

May 7, 2013

Dr. Brennan Peterson
Marriage and Family Therapy Program
Department of Psychology
Chapman University
One University Drive
Orange, CA 92866-2150

Dear Dr. Peterson:

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), at its April 5-6, 2013 meeting, reviewed the Marriage and Family Therapy (MA) program at Chapman University for Renewal of Accreditation. This review included consideration of the program's Self-Study, COAMFTE's Self-Study Review Letter, Program's Response to COAMFTE's Self-Study Review Letter, Site Visit Report, Program's Response to Site Visit Report, and any additional materials submitted by the program.

The Commission voted to grant Renewal of Accreditation for a period of six (6) years May 1, 2013- May 1, 2019, with **Stipulations** on the following Key Elements:

Key Element I-B	Key Element II-C	Key Element IV-A
Key Element I-C	Key Element III-A	Key Element IV-B
Key Element I-E	Key Element III-B	Key Element IV-C
Key Element II-B	Key Element III-E	Key Element IV-D

Consistent with the COAMFTE policy on *Notification to Program of COAMFTE Actions*, the program must agree in writing to any stipulations for accreditation before the status can be conferred ([COAMFTE Accreditation Manual: Policies and Procedures](#), p. 18). **The program is required to respond in writing by May 17, 2013 to coa@aamft.org.**

The Commission also voted to defer the program's Annual Report and require a **Special Report** on Student Achievement Criteria II (see below) based on the following information provided by the program as it relates to the program's compliance with the Student Achievement Criteria:

- | | |
|---|------------------|
| | <u>Full Time</u> |
| ○ Program's advertised length of completion | 3 Years |
| ○ Program's maximum length of completion | 7 Years |

The Commission stated the following as it relates to the program's compliance with the Student Achievement Criteria:

- Criteria I – AMFTRB National or State Equivalent Exam Pass Rate (>70%)

The program meets the requirements of SAC I. The program maintained an annual average pass rate of at least 70 percent for program students in each cohort taking the exam required by the program's state or province to obtain licensure.

- Criteria II – Advertised Length of Completion Graduation Rate (>50%) and Criteria II – Maximum Length of Completion Graduation Rate (>65%)

The program does not meet the requirements of SAC II. The Commission requests a Special Report explaining the 2010-2011 cohort graduation rate. The program has a minimum length of completion of 3 years, but the program already has graduates for this cohort.

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

Standard I

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

The program meets the requirements of this Key Element. The program provided evidence of all three sets of Educational Outcomes and how they are aligned with the program's mission as well as appropriate for the profession of marriage and family therapy.

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

The program does not meet the requirements of this Key Element. The program needs to provide evidence of revisions of their Educational Outcomes to reflect an understanding and respect for cultural diversity.

- **Key Element 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.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of how it includes their communities of interest in the review and revision of all three sets of Educational Outcomes. Additionally, the Commission is requesting the program to submit evidence of a plan with timeline for implementation.

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

The program meets the requirements of this Key Element. The program provided evidence of program informational and promotional materials, clinic signage, as well as, the Site Visit Team's meetings with with faculty, students, supervisors and graduates, demonstrating that the program is clearly identifiable as training MFT students.

- **Key Element 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.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of how the defined roles of faculty and students in governance enable the program to achieve stated Educational Outcomes. The program is requested to provide clear linkage depicting alignment between faculty and students' roles and the program's Educational Outcomes.

- **Key Element 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.*

The program meets the requirements of this Key Element. The program provided evidence of its MFT website, course catalogs, program manuals and course syllabi to demonstrate that documents and publications accurately reflect the program.

- **Key Element 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.*

The program meets the requirements of this Key Element. The program provided evidence of the program's course catalogue and program brochure and website.

Standard II

- **Key Element 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.*

The program meets the requirements of this Key Element. The program provided evidence of policies and procedures related to faculty evaluations, and activities of the Graduate Studies Committee.

- **Key Element 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.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of how faculty and students are involved with evaluating the sufficiency of physical and fiscal resources to enable the program to achieve its Educational Outcomes.

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

The program does not meet the requirements of this Key Element. The program needs to provide evidence of a formalized process used to evaluate the sufficiency and quality of academic support services and determine they meet program and student needs.

- **Key Element 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.*

The program meets the requirements of this Key Element. The program provided evidence that the Program Director evaluation includes determining whether he is providing effective leadership to the program in achieving its Educational Outcomes.

- **Key Element 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.*

The program meets the requirements of this Key Element. The program provided evidence of the AAMFT Approved Supervisor's Certificate for the Program Director.

- **Key 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.*

The program meets the requirements of this Key Element. The program provided evidence of program meeting minutes and Program Director's job description.

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

The program meets the requirements of this Key Element. The program provided evidence of curriculum vitae.

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

The program meets the requirements of this Key Element. The program provided evidence of administrative and faculty meeting minutes and faculty curriculum vitae.

Standard III

- **Key Element 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.*

The program does not meet the requirements of this Key Element. The program is requested to list its Professional Marriage and Family Therapy Principles, explain the linkages between the Professional Marriage and Family Therapy Principles and Student Learning Outcomes in the curriculum; submit revised course syllabi with Student Learning Outcomes and explain how the curriculum enables the program to achieve its Program and Faculty Outcomes.

- **Key Element 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.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence that Psych 541 is based on systemic thinking. The program is requested to submit the syllabus for Psych 541-Systems of Psychotherapy for MFTs.

- **Key Element 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 masters curriculum.*

The program meets the requirements of this Key Element. The program provided evidence of how the program determines sufficiency of clinical experience to meet Program Outcomes.

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

The program meets the requirements of this Key Element. The program provided evidence that curriculum and teaching/learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement. The Site Visit Team reviewed meeting minutes documenting evaluation of curriculum and teaching/learning practices and confirmed this information with faculty and supervisors.

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

The program does not meet the requirements of this Key Element. The program needs to provide evidence demonstrating what didactic and clinical teaching/learning practices and learning environments are assessed to determine support for achievement of Student Learning Outcomes. The program is requested to link the didactic and clinical teaching/learning practices with the teaching environments and align them with all three sets of Educational Outcomes. Finally, the program is requested to describe how the didactic and clinical teaching/learning practices support the achievement of the program's expected and actual Student Learning Outcomes.

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

The program meets the requirements of this Key Element. The program provided evidence of established communities of interest and how their needs are considered in the program curriculum and teaching/learning practices.

Standard IV

- **Key Element 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.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of aggregated data from evaluations of Student Learning Outcomes and analysis of data indicating that students are achieving expected Student Learning Outcomes. The program is requested to describe how faculty participates in the review of aggregated data and decisions regarding program improvement.

- **Key Element 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 exam pass rates, and job placement rates as appropriate.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of policies for collecting data from alumni and employers. The program is requested to submit its assessment mechanism for collecting employer information with its next Annual Report.

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

The program does not meet the requirements of this Key Element. The program needs to provide evidence of program data, analysis and examples of program improvement. The Commission requests the program to provide additional information as listed in Key Element IV-A about how faculty participates in decisions regarding program effectiveness and improvement.

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

The program does not meet the requirements of this Key Element. The program needs to provide evidence of how Faculty Outcomes demonstrate achievement of the program's Educational Outcomes, and enhance program quality and effectiveness. The Commission requests the program to provide additional information about how faculty participates in decisions regarding program effectiveness and improvement.

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

The program meets the requirements of this Key Element. The program provided evidence of an established policy and procedure for handling student complaints.

NOTE: Consistent with the COAMFTE Adverse Action Policy (COAMFTE Accreditation Manual: Policies and Procedures, pp. 18), COAMFTE-accredited programs carrying stipulations will have a maximum of two years from the date of stipulation to come into compliance with the standard. Year One will include Imposing of Stipulation and Remediation; Year Two will include Probation Warning and Probation. Programs that fail to rectify such compliance issues will be subject to revocation of accreditation status at the beginning of Year Three.

Please note that the program is now in its Year 1 – Impose Stipulation stage. Consistent with the Adverse Action Policy, COAMFTE has attached the probation policy and requires the program to respond by the next immediate reporting cycle, July 31, 2013.

Program's Response Stipulations Instructions

1. Program's response should address all Key Elements that have Stipulations and include definition of all referenced Key Elements.
2. Program's response should not reference the original Self-Study, additional materials, or previous Response to Stipulations.
3. Programs may provide additional information as supporting evidence of the program's response.
4. Program's Response to Stipulations and any supporting documentation must be in one document, in a PDF format with bookmarks linked to the individual components. The bookmarks MUST follow the order of the individual components.
Program's Response to Stipulations must be submitted on or before the due date to coa@aamft.org.

The following documents must be submitted in the required format by the noted deadlines:

Document	Submission Deadline
Response to Stipulations	July 31, 2013
Special Report	
2014 Annual Report with Requested Information and Fee	January 31, 2014

In accordance with COAMFTE policy, you will need to submit an Annual Report for every year of your Accreditation term on **January 31st**, except in the year that you submit your next Self-Study for Renewal of Accreditation. Your next Self-Study is due **May 1, 2018**.

Please feel free to contact me by e mail at ttamarkin@aamft.org or by phone at 703/253-0457 if you have further questions or if you would like any additional information.

Sincerely,



Tanya A. Tamarkin
Director of Educational Affairs

Cc: Dr. Colleen M. Peterson, PhD, COAMFTE Chair
Dr. James L. Doti, PhD, President, Chapman University