

Connecticut State University System

BR#98-40



RESOLUTION

concerning

LICENSURE AND ACCREDITATION

for a

MASTERS OF SCIENCE
IN
MARRIAGE AND FAMILY THERAPY

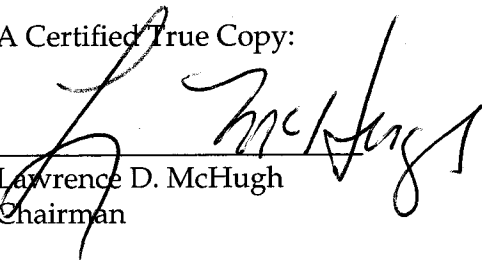
at

CENTRAL CONNECTICUT STATE UNIVERSITY

May 8, 1998

RESOLVED, That under the authority granted by the Board of Trustees for the Connecticut State University in Chapter 185b, Section 10a-87 and 10a-149 of the Connecticut General Statutes, the Chancellor of the Connecticut State University System is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Masters of Science degree in Marriage and Family Therapy to be presented by Central Connecticut State University.

A Certified True Copy:


Lawrence D. McHugh
Chairman

ITEM

Licensure and Accreditation for a Masters of Science degree in Marriage and Family Therapy at Central Connecticut State University.

BACKGROUND

Marriage and Family Therapy currently exists at Central Connecticut State University as a specialization of the Counselor Education program in the Department of Health and Human Service Professions in the School of Education and Professional Studies. This degree is distinct from the Marriage and Family Therapy degree offered at Southern Connecticut State University in that it uses a "metamodel" entitled Metaframeworks to integrate various models of therapies. As such it appeals to a somewhat different market.

Central Connecticut State University wishes to accommodate those students wishing to earn the degree in the specific field of marriage and family therapy by creating the Masters of Science degree.

CHANCELLOR'S RECOMMENDATION

Authorize Central Connecticut State University to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Masters of Science degree in Marriage and Family Therapy.

**STATE OF CONNECTICUT
DEPARTMENT OF HIGHER EDUCATION**

**APPLICATION FOR LICENSURE AND
ACCREDITATION**

**Proposed M.S. Program in
Marriage and Family Therapy
at
Central Connecticut State University**

March 20, 1998

Prepared by:

**Ralph S. Cohen, Ph.D.
Assistant Professor**

**Central Connecticut State University
School of Education and Professional Studies
Department of Health & Human Service Professions**

BOARD OF GOVERNORS FOR HIG

Department of Higher Educati

3/23/98

PROGRAM SUMMARY COVER

Updated version
with corrections/

I. Description of Degree of Proposed Academic Program

Program Name		December 15, 1997	
Marriage & Family Therapy			
Title of Degree (and abbreviation)			
Masters of Science in Marriage and Family Therapy (M.S.M.F.T.)			
CIP Code No.		Title	
Department and School or College			
Dept. of Health & Human Service Professions, School of Education & Professional Studies			
Applicant Institution			Proposed Initiation Date
Central Connecticut State University			September, 1998
Geographic Location of Program			
New Britain, CT			
Institutional Liaison Person		Title	Telephone
Dr. Ralph S. Cohen		Assistant Professor	(860) 832-2122
Board of Trustees Staff Liaison (if applicable)			

II. Summary (Describe the proposed academic program below and on a separate page if necessary.) Please follow guidelines on attached sheet.

The proposed Masters of Science program in Marriage and Family Therapy at Central Connecticut State University (CC currently existing as a specialization of the Counselor Education program in the Department of Health and Human Service Professions in the School of Education and Professional Studies, is designed to prepare students for professional career Marriage and Family Therapists in a wide variety of settings and roles. First, students are taught theories and techniques practice in individual and group counseling modalities, as well as developmental theory. The foundation of the special training in Marriage and Family Therapy is Systems Theory, serving as the linchpin for the study of clinical theories practices that are taught in preparation for clinical training. A metamodel, entitled "Metaframeworks", is used to integrate various models of systemic therapies, allowing students to efficiently learn various models and choose approaches that fit needs of clients. The philosophy of the specialization is that a student must integrate theories and techniques as tools enhancing one's effectiveness as an agent of intervention and change. The specialization does so by interweaving theory and practice throughout the duration of the training process via graduated practical experiences while studying theory. Thus, through the process of study and practice, the student has an opportunity to incorporate a wide array of learnings gradually and comprehensively. The end product of such training is a therapist who is well-grounded in theory, and who has had the nurture through an on-going training and supervisory process to use him- or herself effectively, professionally, and ethically as an agent of change at a variety of levels.

1. Objectives: What are the objectives of the proposed program?

The following program objectives are offered to provide students opportunities to:

- 1) Become knowledgeable in the major schools of marriage and family therapy;
- 2) Develop proficiency in practices of systemically-oriented therapy approaches to human problems;
- 3) Develop an articulated personal model of therapy upon which they base their interventions;
- 4) Learn in a supportive and nurturing learning environment;
- 5) Gain exposure to a variety of clinical experiences through clinical training and supervision at appropriate sites in the community;
- 6) Develop professional identities as Marriage and Family Therapists through support of activities that facilitate the process of socialization;
- 7) Become knowledgeable consumers of research and ongoing professional enrichment through the valuing of continued self study and skill development;
- 8) Internalize the standards of ethical professional conduct; and
- 9) Develop a strong and clear sense of self as an intervener in human problems.

a) Who will be the students? (full-time/part-time, college age/adult, members of a particular professions, etc.)

The current specialization in Marriage & Family Therapy has a diverse student body in terms of age, ethnic origin, race, and SES. Although a small proportion of our students are recent college graduates, most of our students are "non-traditional" commuter students who are attending while working in employment in other fields, are raising families, and are seeking the degree as a change in career. Although a number of students attend the program on a full-time basis, most attend as part-time students (on average, 1/3 of students are full-time; 2/3 of students are part-time). The median age of students is 35 years old, ranging from age 22 to age 58. Geographically, the specialization attracts students from the central and northern portions of Connecticut. The program is also attracting several international students (five students currently attend from Brazil, Nicaragua, South Africa, Syria, and Russia with two pending from Canada and Pakistan), and several out-of-state students (e.g., Michigan and Alaska).

b) How will students use their education following completion of the proposed program?

The most recent outcome studies of alumni reveal that over 90% of our graduates are working in the field as marriage and family therapists or related occupations (e.g., mental health counselors, drug rehabilitation counselors, etc.). All graduates who have taken the State MFT Licensing exam have passed and are now Licensed MFTs. Many of our students are hired by their practicum or internship sites for employment on graduation. Our graduates are working in community mental health centers, child guidance clinics, hospitals, schools, private counseling centers, the judicial system, substance abuse facilities, and private practices.

Enrollment in the specialization is high and there have been no problems in finding clinical placements for students. There is a high demand for MFT students in community agencies. Also, MFTs have been licensed by the State of Connecticut for independent professional practice since 1995, which has enhanced the marketability of graduates. In many cases, students from different programs (including other MFT programs and other human service disciplines) are placed at common internship sites, which has promoted "cross-fertilization" of ideas and has created a web of interconnectedness among programs. The program directors of the five MFT programs in the state have met to discuss commonalities and differences, and have worked together to develop initiatives to promote employment opportunities for graduates.

2. Curriculum: What knowledge and skills will students gain from the proposed program?

a) Major course requirements

The proposed MFT program is designed to provide students with a rich theoretical foundation for ultimately developing a set of complex clinical skills required for Marriage and Family Therapists to intervene at many levels of human problems and concerns. The specialization integrates theoretical foundations with clinical practice, culminating in the Clinical Case Conference, the capstone of MFT training.

The proposed MFT program places a heavy emphasis on human development, both on an individual and family life cycle levels. Thus, the Seminar in Developmental Psychology (PSY 512), a cognate area course, is viewed as a cornerstone of the program and underscores the importance of understanding basic developmental principles early in the educational process.

The core counseling sequence is another critical piece in the development of skills needed in becoming a competent Marriage and Family Therapist. The program emphasizes the development of generic counseling skills in both individual and group modalities, as much of the work of MFTs in the work place requires flexibility in treatment approaches. CNSL 500 and CNSL 501, as cognate area courses, prepare the student for beginning clinical training prior to the practicum and internship.

"Introduction to Theories of Family Systems" (MFT 541) provides an overview of the field of Marriage and Family Therapy, organized according to a meta-model entitled, "Metaframeworks". The Metaframeworks orientation is a recent innovation in family systems thinking, developed by leading theorists in the field. A unique feature of the CCSU MFT specialization is its adoption of this meta-model as its foundational basis for teaching marriage and family therapy. The model provides a conceptual framework for putting each of the several treatment models in a coherent systemic theoretical perspective. It also allows students the opportunity to develop flexible, yet sound and consistent parameters for formulating treatment plans and developing intervention strategies to fit their clients' unique needs. The Metaframeworks model is subsequently reinforced throughout the specialization via coursework and clinical supervision. A multimedia CD-ROM simulation program has been developed for the course to provide students opportunities for experiential learning with Metaframeworks, and also serves as a research tool for collecting data on how students at various levels in the program approach clinical material from the Metaframeworks perspective. Outcome studies have been conducted and the results are currently being analyzed. The goals of the introductory course are to provide the student with the logic of the MFT program, to ensure understanding of systems theory, to provide exposure to the major treatment models in the field, and to introduce the principles of Metaframeworks.

Following MFT 541, students are tracked through the two-course MFT sequence (MFT 551 and MFT 552), presenting in-depth exposure and practice in several of the major "schools" of marriage and family therapy (organized around Metaframeworks as a template for comparing and contrasting models). Several courses on various topics important to general clinical practice and MFT practice in particular are required to expand the breadth of awareness of the student to the human condition. The Research Methods course provides exposure to statistics and research design to train the MFT student to review research studies with a scientific and critical "eye". Also important in the MFT's training is concentrated study in the areas of professional ethics, multiculturalism, sexuality, and gender issues. The curriculum is tied together with a holistic perspective on human systems, as exemplified by the "Metaframeworks" model taught in MFT 541. The Capstone project, a clinical case presentation presented during the last semester of the Internship (MFT 585), integrates theory and practice with a demonstration of applying the Metaframeworks perspective and appropriate treatment models to an actual case through a written and oral presentation and demonstrating on videotape the student "use of self" with a real family in a therapy situation.

The entire specialization, including cognate area courses and one free elective, totals 63 credit hours.

Major Program Requirement Courses

CNSL 504	Professional Studies in Counseling	(3 credits)
MFT 541	Introduction to Theories of Family Systems	(3 credits)
MFT 543	The Family Life Cycle	(3 credits)
MFT 544	Families in Context: Gender & Cultural Dimensions	(3 credits)
MFT 551	Structural/Strategic/Behavioral Family Therapies	(3 credits)
MFT 552	Experiential, Intergenerational & Psychodynamic Family Ther.	(3 credits)
MFT 553	Systemic Intervention in School Settings	(3 credits)
MFT 554	Couples Therapy	(3 credits)
MFT 555	Dysfunctional Family Processes	(3 credits)
MFT 556	Systemic Perspectives on Mental Disorders	(3 credits)
MFT 583	Marriage & Family Therapy Practicum I	(3 credits)
MFT 584	Marriage & Family Therapy Practicum II	(3 credits)
MFT 585	Marriage & Family Therapy Internship	(9 credits)
PSY 598	Research Methods	(3 credits)
	Capstone Project: Case Presentation (part of MFT 585)	

Total: 48 credits

b) Cognate areas (Related Area courses)

PSY 512	Seminar in Developmental Psychology	(3 credits)
CNSL 500	Dynamics of Group Behavior	(3 credits)
CNSL 501	Theories & Techniques in Counseling	<u>(6 credits)</u>
		Total: 12 credits

c) General education - N/A

d) Electives

Each student must take one 3-credit graduate-level elective course that fits coherently with his or her Plan of Study and interests. Courses may be in the Counselor Education curriculum or from another department. Electives must be approved in advance by the student's academic advisor. Total: 3 credits

Credits required for completion (including cognate area courses and elective) Total: 63 credits

3. Need for the proposed program:

a) What evidence is there of student demand for the proposed program? Has there been a survey of interest? What were the results?

In 1993, there were 60 students in the MFT specialization at CCSU. As of Fall, 1997, there are 124 students matriculated into the specialization. In 1995, there were 27 students placed in agency settings. For the 1997-98 academic year, there are 42 students who are currently working in clinical placements for practica and internships. Agencies were surveyed at the end of the 1997 academic year and rated their satisfaction both with the program and with the students as very high. The steady enrollment pattern over the past four years with high retention is a strong indicator of student interest. Alumni are surveyed on an annual basis regarding how their education at CCSU has impacted their professional outcomes. Results indicate that satisfaction with the education received through the MFT specialization is high regarding preparation for the job market.

b) What employment opportunities have been identified for graduates of the proposed program?

A recent survey of CCSU MFT specialization graduates from 1990 to July, 1997 revealed that of the 27 respondents, 25 (92.5%) were employed in their field of study. One graduate reported difficulty in finding a job; the other reported that she is using her nursing degree as her primary employment identity.

A survey conducted by the Connecticut Association for Marriage & Family Therapy in 1995 (prior to the passage of the professional licensing bill in July, 1995) revealed that of the 145 respondents of a pool of 600 members polled (24% return rate), 85 (58.6 %) reported that they were working in the field full-time as MFTs and 38 (26.2%) reported that they worked part-time in the field. Sixty-five percent reported working in their current positions for three years or more. Because of licensing, it is expected that a higher percentage in the state are being hired into clinical positions. Types of settings that were identified as employers of MFTs in the survey include: Community mental health facilities, hospital outpatient mental health treatment centers, substance abuse treatment centers, schools, correctional and court settings, medical schools, private corporations, and private practice.

The specialization is also active in creating new employment opportunities for graduates. Placement sites for practicum and internship are being expanded in new areas each year (e.g., hospital practice through a training consortium with New Britain General Hospital; community-based practice through a special track co-developed with the City of Hartford Department of Human Services). One faculty member (Dr. Cohen) chairs the Advocacy Committee of the Connecticut Association for Marriage and Family Therapy, which actively works to expand employment opportunities for recent graduates of MFT programs.

1. Objectives (see 10a-34-10)

State the objectives of this program in relation to the goals and objectives of the institution. In so doing, public institutions shall relate the proposed program to their approved mission, role, and scope. Identify target clientele and likely post-graduation activities.

The proposed Masters in Science (M.S.) in Marriage and Family Therapy at CCSU currently exists as a specialization of the M.S. program in Counselor Education, which operates within the Department of Health and Human Service Professions. The M.S. program in Counselor Education also includes specializations in School Counseling, Rehabilitation Counseling, and Student Development in Higher Education. In addition, the department houses the upper-division B.S. program in Nursing at CCSU. The MFT specialization is designed to meet national standards set by the Commission on Accreditation for Marriage & Family Therapy Education of the American Association for Marriage and Family Therapy (a U.S.D.O.E.-recognized accrediting body) and standards set by the State of Connecticut Department of Health Marital and Family Therapy licensing regulations.

The following is taken from the CCSU MFT Student Handbook (page 2):

Program Philosophy - The Marriage and Family Therapy specialization at Central Connecticut State University (CCSU) is designed to prepare students for professional careers as Marriage and Family Therapists in a wide variety of settings and roles. First, students are taught theories and techniques of practice in individual and group counseling modalities, as well as developmental theory. The foundation of the specialized training in Marriage and Family Therapy is Systems Theory, serving as the linchpin for the study of clinical theories and practices that are taught in preparation for clinical training. The philosophy of the program is that a student must integrate theories and techniques as tools for enhancing one's effectiveness as an agent of intervention and change. The program does so by interweaving theory and practice throughout the duration of the training process via graduated practical experiences while studying theory. Thus, through the process of study and practice, the student has an opportunity to incorporate a wide array of learnings gradually and comprehensively. The end product of such training is a therapist who is well-grounded in theory, and who has had the nurturing through an on-going training and supervisory process to use him- or herself effectively, professionally, and ethically as an agent of change at a variety of levels.

Program Objectives - In keeping with this philosophy of learning, the program objectives are to provide students opportunities to:

- 1) Become knowledgeable in the major schools of marriage and family therapy;
- 2) Develop proficiency in practices of systemically-oriented therapy approaches to human problems;
- 3) Develop an articulated personal model of therapy upon which they base their interventions;
- 4) Learn in a supportive and nurturing learning environment;
- 5) Gain exposure to a variety of clinical experiences through clinical training and supervision at appropriate sites in the community;

- 6) Develop professional identities as Marriage and Family Therapists through support of activities that facilitate the process of socialization;
- 7) Become knowledgeable consumers of research and ongoing professional enrichment through the valuing of continued self study and skill development;
- 8) Internalize the standards of ethical professional conduct; and
- 9) Develop a strong and clear sense of self as an intervener in human problems.

Relationship of the proposed program to the university's approved mission, role, and scope:

Central Connecticut State University's Mission Statement (1992-1997) is:

Central Connecticut State University, a public metropolitan university, serves as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut's Capital Region. Our mission is given life by the principles and values which guide us.

The following are priorities set forth in the university's Strategic Plan (1992-1997) to which the proposed Marriage & Family Therapy program, currently as a specialization of the licensed Counselor Education program, has contributed significantly:

- *In the school of Education and Professional Studies...seek American Marriage and Family Therapy Association accreditation (p.8). This was accomplished in July, 1997.*
- *Recruit, retain and graduate a student body which reflects the diversity of the metropolitan region (p. 10). Our MFT specialization consists of 12% minority students, which is consistent with the proportion of the university as a whole.*
- *Stabilize graduate enrollment at a minimum of 250 full-time and 2,500 part-time students (p. 10). The MFT specialization significantly contributes to this objective: During the Fall, 1997 semester, there were 124 students enrolled in the specialization; courses in the specialization were comprised of 34% full-time students (42 students). Thus, for the Fall, 1997 semester, the MFT specialization contributed 17% of the 250 full-time enrollment goal of the university.*
- *Develop and maintain a system for tracking student progress and retention which facilitates early intervention, assists in the identification of systemic problems, and improves retention and graduation rates for all groups of students (p.10). In 1995, a tracking process was implemented by which all students are initially accepted conditionally into the program, pending successful completion of prerequisite courses with a minimum grade of "B" in each course (15 credit hours) and systematic evaluations by course instructors prior to being granted Degree Candidacy.*
- *Develop and implement an integrated model of student advising to complement the essential mentoring role of the individually-assigned faculty advisor in the major field (p. 10). The system of assessing a student's readiness for Degree Candidacy involves careful individual mentoring of each student by the assigned advisor, who is a faculty member assigned to the MFT specialization. Systematic meeting points are built into the system.*

- *Enlist students, faculty, and staff in developing multicultural programs which increase awareness and understanding of human differences and similarities (p. 12).* The Specialization has adopted a foundational theoretical model which embodies multiculturalism and infuses this principle into every course taught.
- *Emphasize a research and public service agenda which enriches our academic programs while meeting the needs of the region (p. 13).* For the 1997-98 academic year, through the MFT specialization's practicum and internship components, 42 students have been placed in 35 community agencies, schools, and other institutions, providing over 32,000 hours of volunteer services at the Masters level. Outcome research is being conducted to evaluate the effectiveness of our training regarding our students' preparedness for field placements. Two surveys have also been conducted to ascertain the marketability of MFTs in various mental health settings in Connecticut. The results of this research will be used to guide the program in modifying the curriculum to meet the changing needs of the community.

Target clientele and likely post-graduation activities:

The current specialization in Marriage & Family Therapy has a diverse student body in terms of age, ethnic origin, race, and SES. Although a small proportion of our students are recent college graduates, most of our students are "non-traditional" commuter students who are attending while working in employment in other fields, are raising families, and are seeking the degree as a change in career. Although a number of students attend the program on a full-time basis, most attend as part-time students (on average, 1/3 of students are full-time; 2/3 of students are part-time). The median age of students is 35 years old, ranging from age 22 to age 58. Geographically, the specialization attracts students from the central and northern portions of Connecticut. The specialization is also attracting several international students (five students currently attend from Brazil, Nicaragua, South Africa, Syria, and Russia with two pending from Canada and Pakistan), and several out-of-state students (e.g., Michigan and Alaska).

The most recent annual post-graduate survey (July, 1997) reveals that over 90% of our graduates are working in the field as marriage and family therapists or related occupations (e.g., mental health counselors, drug rehabilitation counselors, etc.). Many of our students are hired by their practicum or internship sites for employment on graduation. Our graduates are working in community mental health centers, child guidance clinics, hospitals, schools, private counseling centers, the judicial system, substance abuse facilities, and private practices.

Documentation: List of currently-enrolled students

2. Educational Planning Statement (see 10a-34-4(e))

- Indicate the relationship of the proposed program to other programs and resources of the institution, and to any institutional plan.**

The Department of Health & Human Service Professions, which houses the Counselor Education program and its specializations, is budgeted for faculty lines to ensure the successful operation of each specialization as well as resources to ensure successful administration. Shared resources include: Common departmental space, shared secretarial personnel and student assistants, shared office supplies and copy budget, and faculty teaching particular courses that are shared in common across all four counseling programs. In line with the AAUP contract that guides faculty responsibilities and course load, faculty assigned to particular specialization areas administer and teach courses in their areas. Faculty load credit is given to faculty who are

servicing as administrators of each specialization. The faculty cooperate with one another in reviewing curricula, serving on thesis committees, determining general departmental policies and procedures, and serving on search committees and departmental evaluation committee (DEC). Students in counseling specializations may take courses cross-specialization as electives, given appropriate prerequisites have been taken and space permitting. Students across specializations serve on department curriculum and advisory committees.

There is a strong community service emphasis in the University's strategic plan. As stated above, the MFT specialization supports the initiatives of the university in this regard through its strong connections with community-based practicum and internship placements.

- b. **Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, independent or proprietary institutions and explain the relationship of the proposed program to existing offerings.**

There are five (5) nationally-accredited MFT programs in the state, including the MFT specialization at CCSU. There are two (2) private institutions (St. Joseph College and Fairfield University) and three (3) public institutions (CCSU, SCSU, and UConn) with MFT programs. In addition, UConn has a doctoral program in MFT. The program at CCSU is in fairly close proximity to one program (i.e., St. Joseph College). UConn offers only a full-time program for a limited number of students (8 - 12 students) each year. Fairfield University is located in the southwestern tier of Connecticut. SCSU, located in New Haven, is 45 minutes from the Hartford area, making attendance prohibitive to many prospective students in the northern half of the state. CCSU is located at a major interstate hub (I-84 and Rte. 9), which makes access to the university convenient from many directions. CCSU services students predominantly in the central and northern regions of the state, as well as a small number from the New London/Groton area. SCSU draws students mainly from the southern tier. Also, given that nearly all of the MFT students at CCSU and SCSU are commuters, there is a strong preference by students to choose programs which are geographically accessible. This is borne out in enrollment patterns and by student report. Another consideration supporting the proposed CCSU program is that the growing costs for higher education make attendance at CCSU a more attractive alternative for prospective students who cannot afford the expense of attending a private school.

Enrollments in all programs are high and there have been no problems in finding clinical placements for students in any of the five programs. There is a high demand for MFT students in community agencies. Also, MFTs have been licensed by the State of Connecticut for independent professional practice since 1995, which has enhanced the marketability of graduates. In many cases, students from different programs are placed at common internship sites, which has promoted "cross-fertilization" of ideas and has created a web of interconnectedness among programs. The program directors of the five programs have met to discuss commonalities and differences, and have worked together to develop initiatives to promote employment opportunities for graduates.

While each program must meet standard curriculum requirements of a common accrediting organization (COAMFTE), each school offers a unique emphasis. St. Joseph places an emphasis on post-modern approaches to family therapy. SCSU blends Gestalt Therapy training with

Structural/Strategic schools of family therapy. UConn and Fairfield University place an emphasis on Structural/Strategic schools. Uniquely, CCSU has been pioneering a new integrative approach using a meta-model which allows for incorporation of many models of therapy through a common core (i.e., six "metaframeworks", consisting of the systemic domains of Organization, Sequences, Development, the Mind, Gender, and Multiculturalism). The Metaframeworks paradigm is used to provide an internally-consistent "template" or set of "lenses" by which various models of therapy can be evaluated and drawn from to develop a unique treatment approach based on the assessment and needs of each client (rather than fitting the client into the therapist's preferred treatment modality). This meta-model serves as the foundation for all courses in the CCSU MFT specialization. Inherent in the meta-model is an emphasis on gender and multiculturalism, ensuring their infusion throughout the curriculum. The metaframeworks perspective, which was developed by leading theorists in the field and introduced in 1992, has been receiving strong support among MFT educators internationally. Faculty members of the CCSU MFT specialization have been working with the Metaframeworks authors on developing new teaching methods, including the development of an interactive CD-ROM simulation program to permit practice of using the metaframeworks paradigm for assessment and treatment planning with families. The CD-ROM has been featured at several national conferences and symposia. A research program to determine the reliability and validity of the CD-ROM program is currently underway, in the data analysis stage.

- c. **Explain and provide supporting data regarding the relationship of the proposed program to further educational opportunities and current employment trends. Indicate evidence of student demand.**

Further Educational Opportunities. Since the Master's degree is the terminal qualifying degree for licensure for Marriage and Family Therapists in Connecticut, the proposed program is a direct linkage to licensure. The CCSU MFT specialization, being accredited by AAMFT, automatically qualifies our graduates academically to sit for the licensing exam. The department, in cooperation with the Continuing Education Office, is implementing non-credit clinical supervision opportunities to meet pre-licensing requirements post-degree. The Master's degree also provides graduates with qualifications to attend clinical workshops and post-degree training programs in the mental health field. A small proportion of students (< 1%) go on for doctorates to become educators in the field. Most graduates pursue and find employment in clinical settings.

Current Employment Trends. One of the hallmarks of the mental health treatment approaches taught in MFT programs is "brief therapy", which was pioneered in the field. This emphasis has been embraced by managed health care organizations for its cost-effectiveness and its clinical efficacy in treating a wide range of presenting problems. This has enhanced the marketability of MFTs in the mental health employment pool and has opened new opportunities as Managed Care has grown. A recent report on employment trends in the *Family Therapy News* [American Association for Marriage and Family Therapy (1997), 28 (April), 16 - 17] indicates that the percentage of MFTs as health care providers in mental health and other clinics now equal the percentage of social workers (both 28%, respectively). As evidence of local trends, a survey of members of the Connecticut Association for Marriage & Family Therapy by Dr. Ralph Cohen at CCSU in 1995 (prior to the passage of the professional licensing bill) revealed that of the 145 respondents of a pool of 600 members polled (24% return rate), 85 (58.6 %) reported that they were working in the field full-time as MFTs and 38 (26.2%) reported that they worked part-time

in the field. Sixty-five percent reported working in their current positions for three years or more. Because of licensing, it is presumed that a higher percentage in the state are being hired into clinical positions. An outcome survey of program graduates from 1990 to July, 1997 revealed that of the 27 respondents, 25 (92.5%) were employed in their field of study. One graduate reported difficulty in finding a job; the other reported that she is using her nursing degree as her primary employment identity.

Student Demand. In 1993, there were 60 students in the MFT specialization at CCSU. As of August, 1997, there are 124 students matriculated into the specialization. In 1995, there were 27 students placed in agency settings. For the 1997-98 academic year, there are 42 students who are currently working in clinical placements for practica and internships. Agencies were surveyed at the end of the 1997 academic year. Agency supervisors and administrators rated their satisfaction both with the specialization and with the students as very high. Our students were consistently rated as being very well-prepared and competent to function in clinical settings. The availability of quality placements has been a drawing factor for attracting new students to the specialization.

- d. **Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit which will transfer.**

N/A

- e. **Board policy requires that the proposing institution circulate a summary of each new program proposal to the higher education community for comment on need. Please refer to Procedures for Circulation of Program Proposals.**

Summaries will be sent to the appropriate administrators at all Connecticut universities, including institutions housing other MFT programs in the state (i.e., the University of Connecticut, Fairfield University, Southern Connecticut State University, and St. Joseph College).

c **3. Administration (see 10a-34-II)**

- a. **Indicate the dates by which students will enroll in and complete the program.**

It is anticipated that the first students enrolled in the Masters of Science (M.S.) program in Marriage and Family Therapy will start in September, 1998 with an anticipated completion date of May, 2001. Currently, there is a "rolling enrollment" for graduate programs at CCSU. The Marriage & Family Therapy specialization is structured such that once students are accepted into the Graduate School, they are required to complete 12 credit hours of prerequisite courses before being matriculated into the MFT specialization (51 credit hours). Sequenced courses in the specialization begin in the Spring semester. Thus, pre-degree candidates entering the program at any point may work toward completing prerequisites for the Spring cycling. Full-time students may finish the program (including prerequisites) in three (3) years. It is also possible to finish the program on a part-time basis in 4-1/2 years.

- b. Describe the position and qualifications of the person directly responsible for administration of the program (e.g., program coordinator, department chairperson).

The Department of Health & Human Service Professions is administrated by the department chairperson. Also, a full-time faculty member from the Marriage and Family Therapy specialization is designated as "program coordinator" and receives faculty load credit for administrating the specialization. As per national accreditation standards, the coordinator must meet specific qualifications for directing the program (i.e., experienced in teaching of MFT; AAMFT Approved Supervisor; full-time faculty member).

- c. List any specialized accrediting agency to which the institution plans to apply for program accreditation.

The MFT specialization applied for and was granted full accreditation in July, 1997 by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage & Family Therapy (AAMFT). The COAMFTE is recognized by the U.S. Department of Education.

Documentation: AAMFT Letter of Notification of Full Accreditation

- d. Describe procedures for internal evaluation of the program, including criteria that will be used.

As a COAMFTE-accredited program, the MFT specialization must submit annual reports to the accrediting body, reflecting an internal evaluation of the program. The specialization must meet accreditation standards and criteria set by the COAMFTE on an annual basis in order to maintain its standing with the accrediting organization. The annual review includes review of faculty qualifications, qualifications of incoming students, number of students graduated, documentation of fulfillment of specific internship standards, employment of graduates, curriculum changes, and resources (including library holdings, supplies and equipment, budget, physical plant, etc.). The MFT specialization collects evaluations annually on: Student satisfaction with internship sites, internship site evaluation of program and students, faculty evaluation of students, student evaluation of program and faculty, and graduate evaluation of exit process. Additionally, an annual survey is conducted to track graduate employment patterns. Also, students at the internship level evaluate and receive evaluations from their faculty supervisors each semester.

Measuring outcomes of success of the specialization in training competent therapists is an ongoing concern and is difficult to assess, given the nature of the field. There is no strong agreement on what constitutes a "competent" therapist, given the wide range of theoretical orientations available in mental health treatment as well as the fact that many graduates work in related human service arenas that are not directly mental health-oriented. Given these disparities, criteria defining competency in one setting may be not be relevant or consistent in another setting. However, in efforts to assess general success of our graduates in their professional development, alumni are tracked on an annual basis on employment rates and job longevity factors and numbers of graduates who pass the national licensing examination. Further, surveys of employers of MFTs on satisfaction with MFT-trained clinicians have been conducted.

Documentation: Copies of Internal Evaluation Forms

4. Finance (see 10a-34-12)

- a. Summarize how resources described in questions 5, 7, and 9, will be provided--existing resources, reallocation and/or new resources. In the case of existing or reallocated resources, indicate how the institution will prevent a negative impact on other programs. New costs and sources of funding are to be indicated in the attached resource summary.

The current Marriage & Family Therapy specialization is funded through allocation of university resources to the Department of Health & Human Service Professions (H&HSP) by the Dean of the School of Education & Professional Studies at CCSU. Distribution of resources among H&HSP programs is determined by the chairperson, in consultation with faculty of all programs and specializations. Internal allocation is determined by need and size of program/specialization. As a specialization, the MFT component has matured at present to be running at near-full capacity and the census has stabilized over the past three years. Thus, with the change in status of the MFT specialization to a licensed program within the department, no change, and hence, no negative impact is anticipated to the other programs in the department or school.

Library resources and facilities are allocated through the university. There will not be an increased need for resources allocated as a result of licensing of the MFT specialization as a program. The MFT specialization's allotment of library acquisitions has typically been \$1,000 per year.

Documentation: Memos regarding relevant library holdings

- b. Complete the resource summary.

Documentation: See attached

5. Faculty (see 10a-34-13)

- a. List the name, title and qualifications for each person who will teach specialized courses in the program. Include for each person, degrees with areas of specialization, institutions at which the degrees were earned, pertinent experience, professional publications, and proposed course assignments.

Documentation: See Chart, list of publications, and Curriculum Vitas, attached.

- b. For each vacant or proposed faculty position, provide title, position qualifications, areas of teaching specialization, and proposed date of appointment.

No new faculty positions are being proposed. Currently, there are no vacant positions.

6. Curricula and Instruction (see 10a-34-15 and 10a-34-16)

- a. Identify and describe each major component of the program (major or specialization, general education, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites. Attach appropriate excerpts from the catalog.

The curriculum of the MFT specialization is designed to provide students with a rich theoretical foundation for ultimately developing a set of complex clinical skills required for Marriage and Family Therapists to intervene at many levels of human problems and concerns. The specialization integrates theoretical foundations with clinical practice, culminating in the Clinical Case Conference, the capstone of MFT training. A description of the specialization follows:

Prerequisites and the Core Counseling Sequence

Prerequisites for the MFT specialization include the following (12 credit hours):

- PSY 512 - Seminar in Developmental Psychology (3 credits)
- CNSL 500 - Dynamics of Group Behavior (3 credits)
- CNSL 501 - Theories & Techniques in Counseling (6 credits)

The MFT specialization places a heavy emphasis on human development, both on an individual and family life cycle level. Thus, the Seminar in Developmental Psychology is viewed as a cornerstone of the specialization and underscores the importance of understanding basic developmental principles early in the training process.

The core counseling sequence is a critical piece in the development of skills needed in becoming a competent Marriage and Family Therapist. The specialization emphasizes the development of generic counseling skills in both individual and group modalities, as much of the work of MFTs in the work place requires flexibility in treatment approaches. CNSL 500 and CNSL 501 prepare the student for beginning clinical training prior to the practicum and internship.

Specialization Sequence in MFT

The Marriage and Family Therapy specialization is designed to provide a firm grounding in systems theory and to help each student develop a foundation of selected treatment models stemming from the systems theory approach. The "Metaframeworks" orientation, as described above, serves as the basis for articulating this systemic epistemology.

The specialization begins with "Introduction to Theories of Family Systems" (MFT 541), providing an overview of the field of Marriage and Family Therapy, organized according to the "Metaframeworks" paradigm. The Metaframeworks orientation, as stated earlier, is a recent innovation in family systems thinking, developed by leading theorists in the field. The model provides a conceptual framework for putting each of the several treatment models in a coherent systemic theoretical perspective. It also allows students the opportunity to develop flexible, yet sound and consistent parameters for formulating treatment plans and developing intervention strategies to fit their clients' unique needs. The Metaframeworks model is subsequently reinforced throughout the specialization via coursework and clinical supervision. A multimedia CD-ROM simulation program has been developed for the course to provide students opportunities for experiential learning with Metaframeworks, and also serves as a research tool for collecting data on how students at various levels in the program approach clinical material from the Metaframeworks perspective. Outcome studies have been conducted and the results are currently being analyzed. The goals of the introductory course are to provide the student with the logic of the MFT program, to ensure understanding of systems theory, to provide exposure to the major treatment models in the field, and to introduce the principles of Metaframeworks.

Following MFT 541, students take the two-course MFT sequence (MFT 551 and MFT 552), presenting in-depth exposure and practice in several of the major "schools" of marriage and family therapy. Several courses on various topics important to general clinical practice and MFT practice in particular are required to expand the breadth of awareness of the student to the human condition. The Research Methods course provides exposure to statistics and research design to train the MFT student to review research studies with a scientific and critical "eye". Also important in the MFT's training is concentrated study in the areas of professional ethics, multiculturalism, sexuality, and gender issues. The curriculum is tied together with a holistic perspective on human systems, as exemplified in the "Metaframeworks" model taught in MFT 541. The courses in the MFT specialization are:

Specialization in Marriage & Family Therapy - 51 credit hours, Plan A or C:

- CNSL 504 - Professional Studies in Counseling (3)
- MFT 541 - Intro to Theories of Family Systems (3)
- MFT 543 - The Family Life Cycle (3)
- MFT 544 - Families in Context: Gender & Cultural Dimensions (3)
- MFT 551 - Structural/Strategic/Behavioral Family Therapies (3)
- MFT 552 - Experiential, Intergenerational & Psychodynamic Family Therapies (3)
- MFT 554 - Couples Therapy (3)
- MFT 555 - Dysfunctional Family Processes (3)
- MFT 556 - Systemic Perspectives on Mental Disorders (3)
- MFT 557 - Action Methods in Marital and Family Therapy (3)
- MFT 583 - Marriage & Family Therapy Practicum I (3)
- MFT 584 - Marriage & Family Therapy Practicum II (3)
- MFT 585 - Marriage & Family Therapy Internship (9)
- PSY 598 - Research Methods in Psychology (3)
- Elective - (3 credits) (required by accreditation body; selected in consultation with advisor)
- Capstone - Clinical Case Conference (part of MFT 585)

- b. Give the number, title and a narrative course description for each course in the major area of specialization in the proposed program, noting which courses are new. Attach appropriate excerpts from the catalog.

Catalog descriptions of the MFT specialization curriculum are as follows since university approval in 1994:

PSY 598 - RESEARCH IN PSYCHOLOGY - Designed to familiarize student with techniques and resources associated with research in psychology. Opportunity for practical applications. Not open to students enrolled in MA in Psychology program except with permission of adviser and Psychology Department chairperson.

CNSL 504 PROFESSIONAL STUDIES IN COUNSELING - Prereq.: Matriculation into School of Graduate Studies. Areas of study include: professional socialization and the role of the professional organizations, licensure or certification legislation, legal responsibilities and liabilities, ethics and family law, confidentiality, independent practice and interprofessional cooperation.

MFT 541 INTRODUCTION TO THEORIES OF FAMILY SYSTEMS

Prereq: Admission to department. Historical and theoretical underpinnings of General Systems Theory as it applies to families and family therapy. Major models of family therapy will be presented to orient the student to an understanding of functional and dysfunctional processes in human interaction. This course lays the foundation for the subsequent assessment and treatment courses which focus specifically on the major schools of family therapy.

MFT 543 - THE FAMILY LIFE CYCLE - Prereq.: MFT 541. Developmental aspects of the family system over time, delineating critical issues for individual and other subsystems at various stages and transition points of the family life cycle. This course covers divorce, remarriage and blended families within the various stages a family may experience.

MFT 544 FAMILIES IN CONTEXT: GENDER AND CULTURAL DIMENSIONS - Prereq.: MFT 541. Integral principles of human organization that influence family growth and development. Students gain an understanding of ethnicity and gender from a systemic framework.

MFT 551 - STRUCTURAL/STRATEGIC & BEHAVIORAL FAMILY THERAPIES - Prereq: MFT 541. Assessment and interventions from the Structural, Strategic and Behavioral schools of family therapy are examined. Students learn about diagnosis and treatment of human dilemmas and symptomatology within a systemic context.

MFT 552 - EXPERIENTIAL, INTERGENERATIONAL AND PSYCHODYNAMIC FAMILY THERAPIES - Prereq.: MFT 551. Assessment and interventions from Experiential, Intergenerational and Psychodynamic schools of family therapy are explored. Students learn diagnosis and treatment of human dilemmas and symptomatology from these schools of therapy.

MFT 554 COUPLES THERAPY - Prereq.: MFT 541. Assessment and treatment approaches to problematic dyadic relationships within a systemic framework are explored. Problems unique to couples are discussed, including sexual, communication and role expectations. This course covers treatment of spousal violence, sexual dysfunctions, mate selection, types of marriages, communication problems, gender and power issues, and the developmental stages of marriage.

MFT 555 DYSFUNCTIONAL FAMILY PROCESSES - Prereq.: MFT 541. Examination of structures and processes of family dysfunction, including substance abuse, family violence and sexual abuse. Assessment and intervention strategies from a systemic framework.

MFT 556 SYSTEMIC PERSPECTIVES ON MENTAL DISORDERS - Prereq.: MFT 541. Diagnostic classifications of mental, emotional and behavioral disorders of individuals within a systemic framework. Students learn how to communicate within a medical model framework using systemic conceptualizations.

MFT 557 ACTION METHODS IN MARITAL AND FAMILY THERAPY - Prereq.: MFT 541 or permission from the instructor. Introduces students to *action methods*, involving physical movement and dramatic role-play in MFT. Uses hands-on experience and theory to compare action-oriented and exclusively verbal methods regarding therapeutic effectiveness and skill level.

MFT 580 TOPICS IN COUNSELING - Prereq: Degree candidacy or permission of instructor. Topics will vary each time the course is offered. Combination of lecture, discussion, inquiry sessions and student presentation. May be taken more than once for credit under different topics. (serves as an elective)

MFT 583 MARRIAGE AND FAMILY THERAPY PRACTICUM I - Prereq.: MFT 551 and permission of MFT coordinator. Students participate in direct client contact, staff meetings and supervision in a clinical setting.

MFT 584 MARRIAGE AND FAMILY THERAPY PRACTICUM II - Prereq: MFT 583. Students participate in direct client contact, staff meetings and supervision in a clinical setting.

MFT 585 MARRIAGE AND FAMILY THERAPY INTERNSHIP - prereq: MFT 584. Intensive clinical training experience in an agency setting under supervision of faculty supervisors.

MARRIAGE AND FAMILY THERAPY PLAN OF STUDY BY SEMESTER
(Full Time Schedule)

Prerequisites: May be taken during Fall, Spring, or Summer semesters as offered prior to start of specialization program.

- PSY 512 - Seminar in Developmental Psychology (3)
CNSL 500 - Dynamics of Group Behavior (3)
CNSL 501 - Theories and Techniques in Counseling (6)

Marriage and Family Therapy Specialization Curriculum (sample full-time program):

YEAR 1

Fall Semester

Spring Semester

Summer Semester

MFT 541 - Intro to Theories of Family Systems (3)
Prerequisite courses may be taken during this semester. Student applies for admission to program and degree candidacy at the end of this semester.

MFT 551 - Structural/Strategic/Behavioral Family Therapies (3)
MFT 556 - Systemic Perspectives on Mental Disorders (3)
MFT 557 - Action Methods in MFT (3)
PSY 598 - Research Methods (3)

Note: Many MFT courses that are scheduled for the Fall and Spring semesters (except sequenced courses) are taught during Summer and Intersession semesters on a rotational basis for students' convenience. Students may take courses in the summer, as offered.

YEAR 2

Fall Semester

Spring Semester

Summer Semester

MFT 543 - The Family Life Cycle (3)
MFT 552 - Experiential, Intergenerational & Psychodynamic Family Therapies (3)
MFT 583 - Marriage & Family Therapy Practicum I (3)
CNSL 504 - Professional Studies in Counseling (3)

MFT 544 - Families in Context: Gender & Cultural Dimensions (3)
MFT 555 - Dysfunctional Family Processes (3)
MFT 584 - Marriage & Family Therapy Practicum II (3)

MFT 585 - Marriage & Family Therapy Internship (3)

YEAR 3

Fall Semester

Spring Semester

MFT 554 - Couples Therapy (3)
MFT 585 - Marriage & Family Therapy Internship (3)
Elective

MFT 585 - Marriage & Family Therapy Internship (3)
Capstone Project: Case Presentation
Student applies for graduation by 3/1

Notes: This curriculum is designed to expose students to key theoretical knowledge and clinical techniques prior to the Internship experience. MFT 541 is a prerequisite for all MFT specialization courses. All MFT students must follow the sequence of MFT 541, MFT 551, MFT 552, MFT 583, MFT 584, and MFT 585 during the specified semesters. All other specialization courses may be taken anytime after completion of MFT 541 and acceptance into the program. The elective course can be any graduate-level course that fits coherently with the student's professional interests.

PSY 598 (Research Methods) is taught during the Spring semester with MFT research content. This course may be taken anytime in the program, including prior to Degree Candidacy. However, MFT students must take the MFT section during a Spring semester (unless otherwise announced).

- c. **Identify program models, program standards, and sources of technical advice employed in designing the program. Enclose copies of model curricula when relevant.**

Page 12 (above) outlines the model curriculum for the program, which is based on a developmental progression of theory, application, practice, and integration. "Metaframeworks" is used to ensure that a consistent and comprehensive theoretical "platform" is interwoven throughout the courses. This meta-model allows for the integration of various "schools" of marital and family therapy, and ensures that gender and multiculturalism is infused in all course curricula. The model is taught in the Introduction to Theories of Family Systems course and is used to structure students' capstone project, the Clinical Case Presentation. Technical advice regarding curriculum development and program design was sought and obtained from the authors of Metaframeworks, who have reviewed the curriculum and course syllabi and have provided invaluable input. Additionally, in July, 1997, the CCSU MFT specialization's curriculum was presented for critique at a Metaframeworks symposium held at Northwestern University in Chicago to faculty from other MFT programs that have incorporated the Metaframeworks perspective into their curricula. Feedback from the symposium was used to make modifications in the specialization.

The program is designed to meet both national accreditation standards (Commission on Accreditation for Marriage and Family Therapy Education [COAMFTE] of the American Association for Marriage & Family Therapy [AAMFT]) and State of Connecticut MFT licensing regulations. In undertaking the national accreditation process, a comprehensive self-study was prepared and a representative of the COAMFTE conducted a consultative site visit in April, 1995. The self-study was repeated in 1996 and a full accreditation site visit was held in April, 1997. In August, 1995, the specialization was granted Candidacy status toward accreditation. In July, 1997, the specialization was granted full accreditation. A major rationale for pursuing national accreditation was to ensure that the specialization (and current proposed program) would be in full compliance with national accreditation and state licensing standards. Also, COAMFTE accreditation is the standard by which the State Department of Health judges a program to be acceptable for the purposes of allowing MFT licensing candidates to qualify for the MFT licensing examination. Obtaining national accreditation for the specialization has allowed our graduates to obtain their professional licenses, and hence, to be competitive for jobs in the field.

- d. **Indicate any requirements and arrangements for clinical affiliations, internships, and practica or work experience. Describe how these will be administered and furnish the following assurances:**

- (1) **The courses of the program, and the related clinical or work experience, have been articulated with appropriate credits assigned.**

The curriculum, as articulated on page 12 (above) was designed and passed through all relevant university committees and Faculty Senate during the Spring semester, 1994. The specialization was implemented in September, 1994. This curriculum includes six (6) credit hours of Clinical Practicum over two (2) semesters and nine (9) credit hours of Clinical Internship, spread over twelve (12) months. Both the practicum and internship require field placements.

- (2) **The work activities of the students will be structured by the institution as an educational experience with supervision, teaching and evaluation under the control of the college.**

The Practicum involves 12 hours per week on-site and 2 hours of seminar with an assigned faculty member per week for two (2) semesters. The Internship requires that a student complete 500 clinical contact hours over the course of a minimum of twelve (12) months, with 100 hours of supervision by faculty supervisors. For the Internship, which is more intensive than the Practicum, students meet for two (2) hours per week in group supervision and one (1) hour per week in individual supervision (conducted in pairs of students), as per accreditation standards. Each January, the MFT specialization hosts a "placement fair", inviting representatives of all approved practicum and internship sites to meet with prospective qualified students. All sites are visited by faculty members who are serving as clinical supervisors to ensure that the sites meet program and accreditation standards. In addition, each site is required to provide one (1) hour per week of supervision to each student placed at the agency and are responsible for completing university evaluations of the student's progress each semester. A liaison system is in place to address any concerns that arise in the course of the placement, with the program director serving as the contact person. Each semester, a meeting is held at the university for all agency supervisors to address concerns at the placements and to relate information regarding the program. The students' faculty supervisors and agency supervisors work together to coordinate the students' workloads, administrative accounting of the experience, and progress in developing clinical skills. A program evaluation is conducted at the end of the academic year, with surveys being collected from students, agency supervisors and administrators, and faculty.

Documentation: Lists of current practicum and internship placements

- (3) **Agreements or contracts exist between the institution and the agency in which the students will receive their practical experience.**

Letters of Understanding with all placements are signed by the agency and the CCSU MFT program coordinator at the start of the placement. These are kept on file in the students' academic files in the department. The Letters articulate expectations of the program, the clinical site, and the student.

Documentation: Sample Letters of Agreement for practica and internships

7. Resource Centers and Libraries (see 10a-34-18)

- a. **Report as accurately as practicable the number of volumes, periodicals and other materials in the major field and related subject areas.**

See documentation, below

Documentation: Memos regarding relevant library holdings

- b. Provide a representative listing of periodical literature in the library which will support the program.

See documentation, below

Documentation: Memos regarding relevant library holdings

- c. List any new learning materials which will be added for the program. Indicate when they will be available for student and faculty use.

An interactive CD-ROM has been developed by the faculty to teach the Metaframeworks foundational model and is being used in the MFT 541 course as part of the course curriculum. This CD-ROM is available to all students and faculty and computer access is readily available through the university computing center. The CD-ROM is also being used to assess learning styles of students to aid in the development of further teaching materials and methods. Funding for this project was obtained through university grants, including Curriculum Development and Faculty Research grants.

8. Admission Policies (see 10a-34-14)

Describe any additions to or variances from the general admission requirements of the institution. For graduate programs, describe specific admissions requirements.

Matriculation, Prerequisites, and Degree Candidacy - Admission into the Marriage and Family Therapy Program at CCSU requires several steps. First, a prospective student with a completed Bachelor's degree must apply to the School of Graduate Studies for admission into the Graduate School. Students are required to submit official transcripts directly from all undergraduate and graduate programs attended. An undergraduate G.P.A. of 2.70 has been set as the minimum standard for admission. A student with a G.P.A. below 2.70 may be considered (at the discretion of the faculty) if upper division courses subsequent to graduation have been taken in a related field with "A" or "B" grades demonstrating potential for graduate studies. All students accepted into the School of Graduate Studies in applying to the MFT program are granted "conditional" acceptance into the department and are assigned an academic advisor from the MFT faculty. An initial meeting with the advisor will orient the student as to prerequisites, scheduling of courses, acceptability of possible transfer courses, and draft a planned program of study.

After acceptance to the School of Graduate Studies, candidates must apply directly to the Department of Health and Human Service Professions and the Marriage and Family Therapy program after completing all prerequisite courses and MFT 541 with a minimum grade of "B" in each course and demonstration of adherence to the department's "Attitudes and Attributes", as judged by departmental faculty. On completion of the above courses, the candidate will meet with his or her advisor, review progress, determine the acceptability of the student to continue into the program, and complete a planned program of study. The program's formal admission process includes: Completion of a departmental application form, two letters of reference, documentation of conditional acceptance into the Graduate School, evidence of completion of the necessary prerequisites and initial counseling courses, and a letter from the faculty advisor to the Graduate School as to acceptance into the program.

In addition to meeting academic criteria, a successful MFT student is expected to be mature, motivated for graduate studies, and invested in the welfare of others. The faculty assesses each candidate's adherence to the departmental "Attitudes and Attributes", which reflect a student's value to relate to others. Meeting with the faculty advisor during the admissions process provides an opportunity for frank dialog as to the appropriateness of such training for each applicant.

The MFT faculty's recommendation regarding admission is sent to the Dean of the School of Graduate Studies, who then finalizes the decision to admit.

On full admission to the MFT program, the student and advisor will meet to finalize the planned Program of Study and to sign off on the Application for Degree Candidacy form, which must be submitted to the School of Graduate Studies. The "Degree Candidacy" form allows the student to pursue courses in his or her area of specialization.

9. Facilities and Equipment (see 10a-34-19)

Describe any specialized physical facilities (classrooms, laboratories, offices) and specialized equipment which are necessary to initiate and maintain the program. If materials are not available already, provide a schedule for their acquisition.

The Marriage & Family Therapy specialization is currently housed in the Department of Health and Human Services on the second floor of Barnard Hall on the CCSU campus. Faculty have their own offices, equipped with state-of-the-art computers, hooked into the university VAX system and departmental printer. The specialization shares with the other counselor education specializations a counselor training laboratory on the third floor of Barnard Hall, which is equipped with audio and video equipment and two-way viewing mirrors for conducting counseling simulations and experiential learning exercises. Classrooms for courses are assigned via the university's room assignment system. Audio and videotaping equipment as well as VCRs for classroom use are readily available through the university's Media Center. Routine office supplies are available through the department. The specialization has been in operation for several years within the department, and as such, has been able to acquire needed resources within the current departmental operating budget and structures. The proposed program will continue to function in the same capacity.