, supervisors, and faculty with regard to gender, race, ethnicity, sexual orientation, age, culture, environment, health/ability, nationality, religion, spirituality, and socio economic status.

Curriculum is the course of study for a program and includes both content and process in terms of the overall structure of courses and specific course requirements, evaluation of learning, and clear and accurate syllabi.

Educational Outcome is defined as the program's mission, philosophy, goals, objectives, and measurable results relating to students, faculty, and the program as a whole.

Glossary (cont.)

Operational Definitions:

MFT Educational Guidelines include an example Standard **Curriculum** with didactic and clinical experience guidelines, and an example Doctoral Program with guidelines for research training and internship.

Parent Institution is the entity to which the program is directly accountable and through which the program receives its structure and support. These typically include universities and incorporated private or non-profit institutes of learning.

Professional Marriage and Family Therapy

Principles include the MFT Educational Guidelines, the AAMFT Core Competencies, the AAMFT Code of Ethics, the AMFTRB Examination Domains, Task Statements, and Knowledge Statements (see Appendices A-D), and MFT State Licensure Laws.

Program is an academic unit that administers the education and training to students. Programs may stand alone within an organizational structure or may consist of more than one branch in different locations.

Program Outcomes include documentation of accomplishments of students, faculty, and the program in general. These include but are not limited to measurable units with regard to qualities of admitted students, graduation rates, graduate job information, licensing exam pass rates, licensure rates, academic positions and accomplishments of graduates, donations, faculty accomplishments and recognitions, and program recognition and accomplishments.

MFT State Licensure Laws are defined as those licensing laws of the state in which the program resides. Contact information for all states that have MFT licensing regulations can be found on the AMFTRB website at www.amftrb.org.

Student Learning Outcomes are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in capstone projects, evidence of skills in the AAMFT core competencies and other program-established competencies, and national exam pass rates.

Teaching/learning Practices are policies and practices associated with helping students to learn the material outlined by the program as the curriculum and clinical learning requirements. These include didactic and experiential work in courses, examinations, papers and other projects, supervision, and student-initiated learning activities.