Saint Mary's University *of* Minnesota

Program Handbook

Schools of Graduate and Professional Programs
School of Health and Human Services
M.A. in Marriage and Family Therapy



Saint Mary's University
of MINNESOTA

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For clarification purposes…

The official name of this institution is:
Saint Mary's University of Minnesota.

You are enrolled in the:
Schools of Graduate and Professional Programs (SGPP).

Our program is within the following department/school:
School of Health and Human Services (SHHS).

We are located on the:
Minneapolis Campus
2500 Park Avenue South
Minneapolis, Minnesota 55404

Please note that the proper listing of the University is to use the full word 'Saint'. The University never uses the abbreviation St.

Welcome!

Welcome to the Marriage and Family Therapy (MFT) Master of Arts (MA) Degree Program! As a dynamic and transformational learning community, *Saint Mary's University of Minnesota strives to awaken, nurture, and empower learners into ethical lives of service and leadership* (see University Mission: www.smumn.edu). As a training program for MFT professionals, these values are thoughtfully woven into the mission of the MFT training program: *Recognizing the relational and systemic qualities of life, the MFT program at Saint Mary's University exists to aid students in deepening their own understanding of relational health and their own skills in facilitating relational health in all kinds of human systems.*

Saint Mary's University of Minnesota Overview

Mission
Enriched by the Lasallian Catholic heritage, Saint Mary's University of Minnesota awakens, nurtures and empowers learners to ethical lives of service and leadership.

Vision
Our vision is to be a nationally prominent and regionally dominant university that transforms individuals and communities through an education that emphasizes excellence, aligns with workforce needs, provides access and flexibility to support student needs, and develops ethically-guided graduates leading in their communities and succeeding in their careers.

https://www.smumn.edu/about/mission-vision

Learning in the Lasallian Tradition: A Statement on Academic Quality
Learning at Saint Mary's University is active, collaborative and contextual, and is supported by a Lasallian commitment to serve the needs of individual learners.

The Schools of Graduate and Professional Programs provides relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments. The academic program of the Schools of Graduate and Professional Programs offers coursework from the undergraduate through the doctoral level. Each school supports the individual learning expectations of each student and acknowledges the wealth of experience and prior learning that each adult learner brings to the classroom.

A relevant and rigorous education produces graduates who seek to deepen and expand their disciplinary knowledge and enhance their skills through critical thinking by:

- framing vital questions clearly;
- evaluating relevant information and its sources;
- demonstrating respectful engagement with others' ideas, behaviors, and beliefs;
- assessing the congruence between personal norms and ethical principles;
- applying diverse frames of reference to decisions and actions;
- resolving issues based on evidence weighed against relevant criteria;
- developing a subject, including relevance, logic, grasp of subject, and depth of discussion; and
- communicating with clarity and coherence.

This is the intellectual and empathic foundation for leading ethical lives of service and leadership.

Regional Accreditation
Since 1934, the Saint Mary's University of Minnesota has consistently maintained its accreditation by the Higher Learning Commission (HLC). The Higher Learning Commission is an independent corporation founded in 1895 as one of six regional

institutional accreditors in the U.S. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes 19 states.
230 South LaSalle Street Suite 7-500, Chicago, IL 60604, 800-621-7440,
www.hlcommission.org

https://www.smumn.edu/about/accreditation-saint-marys-university-of-minnesota/

Land Acknowledgement

THE LAND THAT SURROUNDS US IS PART OF WHO WE ARE; IT REFLECTS OUR HISTORIES. We respectfully acknowledge the sacred land upon which our University campus is located in Minneapolis. This is the traditional homeland of the Dakhóta Oyáte (Dakota People), unfairly ceded in the Treaties of 1837 & 1851, who stewarded it for millennia. The Ojibwe and other Indigenous nations have cared for this land as well. Minnesota comes from the Dakota name for the area, Mni Sota Makoce — "the land where the waters reflect the skies." It is important that we protect and honor the history and people of these places, places that thanks to the sacrifices of the Dakhóta Oyáte people, we now call home.

https://nativegov.org/about/our-land-acknowledgement-statement/

Marriage and Family Therapy Program Overview

Licensed Marriage and Family Therapists (LMFTs) are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples, and family systems. Marriage and family therapists treat a wide range of serious clinical problems including depression, marital problems, anxiety, individual psychological problems, and child-parent problems. Marriage and family therapists take a holistic perspective to health care; they are concerned with the overall long-term well-being of individuals and their families.

The Master of Arts in Marriage and Family Therapy program prepares graduates for professional and systemic work in human services. Courses are designed to enhance the professional's understanding and use of systemic and relational interventions with diverse individuals, couples, and families who are dealing with mental, emotional, and relational issues. The curriculum meets the educational requirements for licensure with the Minnesota Board of Marriage and Family Therapy so that graduates are prepared to seek licensure.

The program is guided by the professional standards set forth by the Minnesota Board of MFT, the American Association of Marriage and Family Therapy (AAMFT) code of ethics, AAMFT core competencies, AAMFT educational guidelines, the American Marital and Family Therapy Regulatory Boards (AMFTRB) national exam domains, and the Commission on Accreditation for Marriage and Family Therapy (COAMFTE) educational standards, along with university and program missions, input from communities of interest (such as students, alumni, faculty, supervisors, community members, etc.), and program evaluation processes.

Professional Accreditation

The Master of Arts in Marriage and Family Therapy Program at Saint Mary's University of Minnesota is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808.

Program Mission and Goals

Mission: Recognizing the relational and systemic qualities of all life, the Marriage and Family Therapy program at Saint Mary's University exists to aid students in deepening their own understanding of relational health and their own skills in facilitating relational health in all kinds of human systems.

The MFT Program Goals (PGs) reflect both the professional skills and practice required of program graduates and embody the result of effective core learning outlined for programs in the Schools of Graduate and Professional Programs and the requirements of the Minnesota Board of Marriage and Family. Student Learning Outcomes (SLOs) are indicators of program goals.

Upon completion of the program, students are expected to be able to do the following:

Program Goal 1: Reflect an understanding of and respect for cultural diversity through professional relationships and communication with diverse clients, peers, and organizations by:

SLO 1.1: articulating effects of their own social identities and power (social location) and experiences in professional relationships and practice.
SLO 1.2: analyzing sociopolitical, socioeconomic, and historical factors that can shape clients' lives.
SLO 1.3: integrating cultural diversity-centered assessment and intervention into clinical practice.

Program Goal 2: Integrate knowledge of MFT theory and models to clinical practice by:

SLO 2.1: demonstrating knowledge of a variety of systemic/relational theories and models of MFT practice.
SLO 2.2: applying systemic/relational theory and models to clinical case conceptualizations.
SLO 2.3: integrating systemic/relational theories and models with other conceptual frameworks (e.g. biological, psychological, sociological).

Program Goal 3: Develop a systemic perspective for the treatment of mental health issues of individuals, couples, and families by:

SLO 3.1: demonstrating knowledge of a variety of systemic/relational assessment methods.
SLO 3.2: demonstrating knowledge of the DSM-V diagnostic framework.
SLO 3.3: integrating systemic/relational assessment and DSM-V diagnostic systems into clinical practice.
SLO 3.4: designing treatment plans derived from integrative systemic/relational and DSM-V diagnostic assessment.

Program Goal 4: Create effective interventions to promote well-being in clients through preventative, developmental, systemic and/or remedial services by:

SLO 4.1: constructing interventions that derive from conceptualization and treatment planning.
SLO 4.2: applying a wide variety of developmental, systemic, preventative, and/or remedial services interventions.

Program Goal 5: Conduct clinical practice within an ethically-informed framework based on the AAMFT Code of Ethics, legal requirements, sound judgment, and professional compassion by:

SLO 5.1: evaluating clinical situations for ethical, legal, and professional issues affecting therapy.
SLO 5.2: intervening with clinical situations to maintain ethical, legal, and professional standards of behavior.

Program Goal 6: Demonstrate familiarity with MFT research literature and the relationship between MFT literature and practice by:

SLO 6.1: analyzing MFT research literature for its strength and limitations and sociocultural implications.

SLO 6.2: applying relevant research findings to clinical practice.

Program Goal 7: Develop and articulate their professional development plans and skills by:

SLO 7.1: articulating steps for future professional development.

SLO 7.2: demonstrating written, verbal, and nonverbal communication skills with clients and professionals.

Additionally, the MFT program will annually attain accreditation achievement levels:

Program Goal 8: The Student Achievement Criteria reflecting student/graduate achievement data will meet COAMFTE requirements by:

SLO 8.1: Student cohorts' graduation rates will comply with COAMFTE reporting requirements for

- Minimum rate of graduation (2.3 years)
- Advertised rate of graduation (3 years)
- Maximum rate of graduation (5 years)

SLO 8.2: Student cohorts' job placement rate will comply with COAMFTE reporting requirements.

SLO 8.3: Student cohorts' therapy licensure exam pass rate will comply with COAMFTE reporting requirements.

Program Staff

Faculty Sufficiency

Core faculty sufficiency for our program is defined by the ability to fulfill the program mission as outlined by the PGs and measured by indicator SLOs. The core faculty-student ratio is sufficient because of the structure of our practitioner-educator model. The Adjunct (non-core) faculty are essential in this process because not only do they provide teaching in their areas of expertise and clinical supervision, they meet with students, advise on Capstone papers, and participate on committees as needed. Additionally, faculty sufficiency is determined by the number of capstone paper advisors we have for our students. The MFT program has not had issues with faculty sufficiency because we have enough capstone paper advisors to meet the needs of our students. Each capstone paper advisor takes on 2-5 students to advise during the writing and presentation process. The sufficiency review process includes requesting Adjunct (non-core) faculty to provide their availability for capstone paper advising at the beginning of the spring semester via email. This model provides students with what they need regarding the education support and professional components they need for the program. We have two core faculty members who also teach in the program, as well as manage the oversight and clinical aspects.

Core Faculty

The Program Director has primary responsibility for curriculum development, review, revision, and delivery, student mentorship and advising, faculty recruitment and development, and general program maintenance and improvement. The Associate/Clinical Director supports the program with primary oversight over related practicum requirements and student advising related to practicum. Responsibilities for core faculty include teaching, scholarship, service, and practice.

Program Director:

Kimmery Newsom, PhD, LMFT
LaSalle Hall, #42, 612-728-5140,
knewsom@smumn.edu

Associate/Clinical Director:

Alan Davis, M.A. LMFT
LaSalle Hall #44, 612-728-5203
adavis@smumn.edu

Course Contracted (Adjunct) Faculty

Saint Mary's University of Minnesota hires, develops, and maintains a qualified faculty as an essential component of carrying out its institutional mission. Teaching is the process of "awakening, nurturing, and empowering" students with primary emphasis on the learned and learning, rather than on the teacher and teaching (SGPP Faculty Handbook). Valuing practitioner-educators who are active in the field in which they teach, qualifications for MFT faculty are determined via academic credentials, content

knowledge, professional expertise, teaching expertise, scholarly and creative productivity, and mission-focused empathic disposition. More information on faculty recruitment and ranking can be found in the SGPP Faculty Handbook and Human Resources websites. Additionally, MFT faculty are expected to be licensed mental health professionals who continue to serve, practice, and contribute to the field. Faculty represent diverse genders, ages, sexualities, abilities/disabilities, races, ethnicities, spirituality/religions/belief systems, political backgrounds, family formations, geographic origins, and have served professionally across diverse communities. Please see appendices for most recent faculty and supervisor demographic information.

Program Assistant

The MFT Program Assistant is an administrative support person who is a resource to students, staff, and faculty. The person in this position can help direct you to the appropriate university contact to address questions. The Program Assistant also helps support the Director and Associate/Clinical Director in their duties, including communications, data tracking, and other duties as assigned.

Program Assistant:

Lily Miller
LaSalle Hall #22, 612-238-4507
lilymiller@smumn.edu

MFT Program Design

Student Profile

MFT students represent diverse genders, ages, sexualities, abilities/disabilities, races, ethnicities, spirituality/religions/belief systems, political backgrounds, family formations, geographic origins, and professional backgrounds. The program includes traditional students who have recently earned baccalaureate degrees, as well as those who have come to MFT as a second or third career. This diversity of experience and perspective reflects the diversity of client families which students and graduates will someday serve and makes the educational environment richer for all. Information on historic student demographics can be found in the student Fact Books published each academic year by the Office of Institutional Research. Please see Program Handbook appendices for most recent enrolled student demographic information.

Cohort Model

The MFT program is designed as a cohort model in which students begin and travel through the program together. This model supports students' personal and professional development, and creates a "built in" network of professional relationships. It also creates predictability in scheduling so adult learners can better navigate the many competing priorities of graduate school, work life, personal/family relationships, and self-care. The program is designed to awaken, nurture, and empower learners towards ethical lives of service and leadership (SMU mission) in deepening and understanding relational health and facilitating relational health in diverse human systems (MFT program mission).

Curriculum Design

Curriculum is designed to prepare students for each subsequent step in the program. Coursework prepares students to seek practicum; practicum and final requirements prepare students to graduate and seek licensure. While there is designated coursework for ethics, theory, multicultural responsiveness, critical thinking, integration of scholarly research, self-reflection, professional collaboration, relational and systemic conceptualization, and experiential application of learning, these components are woven throughout the curriculum and coursework. Course descriptions and student learning objectives can be found in the SGPP Catalog. Previous course syllabi are archived and available on the MFT Student Canvas page. Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and distance learning (online) activities or engagement in a planned, instructionally valuable manner.

Practicum

The purpose of the MFT practicum is to provide an opportunity for students to apply course learning while gaining diverse practical experience in a supportive setting which offers structure and supervision. The practicum program requirements are based on the Minnesota Board of MFT rules and statutes as well as the current COAMFTE standards of education. Students will complete an off-campus practicum experience including 300 hours of client contact under the supervision of a Minnesota Board of MFT Approved or American Association of Marriage and Family Therapy Approved Supervisor (or candidate) across twelve months. At least 150 client contact hours of the total 300 will be relational in nature. On-campus practicum seminar class is facilitated by licensed marriage and family therapists who are AAMFT or Minnesota Board Approved Supervisors. The MFT program clinical supervisors have credentials that distinguish them from instructional faculty roles. Those credentials include specialization in relational/systemic supervision, state approved and/or AAMFT board approved supervisor status. Program clinical supervisors provide students with supervision of their clinical work and work with students during their entire practicum year. Instructional faculty focus on ensuring that students are meeting program and class student learning objectives (SLOs) and provide instruction in the classroom. See the MFT Student Canvas page for detailed definitions, expectations, processes, policies, forms, evaluation methods, and procedures of practicum. Additional supportive resources include the Associate/Clinical Director, Writing Center, faculty, and supervisors.

Final Requirements

Capstone Paper (Theory of Change Paper) and Oral Exam. The capstone paper and oral examination are intended to provide students with the opportunity to integrate their education and practicum experience while articulating their personal theory of therapy. Through this final examination process, students have the opportunity to describe and demonstrate: ethical and critical thinking skills; multicultural competence; professional writing skills; and overall professional development. Students will work with a faculty advisor, as well as complete the final Capstone Course in preparation for the exams. The final oral exam is conducted by a panel of two faculty members. More information can be found on the MFT Student Canvas page. Additional

supportive resources include the program Director, Associate/Clinical Director, Writing Center, Library, and faculty.

Basic Skills Evaluation Device. Practicum Site Supervisors will be asked to evaluate students twice each semester using the Basic Skills Evaluation Device (BSED). Additionally, Practicum Seminar Supervisors complete a BSED on students at the end of their practicum experience. The BSED and an article by Nelson and Johnson (1999) describing the development and use of this evaluation device are available on the MFT Student Canvas page. Practicum Seminar Supervisors will also evaluate each student based on a Pass/No Credit basis based on criteria described in the course syllabus. Students must receive a grade of "Pass" in order for the practicum experience to meet the Minnesota State Board of Marriage and Family Therapy licensing requirements.

Student Feedback

As one of the main communities of interest, students and alumni are expected to provide feedback to the program for program improvement purposes. Student Ratings of Teaching and Learning are completed at the end of each course. Practicum sites and the site supervisor are evaluated three times throughout the year by current practicum students. Ongoing alumni surveys are google surveys sent once a year via email to alumni personal emails (provided upon graduation) Lastly, Supervisor or Employer Satisfaction Surveys are sent to supervisors/employers of alumni via email to gather feedback on the program from the perspective of employers/supervisors in the field. Surveys are google surveys sent via email and employer/supervisor emails are provided by alumni. All data gathered are used for program review and revision as well as for evaluation of program goals. Thank you in advance for your time on these important surveys!

The schedules on the following pages are the planned cohort schedules for Fall-start cohorts and Summer-start cohorts beginning Fall 2015 or later. Other combinations and sequences of courses are possible in cases of emergencies or leaves of absence (students may complete the program within five years, per University policy). You are encouraged to seek advice from the Directors of the MFT program if you need help in working out your schedule or your overall program.

Curriculum Plans/Schedules

MFT Master of Arts Degree Fall-Start Program Plan
9 Semester Full Time Program, 6-7 credits per semester

Most courses are offered Monday and Tuesday evenings.
Courses noted with an asterisk (*) will be offered other days/times or additional days/times.

Semester	Credits	Total Credits
Semester 1 Fall		
○ MFT642 Professional Issues and Orientation to MFT (weekend)*	1	
○ MFT605 Individual and Family Lifespan and Development	3	
○ MFT620 Statistical Techniques and Research Methods in MFT	3	7
Semester 2 Spring		
○ MFT617 Foundations of Family Therapy I: Theoretical and Conceptual Origins	3	
○ MFT615 Multicultural Studies of the Family	3	6
Semester 3 Summer		
○ MFT619 Foundations of Family Therapy II: Contemporary Theories and Models	3	
○ MFT618 Intro to Trauma and Crisis Intervention in MFT	2	
○ MFT500 Contemporary Topics in MFT*	1	6
Semester 4 Fall		
○ MFT608 Psychopathology and Treatment Planning in Developmental Systems	3	
○ MFT616 Therapy with Couples and Intimate Partners	3	
○ MFT646 Practicum Preparedness*	2	8
Semester 5 Spring		
○ MFT650 Assessment of Children, Couples, and Families in MFT	3	
○ MFT628 Advanced Applications of Relational Theory and Systemic Interventions	3	6
Semester 6 Summer		
○ MFT690 Ethical Issues and Professional Practices in MFT	3	
○ MFT635 Systemic Assessment and Treatment of Sexual Concerns	3	6
Semester 7 Fall		
○ MFT671 Couple and Family Therapy Clinical Practicum I*	2	
○ MFT500 Contemporary Topics in MFT*	1	
○ MFT500 Contemporary Topics in MFT*	1	4
Semester 8 Spring		
○ MFT672 Couple and Family Therapy Clinical Practicum II*	2	
○ MFT680 Capstone Course in MFT*	1	3
Semester 9 Summer		
○ MFT673 Couple and Family Therapy Clinical Practicum III*	2	
○ Capstone Integration Paper (no registration credits)		
○ Oral Exam (no registration credits)		2
Total Credits		**48**

MFT Master of Arts Degree Summer-Start Program Plan
7 Semester Accelerated Program, 9-10 credits per semester
Most courses are offered Monday throughout the day/evening.
Courses noted with an asterisk (*) will be offered other days/times or additional days/times.

Semester	Credits	Total Credits
Semester 1 Summer		
○ MFT642 Professional Issues and Orientation to MFT (weekend)*	1	
○ MFT605 Individual and Family Lifespan and Development	3	
○ MFT620 Statistical Techniques and Research Methods in MFT	3	
○ MFT617 Foundations of Family Therapy I: Theoretical and Conceptual Origins	3	10
Semester 2 Fall		
○ MFT615 Multicultural Studies of the Family	3	
○ MFT619 Foundations of Family Therapy II: Contemporary Theories and Models	3	
○ MFT646 Practicum Preparedness	2	
○ MFT500 Contemporary Topics in MFT*	1	9
Semester 3 Spring		
○ MFT608 Psychopathology and Treatment Planning in Developmental Systems	3	
○ MFT616 Therapy with Couples and Intimate Partners	3	
○ MFT690 Ethical Issues and Professional Practices in MFT	3	9
Semester 4 Summer		
○ MFT618 Intro to Trauma	2	
○ MFT650 Assessment of Children, Couples, and Families in MFT	3	
○ MFT628 Advanced Applications of Relational Theory and Systemic Interventions	3	
○ MFT500 Contemporary Topics in MFT*	1	9
Semester 5 Fall		
○ MFT671 Couple and Family Therapy Clinical Practicum I *	2	
○ MFT500 Contemporary Topics in MFT*	1	
○ MFT635 Systemic Assessment and Treatment of Sexual Concerns	3	6
Semester 6 Spring		
○ MFT672 Couple and Family Therapy Clinical Practicum II*	2	
○ MFT680 Capstone Course in MFT*	1	3
Semester 7 Summer		
○ MFT673 Couple and Family Therapy Clinical Practicum III*	2	
○ Capstone Integration Paper (no registration credits)		
○ Oral Exam (no registration credits)		2
Total Credits		**48**

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University Policies

The School of Graduate and Professional Programs (SGPP) publishes an annual catalog (available here: http://catalog.smumn.edu/index.php). This catalog contains information related to the graduate school which offers undergraduate certificate, bachelor degree completion, master degree, graduate certificate, specialist degree, and doctoral degree programs to adult students.

This electronic catalog is neither a contract nor an offer of a contract. The information it contains was accurate at the time of publication. Saint Mary's University publishes and prints its catalog annually. The PDF of the catalog matches the printed catalog. The electronic version is the most up-to-date version.

Fees, deadlines, academic requirements, courses, certificate and degree programs, and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change.

Students are encouraged to familiarize themselves with Saint Mary's University policies and procedures. Every effort has been made to ensure the accuracy of the information in the printed Schools of Graduate and Professional Programs Catalog and Student Handbook; however, when the printed and online versions differ, the official version is the online edition.

University Policies with Frequently Asked Questions (FAQs)

(see SGPP Catalog for more information on all important policies)

Academic Grading Policies

As informed by our Lasallian tradition, the MA in MFT program follows the grading guidelines of the SGPP Catalog. The expectation is that students will complete all coursework at an A/B level and maintain at least a 3.0 GPA or be subject to the relevant academic probation policies of the university.

Two notable exceptions to this grading policy are as follows:

The purpose of this program is to prepare graduates to seek independent licensure as ethical and culturally competent mental health professionals. Because students and graduates will work with potentially vulnerable members of the public (e.g., children, vulnerable adults, individuals and families with violence, trauma, or mental health concerns, etc.) students in the MA in MFT program must earn, through their own merit, an A or B grade in the following courses:

- MFT615 Multicultural Studies of the Family
- MFT690 Ethical Issues and Professional Practices in Marriage and Family Therapy

Failure to earn an A or B grade in these courses will result in the student not being able

to progress with the current cohort. If a student does not earn an A or B grade (80-100% of the possible points in the course) grade in MFT615 or MFT690, they will work with the Program Director to take a leave of absence of no more than one year, returning with a future cohort to retake the course and progress through the program to timely completion. Students are offered two opportunities to take this course and earn the required A or B grade.

Academic Integrity
When one comes to Saint Mary's, one joins an academic community whose core values are fairness, mutual respect, trust, and honesty. To accomplish its mission to awaken, nurture and empower learners to ethical lives of service and leadership, the Saint Mary's community depends on the personal responsibility and integrity of all its members.

Academic integrity should not be understood as merely following certain rules; rather, it is a way of acting based on shared values that lies at the heart of any academic endeavor. A commitment to academic integrity facilitates the pursuit of knowledge and understanding by providing a framework for the open, honest and respectful exchange of ideas and information. It fosters creativity and critical thinking; it allows students to develop the self-confidence that comes from acquiring academic skills; it provides correct information to instructors so that they can give appropriate feedback on the essential relationship between students and teachers; and, ultimately, it ensures the integrity of the Saint Mary's degree.

Class Attendance
Students are expected to attend all classes. Students should not register for a course for which they will be absent. This includes time when the student will be late for class or time when the student will leave early. The university recognizes the diverse responsibilities of adult learners, and recognizes that unexpected and unavoidable absences may occur. The student is expected to contact the instructor prior to the absence. Additional class attendance policies may be found in program handbooks or on course syllabi.

Good Name Policy
Members of the university community recognize that freedom means the acknowledgment of responsibility to the subjects used in classroom discussions. Students and faculty are responsible for protecting the good name of any organization under discussion. They should communicate no information that either implicitly or explicitly impugns the good name of an organization, person, place, or thing being discussed or studied.

Incomplete Grades
The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session. In addition, the student must contact the instructor to ascertain what work remains to be done.

The instructor must report on the official grade roster the grade "I" followed by the grade that the student will receive if the coursework is not completed within 60 calendar days of the last day of the class (e.g. IN or IC or IB). Submission of the grade of "I" without the corresponding letter grade will be treated as an IN.

If the required work is completed in the specified time, the instructor will report a single final grade to the registrar. That grade will replace the "I" grade, the incomplete will be removed, and the grade point average will be recomputed accordingly. Otherwise, the provisional grade which was assigned along with the "I" will become a permanent part of the transcript.

A request for an extension beyond 60 calendar days must be submitted, in writing, to the program director. The program director, after conferring with the instructor, may or may not grant the extension. If an extension is approved, a new deadline must be established. Students receiving incompletes in prerequisite courses will not be able to register for the subsequent course.

Program Time Limits
All degree requirements must be completed within five years (15 consecutive semesters). The five-year period begins with the first semester of coursework. Students who cannot meet this requirement may request extensions in writing from their program director. Extension requests must show a willingness to complete the remainder of the degree requirements on a contractual basis with specific tasks and deadlines.

Students who transfer from one program to another within the Schools of Graduate and Professional Programs will have five years to complete their degree, beginning with the first semester of the new program. All requirements in this policy apply in the event of a program transfer.

Statement of Non-Discrimination
Saint Mary's University of Minnesota is committed to the principles of equal employment opportunity and equal educational opportunity. The university does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, veteran status, or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited to, employment, educational policies, admissions policies, scholarship and loan programs, and all other educational programs and activities. The following person(s) have been designated to handle inquiries regarding the university's non-discrimination policies:

General inquiries and ADA/Rehabilitation Act Section 504 inquiries:

Vice President for Human Resources
Saint Mary's University of Minnesota
700 Terrace Heights #38

Winona, MN 55987
hr@smumn.edu
507-457-1421

Inquiries relating to sex discrimination, including sexual harassment and sexual assault:

Title IX Coordinator
Saint Mary's University of Minnesota
700 Terrace Heights #1406
Winona, MN 55987
TitleIX@smumn.edu
507-457-7402

Student Conduct
Students are expected to comply with the legal and ethical standards of Saint Mary's University. Students are expected to uphold the Minnesota State Board of Marriage and Family Therapy Ethics codes and guidelines https://mn.gov/boards/marriage-and-family/lawsandrules/ as well as the American Association of MFT code of ethics (https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx?WebsiteKey=8e8c9bd6-0b71-4cd1-a5ab-013b5f855b01).

Academic dishonesty and non-academic misconduct are subject to disciplinary action. Core values upheld by all members of this community include academic excellence, professionalism, personal integrity, responsibility, and compassion.

Writing Style
Students should consult their program policies for the program-specific writing style to be adhered to for all classes within the program. A program-specific writing style must be a recognized published editorial style. The use of the American Psychological Association (APA) style is required.

MFT Program-Specific Policies

The MFT program follows all Saint Mary's University of Minnesota policies. Additional program-specific policies are listed here.

Leaves of Absence from Curriculum or Practicum
In addition to SGPP policies on Leaves of Absence for graduate students, the MFT program acknowledges that a variety of personal or professional life circumstances may lead to a student's need for an LOA. Unexpected leaves may occur during the coursework or practicum experiences. The program directors will work within relevant university and program policies to support the student's successful return and completion of the program.

A student may step away from the program (for no more than 3 semesters) to attend to their mental, emotional, chemical, physical, or medical health concerns. It is expected that the student will be under the care of medical professionals in order to prevent impairment, harm, or exploitation of any member of our university community or the public they will be serving.

All LOA's should be discussed with the Program Director (during coursework) and/or Clinical Director (during practicum). While the student is not required to disclose all personal details, this advising process is required for granting permission for the LOA and providing a structure for returning with a new program plan. Disclosure of relevant details may be ethically necessary for practicum site supervisors and will be determined collaboratively with the directors. Following advising, students must submit the request for an LOA in writing (via email to the Program Director) with a planned return semester.

Students returning from an LOA must supply documentation from a medical professional who can attest that the student is: able to return to coursework and/or practicum; can move forward in the program in a competent and health manner; can complete learning activities and tasks of their role; and is doing what is necessary to prevent impairment while learning about or working with vulnerable members of the public.

Please see relevant AAMFT Codes of Ethics below.

> **3.4 Conflicts of Interest.**
> Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.
>
> **3.6 Development of New Skills.**
> While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

3.12 Professional Misconduct.

Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

Student Retention

Retention strategies. Student retention is encouraged through early admissions review and advising, active collaboration through university and program support services in early coursework (such as Writing Center, Library, Student Services, a common program Canvas page, Student Community Association events, etc.), and the cohort model which provides opportunities for development of professional relationships, networking, and supports. Students are encouraged to seek personal support through local therapeutic services as well as to rely on one another and their program staff, as appropriate, for a given challenge.

University policies related to retention. Students struggling academically generally fall under university policies (see SGPP Catalog) and will be offered remediation, withdrawal, or dismissal under the relevant policy guidelines.

Retention and student behavior. Students who are reported by peers or faculty to the program director due to dispositional or other concerns (see *Student Behavior* policies in the SGPP Catalog) will meet with the program director (and associate/clinical director as needed) to determine if additional support, a revised program plan, a formal complaint process, withdrawal, or other action is appropriate or required. These behaviors include, but are not limited to, poor communication skills, perceived lack of self-awareness, inability to take responsibility for change, verbal and/or physical aggression towards peers, program administration and program faculty, continued late submission of and missed assignments, chronically missing class and/or being tardy, lack of communication with capstone advisor and an inability to accept feedback. Part of these conversations include professional mentorship and advisement for students to determine the best fit and course of action for their personal well-being and professional goals. For students wishing to remain in the program, a plan will be determined with those involved (e.g., director, student, and faculty or dean as needed) to correct or resolve the situation.

Monitoring student progress. Student progress is monitored when they start their first class. If a student requires remediation, the process starts with core and/or adjunct

(non-core) faculty identifying concerns for the student's progress towards the program goals and SLOs of the program. This is usually assessed through course assignments, achievement in classes and concerning behaviors that a student may display. Additionally, Program faculty will regularly report their observations of classroom behavior and professional conduct to the Program Directors via a Clinical Readiness Assessment Form. For example, a student may be performing poorly in class by not completing assignments on time, not following directions for assignments to be done correctly, absent from class frequently without excuse and/or displaying behaviors that cause concerns for lack of self-awareness and commitment to cultural competency. The first step is that the faculty makes the program director aware of the concerns. Next, the faculty (with the program director) meets with the student to determine if they need additional support. Finally, if the behaviors persist, the PD meets with the faculty member and the student to determine if the plan needs to be adjusted or a leave of absence is necessary for the student to deal with their circumstances that may be affecting their performance.

Practicum delay/denial. Throughout the program students will be evaluated on their clinical readiness to engage in practicum and work with vulnerable members of the public. Students may be placed on a leave of absence for up to one year if they are deemed by the faculty, Clinical Director, and/or Program Director as lacking readiness for the commitment of practicum. This leave and remediation process is described in detail in the Practicum Handbook ("Practicum Delay Process").

Student dismissal. After all of the processes listed above have been executed and students still have not met program expectations, students will be dismissed from the program. Additionally, if a student is fired from their practicum site placement, they will be subject to dismissal from the program.

Retention data. Data on student retention and completion can be found in the University Fact Book (compiled and published by the Office of Institutional Research and updated annually) and on the MFT Program webpage under *Student Achievement Criteria* (updated annually).

Student Recruitment (Please also see related policy Program Diversity Plan)
The program and University are committed to ensuring equal and fair access to and consideration for admission to the MFT program. Recruitment procedures reflect and advance the University's non-discrimination policy and Lasallian mission. This policy is supported by the following procedures:

- Promotion of the MFT program's admission information through a variety of education and organizational environments inclusive of institutions for traditionally underserved populations.
- Opportunity for personal meetings with faculty and students and information tours prior to application.
- An advertising and outreach period that provides a lengthy period for seeking program information and application preparation.

- Early admissions review and advising.
- Outreach by graduates to the community.

Technology and Security Requirements for Students
All students are expected to have access to a computer with internet access or be able to access computer labs on campus in a timely fashion. Students will be provided with internet access on the University campus. Students are expected to have and use a University email address for all University-related communication. There are no preferred software programs, though students without regular access to campus computer labs will (minimally) need access to a word processing program, presentation software, and an internet browser. More information on campus policies for technology and internet safety and security can be found here: https://catalog.smumn.edu/content.php?catoid=43&navoid=2059#Policy_on_the_Appropriate_Use_of_Technology_Resources

Technical training for students, faculty, and supervisors. If technical training is needed for any course or clinical practice, the instructor provides the training. Instruction for specific programs used for documentation of clinical hours, clinical recordkeeping, portfolio assessment, Canvas, etc., is usually provided by the instructor but may also be provided by the University technical resources (e.g., use of the library by library staff; major transitions in applications technology by University IT staff, etc.). Students, faculty, and supervisors may be directed to other University resources for special or individual needs (e.g., use of a particular program for a project, such as Excel). The IT Helpdesk is available here: https://techfaq.smumn.edu/index.php?&_ga=1.101717569.1190893139.1442949540

Information Technology Services (IT Services) HelpDesk contact information.
Saint Mary's University of Minnesota
Minneapolis Campus
LaSalle Hall Room #218
2500 Park Avenue
Minneapolis, MN 55404-4403
Phone: (612) 728-5100 Ext. 7800
Toll-free (877) 437-2788 Ext. 7800
E-mail: tchelpdesk@smumn.edu

Program Diversity Plan

Defining Diversity

The MFT program's mission aligns with the core components of Saint Mary's Lasallian educational mission: inclusion, social justice, cultural responsiveness, and the value of diversity. The University and program define *diversity* broadly, including commonly under-represented, disempowered, or marginalized demographic categories of race, ethnicity, gender, sexuality, spiritual and religious diversity, socioeconomic status, ability and disability, life experience, age, military service, employment history, country of origin and more. MFT students can expect to learn more about themselves and the clients they will serve through a lens of cultural responsiveness. In an effort to attract and retain a diverse student, faculty, and supervisor community, the following diversity plan was developed.

Publishing Diversity Composition

Due to the sensitive nature of various diverse identities, and the potential liability or vulnerability for individuals, with asking students, faculty, and supervisor to disclose this sensitive information, the MFT program follows University procedures. New faculty/supervisors can choose to disclose gender (binary) and race/ethnicity at the time of hire and new students can choose to disclose the same information at the time of application. These demographic data are published on the program website (updated annually) and in this handbook (see appendices).

Five-Year Diversity Plan

The MFT program has established a 5-year diversity plan that uses demographic data collected from new faculty and students (described above), as well as state-wide data for the MFT community, to establish diversity benchmarks and targets with the goal of advancing gender and racial diversity in the program. The 2019 Minnesota Marriage and Family Therapist Workforce report (published by the Minnesota Department of Health, Office of Rural Health and Primary Care https://www.health.state.mn.us/data/workforce/mh/docs/cblmft.pdf; Dashboard: https://www.health.state.mn.us/data/workforce/hcwdash/demos.html) provides demographic data for the Minnesota MFT community. While the current MFT program data show markedly more diversity than the broader Minnesota MFT community data, the program continues to strive for increased diversity in the coming years.

The MFT Program Diversity Plan establishes specific objectives and strategies across several program areas to meet targets for advancing and maintaining a diverse student, faculty, and supervisor Community. The table below indicates program objectives to support the advancement of diversity within the program.

Role	Minnesota MFTs (as of 2025)	Current Program representation (as of 2026)	Target 2031	2027	2028	2029	2030	2031
Student								
	Male 16.9% Female 82.8% Other 0.4%	Male 13.5% Female 76.7% Other 2.4%	25% Male, 75% Female	*15% male*	*18%*	*20%*	*22%*	*25%*
	90.5% White 2.9% Black 2.5% Hispanic 2.2% Asian < 2% Native, Pacific Islander, African, or "Other"	79% White 5% Hispanic 3.7% Asian 9.8% Black 2.5% Nonresident, Native, or multiple races	No more than 75% White At least 25% students of color	*22% students of color*	*23%*	*24%*	*25%*	*≥25%*
Faculty/ Supervisors								
	Male 16.9% Female 82.8% Other 0.4%	Male 27.5% Female 68.9% Other 3.4%	Maintain with no more than 70% female or male					
	90.5% White 2.9% Black 2.5% Hispanic 2.2% Asian < 2% Native, Pacific Islander, African, or "Other"	83% White 3.3% Hispanic 10% Black < 3.3% Native, or multiple races	No more than 80% White At least 20% faculty of color	*18% fac/sup of color*	*19%*	*20%*	*≥20%*	*≥20%*

Objectives and Strategies for Advancing/Maintaining Diverse Student, Faculty, and Supervisor Community.

The table below indicates program objectives to support the advancement of diversity within the program.

Objective to support advancement of diversity	Strategies to meet objective	Applicable to Students	Applicable to Faculty/ Supervisors
Ensuring a safe and respectful program climate.			
	New faculty/student orientation	X	X

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Objective to support advancement of diversity	Strategies to meet objective	Applicable to Students	Applicable to Faculty/ Supervisors
	Accessible advising/consultation	X	X
	Providing mentor/mentee or peer leaders	X	X
	Gathering feedback on climate	X	X
	Guide faculty on how to identify and assist with unintended racist, sexist, prejudicial talk		X
Insure a fair and equitable recruitment/admissions or hiring process			
	Review outreach/advertising	X	X
	Review program materials for demonstration of inclusiveness	X	X
	Demonstration of multicultural interest/skills as admission criterion	X	X
	Using variety of ways for demonstration of qualification/potential for MFT field	X	X
Enhancing retention-supportive activities			
	Accessible advising/consultation	X	X
	Opportunities in curriculum to pursue own interests	X	X
	Training for faculty in diversity		X
	Gathering feedback	X	X
Enhancing diversity-relevant knowledge and experience in curriculum			
	Get feedback on quality of attention to diversity (especially from minority identified students)	X	X
	Include opportunities for pursuing own interests (e.g., projects focused on	X	X

Objective to support advancement of diversity	Strategies to meet objective	Applicable to Students	Applicable to Faculty/ Supervisors
	diversity/social justice themes)		

Review and Approval of Diversity Plan

The MFT Program's Diversity Plan has undergone review and approval by faculty, advisory board, Dean of the School of Health and Human Services, and Academic Policy and Procedure Committee. Formal implementation will begin for the 2026-2027 academic year.

Program Review, Evaluation, and Revision

The MFT program has several program evaluation steps that include gathering information from students, recent graduates, alumni, faculty, supervisors, university staff, and other communities of interest. Program evaluation has the goal of evaluating our progress on program goals (via student learning outcome indicators), informing program changes and decisions, and maintaining standards for COAMFTE (Commission on Accreditation of Marriage and Family Therapy Education) accreditation. Students' professional and community responsibilities include completing necessary program requirements, end of course Student Rating of Teaching and Learning evaluations,, post-graduation annual alumni surveys and employer program evaluation surveys, and upon invitation, contributing to the Program Advisory Committee. Important committees and the program evaluation plan are included here. This information is evaluated by the program director and associate director, faculty and advisory board committees, dean of the School of Health and Human Services, other university staff including the Chief Academic Officer (formerly the Vice President) of the School of Graduate and Professional Programs, and COAMFTE in an effort to improve programming and meet the goals that are important to for our students, alumni, faculty, program, and future clients and communities involved in our work.

Program Committee Structure

The following is a listing of standing committees of the Marriage and Family Therapy Master of Arts program.

Advisory Committee
Faculty Committee
Student Governance Committee: MFT Student Community Association (SCA)

Frequency of Committee meetings

Advisory: Meets once annually and as needed.
Faculty: Once per semester and as needed.
Student: Once per semester and as needed.

SMU Advisory Committee on Marriage and Family Therapy Programs
Advisory Committee Charter

Goal: The goal of the Advisory Committee on Marriage and Family Therapy Programs Advisory Committee is to provide feedback to foster program improvement.

The role of the Advisory Committee Members for the Marriage and Family Therapy Graduate Degree Program is to:

1. Provide information on the educational needs of practicing Marriage and Family Therapists;
2. Provide information on employment trends in the practice of Marriage and Family Therapy;
3. Offer feedback on the curriculum content of the MFT program;
4. Participate in the review of the MFT program; and
5. Review and interpret the data on program effectiveness.

The Advisory committee shall pursue excellence in education of marriage and family therapists through the derivation, institution and evaluation of new and pre-existing program policies and objectives. The committee is guided by the sponsoring institution's mission statements and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), American Association of Marriage and Family Therapy Regulatory Board (AAMFTRB), American Association of Marriage and Family Therapy (AAMFT), and Minnesota Board of Marriage and Family Therapy (MNBMFT) Standards and Guidelines, and input from the various spheres of practice in which the Program operates. Given the program design, this committee will review the program and make recommendations as to policy changes and program improvement.

Scope and Responsibility
Ensure compliance with the standards set forth by COAMFTE, AAMFTRB, AAMFT, and MNBMFT to:

- Review the program's goals (as indicated by student learning outcomes).
- Review of course content required to meet program goals.
- Planning for adequate learning resources (library, audio-visual materials, and clinical areas for clinical practicum) necessary to achieve program goals.
- Review the program content is arranged in a logical, sequential manner, consistent with sound educational principles, facilitating student learning.
- Establishing policies for the periodic review of the program's curriculum.

- Cooperate with the boards and committees in establishing student performance criteria.
- In cases where decisions made by this committee impact University policy or procedure, the decisions are recommendations to be reviewed by the Program Director and recommended to appropriate University Committee(s) and/or the Dean of the School of Health and Human Services.

The structure of the Advisory Committee for the Marriage and Family Therapy Graduate Degree Program will represent the following communities of interest:

- MFT Leaders
- Faculty Members
- Current students
- Alumni
- Program Directors
- Program Coordinator

Specific Members of the Committee include:

- MFT leaders from community agencies, boards, and institutions
- Program faculty members
- Program Director-Chair
- Associate Director
- Public Member
- Four Student Representatives
- Alumni Representative

The agenda for the Advisory Committee meetings will be developed by the Program Director. Input to the agenda will be solicited by the members of the Advisory Committee.

SMU Faculty Committee on Marriage and Family Therapy Programs
Faculty Committee Charter

Goal: The goal of the Faculty Committee on Marriage and Family Therapy Programs Faculty Committee is to provide feedback to foster program improvement.

The role of the Faculty Committee Members for the Marriage and Family Therapy Graduate Degree Program is to:

1. Provide information on the educational needs of both practicing Marriage and Family Therapists and students in the MFT program;
2. Provide information on employment trends in the practice of Marriage and Family Therapy;
3. Offer feedback on the curriculum content of the MFT program;
4. Participate in the review of the MFT program; and
5. Review and interpret the data on program effectiveness.

The Faculty committee shall pursue excellence in education of marriage and family therapists through the derivation, institution and evaluation of new and pre-existing program policies and objectives. The committee is guided by the sponsoring institution's mission statements and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), American Association of Marriage and Family Therapy Regulatory Board (AAMFTRB), American Association of Marriage and Family Therapy (AAMFT), and Minnesota Board of Marriage and Family Therapy (MNBMFT) Standards and Guidelines, and input from the various spheres of practice in which the Program operates. Given the program design, this committee will review the program and make recommendations as to policy changes and program improvement.

Scope and Responsibility
Ensure compliance with the standards set forth by COAMFTE, AAMFTRB, AAMFT, and MNBMFT to:

- Review the program's goals (as indicated by Student Learning Outcomes).
- Review of course content required to meet program goals.
- Planning for adequate learning resources (library, audio-visual materials, and clinical areas for clinical practicum) necessary to achieve program goals.
- Review the program content is arranged in a logical, sequential manner, consistent with sound educational principles, facilitating student learning.
- Establishing policies for the periodic review of the program's curriculum.

- Cooperate with the boards and committees in establishing student performance criteria.
- In cases where decisions made by this committee impact University policy or procedure, the decisions are recommendations to be reviewed by the Program Director and recommended to appropriate University Committee(s) and/or the Dean of the School of Health and Human Services.

The structure of the Faculty Committee for the Marriage and Family Therapy Graduate Degree Program will the following members:

- Faculty Members (some of whom are Alumni)
- Program Directors
- Program Coordinator

Specific Members of the Committee include:

- Program faculty members (who are also MFT leaders from community agencies, boards, and institutions)
- Program Director-Chair
- Associate Director

The agenda for the Faculty Committee meetings will be developed by the Program Director. Input to the agenda will be solicited by the members of the Faculty Committee.

SMU Student Committee on Marriage and Family Therapy Programs:
MFT Student Community Association "SCA"
Student Committee Charter

Goal: The goal of the Student Committee on Marriage and Family Therapy Programs Committee is to provide feedback to foster program improvement and to foster ongoing professional development opportunities for students.

The role of the Student Committee Members for the Marriage and Family Therapy Graduate Degree Program is to:

1. Provide information on the educational needs of MFT students;
2. Offer feedback on the curriculum content and educational experience of the MFT programs;
3. Participate in the review of the MFT program;
4. Supply nominated members to participate in the Faculty and Advisory Committees;
5. In collaboration with program staff, create and host professional development opportunities for fellow students.

The Student committee shall pursue excellence in education of marriage and family therapists through the derivation, institution and evaluation of new and pre-existing program policies and objectives. The committee is guided by the sponsoring institution's mission statements and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), American Association of Marriage and Family Therapy Regulatory Board (AAMFTRB), American Association of Marriage and Family Therapy (AAMFT), and Minnesota Board of Marriage and Family Therapy (MNBMFT) Standards and Guidelines, and input from the various spheres of practice in which the Program operates. Given the program design, this committee will review the program and make recommendations as to policy changes and program improvement.

Scope and Responsibility

- To meet at least once each semester;
- To bring student concerns to the Director and Associate/Clinical Director, as needed;
- To identify needs of the MFT students;
- To work collaboratively with program staff to create and host professional development opportunities; and
- To nominate at least one member to attend Faculty and Advisory Committee meetings.

The structure of the Student Committee for the Marriage and Family Therapy Program will represent the following communities of interest:

- MFT Students

Specific Members of the Committee include:

- Self-selected and nominated MFT Students,
- The Program Director,
- The Associate/Clinical Director.

The agenda for the Student Committee meetings will be developed by the student leaders. Input to the agenda will be provided by program staff as needed.

Program Goals Evaluation Plan - Overview

More information on program goals, student learning outcomes (indicators), measures, targets, results (both raw data and aggregate), and implications can be shared on request of the program Director. This information is presented annually to the Advisory, Faculty, and Student Committees. Most recent program assessment data can be found in the appendices.

Program Goals • **Student Learning Outcomes**	**Measures of Outcomes**	**Timeline**
Upon completion of the program, students are expected to be able to do the following: Program Goal 1: Reflect an understanding of and respect for cultural diversity through professional relationships and communication with diverse clients, peers, and organizations by: ○ SLO 1.1: articulating effects of their own social identities and power (social location) and experiences in professional relationships and practice. ○ SLO 1.2: analyzing sociopolitical, socioeconomic, and historical factors that can shape clients' lives. ○ SLO 1.3: integrating cultural diversity-centered assessment and intervention into clinical practice. Program Goal 2: Integrate knowledge of MFT theory and models to clinical practice by: ○ SLO 2.1: demonstrating knowledge of a variety of systemic/relational theories and models of C/MFT practice. ○ SLO 2.2: applying systemic/relational theory and models to clinical case conceptualizations. ○ SLO 2.3: integrating systemic/relational theories and models with other conceptual frameworks (e.g. biological, psychological, sociological).	Basic Skills Evaluation Device (BSED)	At conclusion of all practicum sections; Fall
	Alumni Survey	aggregated annually in Summer
	Capstone Integration Paper Rating	All Integration Papers/Oral Exams; aggregated annually in Fall

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Program Goals • Student Learning Outcomes	Measures of Outcomes	Timeline
Program Goal 3: Develop a systemic perspective for the treatment of mental health issues of individuals, couples, and families by: ○ SLO 3.1: demonstrating knowledge of a variety of systemic/relational assessment methods. ○ SLO 3.2: demonstrating knowledge of the DSM-V diagnostic framework. ○ SLO 3.3: integrating systemic/relational assessment and DSM-V diagnostic systems into clinical practice. ○ SLO 3.4: designing treatment plans derived from integrative systemic/relational and DSM-V diagnostic assessment. Program Goal 4: Create effective interventions to promote well-being in clients through preventative, developmental, systemic and/or remedial services by: ○ SLO 4.1: constructing interventions that derive from conceptualization and treatment planning. ○ SLO 4.2: applying a wide variety of developmental, systemic, preventative, and/or remedial services interventions. Program Goal 5: Conduct clinical practice within an ethically-informed framework based on the AAMFT Code of Ethics, legal requirements, sound judgment, and professional compassion by: ○ SLO 5.1: evaluating clinical situations for ethical, legal, and professional issues affecting therapy. ○ SLO 5.2: intervening with clinical situations to maintain ethical, legal and professional standards of behavior.		

Program Goals • Student Learning Outcomes	Measures of Outcomes	Timeline
Program Goal 6: Demonstrate familiarity with MFT research literature and the relationship between MFT literature and practice by: ○ SLO 6.1: analyzing MFT research literature for its strength and limitations and sociocultural implications. ○ SLO 6.2: applying relevant research findings to clinical practice. Program Goal 7: Develop and articulate their professional development plans and skills by: ○ SLO 7.1: articulating steps for future professional development. ○ SLO 7.2: demonstrating written, verbal, and nonverbal communication skills with clients and professionals.		
Additionally, the MFT program will annually attain accreditation achievement levels:		
SLO 8.1: Student cohorts' graduation rates will comply with COAMFTE reporting requirements for • Minimum rate of graduation (2.3) • Advertised rate of graduation (3 years) • Maximum rate of graduation (5 years)	Alumni Survey	Annually in Summer
	MN Board of MFT database	Ongoing
SLO 8.2: Student cohorts' job placement rate will comply with COAMFTE reporting requirements.	Ongoing alumni self-report	Ongoing
SLO 8.3: Student cohorts' licensure exam pass rate will comply with COAMFTE reporting requirements.	Graduation rates from Office of Institutional Research	Annually

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Licensure Process

Following successful completion of all coursework, practicum requirements, and final exams, students may seek licensure in the State of Minnesota under the Minnesota Board of Marriage and Family Therapy. Licensure as a marriage and family therapist in Minnesota requires a minimum amount of time (24 months), experience (4000 total hours, at least 1000 of which are client contact psychotherapy hours with no fewer than 500 relational hours), supervision (at least 200 under a Minnesota Board of MFT Approved Supervisor), and the successful completion of post-graduate examinations (both National Exam and state oral exam). More specific information on licensure in Minnesota can be found here: www.bmft.state.mn.us

Specific Notes on Minnesota State Licensure for graduates after August 1, 2016:
Upon completion of the degree, graduates may start counting hours towards licensure in Minnesota if they:

a) are under the supervision of a Minnesota Board of MFT Approved Supervisor, **and**

b) apply to take the AMFTRB National Exam within six months of degree completion. This application remains on file for two years.

*If a graduate chooses not to apply for the National Exam until a later date, the Minnesota Board of MFT will only count supervised experience for six months prior to the application.

Portability of Degree to Other States

Licensure differs between states (and countries), though as a COAMFTE-accredited program graduates find their degree to have increased portability as compared to degrees from non-accredited programs. Other states may require additional, different, and/or changing licensure requirements. Please contact the regulatory board in your destination-state to determine if you need to modify your degree plan prior to graduation. For individualized advising, students can contact the program director to determine curriculum changes based on unique professional and personal plans.

Additional Resources

Regulatory Boards

Minnesota Board of Marriage and Family Therapy
2829 University Avenue SE, Suite 400, Minneapolis MN 55414
Phone: 612-617-2220
Fax: 612-617-2221
Hearing/Speech Relay: 1-800-627-3529
Email: mft.board@state.mn.us
Website: https://mn.gov/boards/marriage-and-family

Association of Marital and Family Therapy Regulatory Boards
1843 Austin Bluffs Parkway, Colorado Springs, CO 80910
Lois Paff Bergen, PhD, AMFTRB Executive Director
Website: https://www.amftrb.org/

Professional Associations

Minnesota Association for Marriage and Family Therapy (MAMFT)
Phone: 651-278-8463
Email: admin@mamft.net
Website: https://www.mamft.net/

American Association for Marriage and Family Therapy (AAMFT)
112 South Alfred Street Alexandria, VA 22314-3061
Phone: (703) 838-9808
Fax: (703) 838-9805
Website: http://www.aamft.org

Appendix A – Faculty and Supervisor Demographics

M.A. in Marriage & Family Therapy Faculty and Supervisor Demographics		
Gender	**Headcount**	**Percent**
Female	20	68.9%
Male	8	27.5%
Other	1	3.4%
Race/ethnicity	**Headcount**	**Percent**
Nonresident Alien	0	0%
Race/ethnicity unknown	0	0%
Hispanic/Latino	1	3.3%
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African American	3	10%
Native Hawaiian or Other Pacific Islander	0	0%
White	25	83%
Two or more races	1	3.3%

Collected by the Office of Institutional Research: Faculty included are faculty and supervisors teaching a marriage and family therapy course in the 2025-26 Fiscal Year. Data is self-report at time of hire.

Appendix B – Student Demographics

M.A. in Marriage & Family Therapy Student Demographics		
Gender	**Headcount**	**Percent**
Female	102	76.7%
Male	18	13.5%
Other	3	2.4
Race/ethnicity unknown	**Headcount**	**Percent**
Nonresident, International	1	1.2%
Race/ethnicity unknown	52	39%
Hispanic/Latino	4	5%
American Indian or Alaska Native	0	0%
Asian	3	3.7%
Black or African American	8	9.8%
Native Hawaiian or Other Pacific Islander	0	0%
White	64	79%
Two or more races	1	1.2%

Collected by the office of Institutional Research: Data is self-reported at the time of application.

Appendix C
Saint Mary's University of Minnesota
School of Health and Human Services
Marriage and Family Therapy Program
Program Assessment Data for Communities of Interest
2025 Annual Review Data

Program Mission: Recognizing the relational and systemic qualities of all life, the Marriage and Family Therapy program at Saint Mary's University exists to aid students in deepening their own understanding of relational health and their own skills in facilitating relational health in all kinds of human systems.

Program Goal (PG) or Student Learning Outcome (SLO)	Assessment Measure	Target	Most Recent Data	Interpretation of Findings	Suggested Improvements by CIOs
The MFT program goals reflect both the professional skills and practice required of program graduates and embody the result of effective core learning outlined for programs in the Schools of Graduate and Professional Programs and the requirements of the Minnesota Board of Marriage and Family. Student Learning Outcomes are indicators of program goals. Upon completion of the program, students are expected to be able to do the following:					
Program Goal 1: Reflect an understanding of and respect for cultural diversity through professional relationships and communication with diverse clients, peers, and organizations by:					
▯ SLO 1.1: articulating effects of their own social identities and power (social location) and experiences in professional relationships and practice. ▯ SLO 1.2: analyzing sociopolitical,	❖ Basic Skills Evaluation Device (BSED) ❖ Alumni Survey ❖ Capstone Integration Paper Rating				

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socioeconomic, and historical factors that can shape clients' lives. SLO 1.3: integrating cultural diversity-centered assessment and intervention into clinical practice.					
	Alumni Survey (prepared to create and sustain professional relationships and communications with diverse clients, peers, and organizations)	85% "agree" or "strongly agree"	Met: 94%		
	BSED	90% "meets expectations" or above	Met: 99.6%		
	Capstone Integration Paper Rubric completed by reviewer (Items 1-4).	85% "meets expectations" or above	Met: 99.1%		
	Students receive a grade of B or higher in MFT615	85%	Met: 100%		

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	(Multicultural Studies of Family)				
Program Goal 2: Integrate knowledge of MFT theory and models to clinical practice by:					
SLO 2.1: demonstrating knowledge of a variety of systemic/relational theories and models of MFT practice. SLO 2.2: applying systemic/relational theory and models to clinical case conceptualizations. SLO 2.3: integrating systemic/relational theories and models with other conceptual frameworks (e.g. biological, psychological, sociological).	❖ Basic Skills Evaluation Device (BSED) ❖ Alumni Survey ❖ Capstone Integration Paper Rating				

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	Alumni Survey (prepared to integrate basic knowledge of marriage and family theory to clinical practice).	85% “agree” or “strongly agree”	Met: 96.6%		
	BSED	90% “meets expectations” or above	Met: 99%		
	Capstone Integration Paper Rubric completed by reviewer (Items 5 and 6).	85% “meets expectations” or above	Met: 100%		
Program Goal 3: Develop a systemic perspective for the treatment of mental health issues of individuals, couples, and families by:					
SLO 3.1: demonstrating knowledge of a variety of systemic/relational assessment methods. SLO 3.2: demonstrating knowledge of the DSM-V diagnostic framework.	❖ Basic Skills Evaluation Device (BSED) ❖ Alumni Survey ❖ Capstone Integration Paper Rating				

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▯ SLO 3.3: integrating systemic/relational assessment and DSM-V diagnostic systems into clinical practice. ▯ SLO 3.4: designing treatment plans derived from integrative systemic/relational and DSM-V diagnostic assessment.					
	Alumni Survey (prepared to develop a systemic perspective to diagnose and treat health issues of individuals, couples, and families).	85% “agree” or “strongly agree”	Met: 90%		
	BSED	90% “meets expectations” or above	Met: 99%		

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	Capstone Integration Paper Rubric completed by reviewer (Item 9).	85% "meets expectations" or above	Met: 100%		
Program Goal 4: Create effective interventions to promote well-being in clients through preventative, developmental, systemic and/or remedial services by:					
SLO 4.1: constructing interventions that derive from conceptualization and treatment planning. SLO 4.2: applying a wide variety of developmental, systemic, preventative, and/or remedial services interventions.	❖ Basic Skills Evaluation Device (BSED) ❖ Alumni Survey ❖ Capstone Integration Paper Rating				
	Alumni Survey (prepared to create effective interventions that promote well-being in clients through preventative,	85% "agree" or "strongly agree"	Met: 87.5%		

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	developmental, systemic, and/or remedial services).				
	BSED	90% “meets expectations” or above	Met: 98%		
	Capstone Integration Paper Rating	85% “meets expectations” or above	Met: 100%		
Program Goal 5: Conduct clinical practice within an ethically-informed framework based on the AAMFT Code of Ethics, legal requirements, sound judgment, and professional compassion by:					
SLO 5.1: evaluating clinical situations for ethical, legal, and professional issues affecting therapy. SLO 5.2: intervening with clinical situations to maintain ethical, legal and professional standards of behavior.	❖ Basic Skills Evaluation Device (BSED) ❖ Alumni Survey ❖ Capstone Integration Paper Rating				

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	Alumni Survey (prepared to evaluate professional practice issues to act in an ethical manner based on the MFT codes of ethics, legal requirements, sound judgment, and professional compassion).	85% "agree" or "strongly agree"	Met: 100%		
	BSED	90% "meets expectations" or above	Met: 98%		
	Capstone Integration Paper Rubric completed by reviewer (Item 4).	85% "meets expectations" or above	Met: 100%		
Program Goal 6: Demonstrate familiarity with MFT research literature and the relationship between MFT literature and practice by:					
▯ SLO 6.1: analyzing MFT research literature for its strength and limitations and sociocultural implications. ▯ SLO 6.2: applying relevant research findings to clinical practice.	❖ Alumni Survey ❖ Capstone Integration Paper Rating				

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	Alumni Survey (prepared to analyze research for use in couple and family therapy).	85% "agree" or "strongly agree"	Met: 96%		
	Capstone Integration Paper Rubric completed by reviewer (Items 5-8).	85% "meets expectations" or above	Met: 100%		
Program Goal 7: Develop and articulate their professional development plans and skills by:					
SLO 7.1: articulating steps for future professional development. SLO 7.2: demonstrating written, verbal, and nonverbal communication skills with clients and professionals.	❖ Basic Skills Evaluation Device (BSED) ❖ Alumni Survey ❖ Capstone Integration Paper Rating				
	Alumni Survey (prepared to demonstrate written, verbal, and nonverbal communication skills with clients and professionals).	85% "agree" or "strongly agree"	Met: 92.5%		

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	BSED	90% "meets expectations" or above	Met: 98%		
	Capstone Integration Paper Rubric completed by reviewer (Items 8-9).	85% "meets expectations" or above	Met: 100%		
Program Goal 8: The Student Achievement Criteria reflecting student/graduate achievement data will meet COAMFTE requirements by:					
SLO 8.1: Student cohorts' graduation rates will comply with COAMFTE reporting requirements for • Minimum rate of graduation (2.3) • Advertised rate of graduation (3 years) • Maximum rate of graduation (5 years) SLO 8.2: Student cohorts' job placement rate will	❖ Alumni Survey ❖ MN Board of MFT database ❖ Ongoing alumni self-report ❖ Graduation rates from Office of Institutional Research				

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comply with COAMFTE reporting requirements. SLO 8.3: Student cohorts' licensure exam pass rate will comply with COAMFTE reporting requirements.					
	Alumni survey question 13 (employment status); Exit Survey; Student self-report at integration and exit activities; Alumni self-report post- graduation; Program data collection	80% working as an MFT	Met with 98.8%	Met	
	Alumni survey question 10 (national exam status) & 12 (state exam status); Self-report and program data collection via Board websites and databases	80% of those who take the exams pass	Alumni survey reported 98.7% pass rate on state oral exam.		
	Alumni survey question 10 (state MFT exam); Self-report and program data collection	80% pursue and receive license	Met with 98.4%		

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	via Board websites and databases				

COAMFTE Student Achievement Criteria Data for Saint Mary's University of Minnesota								
Accredited: July 2008								
Minimum Program Length*: 3 / Advertised Program Length*: 5 / Maximum Time to Complete Program*: 5								
Cohort Year Students Entered Program	**# of Students in Program**		**Graduation Rate in Advertised Time (%)***		**Job Placement Rate (%)****		**Licensure Rate (%)*****	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
2016 - 2017	18	31	94%	94%	100%	100%	94%	83%
2017 - 2018	19	26	95%	88%	100%	100%	94%	78%
2018 - 2019	29	25	97%	84%	100%	100%	79%	81%
2019 - 2020	22	29	82%	90%	100%	100%	86% (IP)	81% (IP)
Cohort Year Students Entered Program	**# of Students in Program**		**Graduation Rate in Advertised Time (%)***		**Job Placement Rate (%)****		**Licensure Rate (%)*****	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
2020 - 2021	22	21	72%	57%	100%	100%	73% (IP)	64% (IP)
2021 - 2022	21	30	62%	60%	77%	94%	67% (IP)	39% (IP)
2022 - 2023	21	24	95%	83%	95%	89%	52% (IP)	21% (IP)
2023 - 2024	22	17	95%	IP	86%	IP	32% (IP)	IP

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2024 - 2025	17	19	IP	IP	IP	IP	IP	IP
2025 - 2026	15	19	IP	IP	IP	IP	IP	IP
2026 - 2027	20	25	IP	IP	IP	IP	IP	IP

Appendix D – Practicum Requirements

M.A. IN MARRIAGE AND FAMILY THERAPY
PRACTICUM REQUIREMENTS

Saint Mary's University of MINNESOTA

COAMFTE
Commission on Accreditation for Marriage and Family Therapy Education

COAMFTE accredited cohort program preparing graduates to seek licensure as LMFTs with an emphasis on cultural responsiveness, ethical thinking, and systemic and relational care

The M.A. in MFT Program is COAMFTE accredited through 2025 and is currently in reaccreditation review!

PRACTICUM HOUR REQUIREMENTS

(meeting or exceeding Minnesota Rule 5300.0140 and COAMFTE v12.5 standards)

300 CLIENT CONTACT THERAPY HOURS
at least 150 hours must be relational hours with couples, families, or systems

50 HOURS OF LIVE SUPERVISION
in person, via technology, or with raw data such as audio/video (estimated 1 hour per week)

100 HOURS OF PROFESSIONAL DEVELOPMENT
trainings, community service project, observation of supervisor, other opportunities as approved by Clinical Director

WEEKLY INDIVIDUAL SUPERVISION BY APPROVED SITE SUPERVISOR *
at least one hour a week of individual (or dyad for 1:2 supervisor:student ratio) case consult or live supervision

12-MONTH (ONE YEAR) PLACEMENT
the end of August one year through beginning of August the next. Student must continue through following August even if student begins earlier

OBSERVATION
students must be involved in a session (at least taking notes, asking questions, etc.) for it to count as client contact. Passive observation **no longer counts** toward client contact hours.

STUDENT PREPARATION FOR PRACTICUM

what to expect from our students

Practicum students have already **completed most of their coursework** for the program, including courses on ethics, theory, multicultural families, research methods, assessment, diagnosis & treatment planning, and advanced interventions in various family systems

Students must have a **GPA of 3.0** or above to begin practicum and have passed all pre-requisites, as well as Director Approval

Students will have completed at least 15 hours of telehealth training as part of their MFT 646 Practicum Preparedness Class

Students will complete 108 group supervision hours as part of SMUMN's Couple and Family Therapy Clinical Practicum across the practicum year.

SITE SUPERVISOR CREDENTIALS *

(meeting or exceeding Minnesota Rule 5300.0140 and COAMFTE v12.5 standards)

A FULLY LICENSED MARRAIGE AND FAMILY THERAPY (LMFT) WHO IS EITHER:
A MN Board of MFT approved supervisor;
An AAMFT Approved Supervisor; or
An AAMFT Supervisor candidate

TIME2TRACK SOFTWARE
Supervisor must agree to use Time2Track Clinical Tracking Online Software to approve hours and fill out forms / evaluations. Supervisors do not need prior knowledge of software - training and instructions will be sent upon approval

Lasallian Mission of the University is based in honoring: social justice, human diversity in all of its forms, a relational approach to education, minimizing barriers to education in order to empower individuals, families, and communities, and nurturing citizen leaders

PLEASE CONTACT CLINICAL DIRECTOR, **ALAN DAVIS, LMFT (ADAVIS@SMUMN.EDU)** WITH ANY FURTHER QUESTIONS!

Appendix E – MFT Student Policy Agreement Form

Policies and Procedures Acknowledgment Agreement

M.A. in Marriage and Family Therapy (MFT) Program at Saint Mary's University of Minnesota

Purpose

This agreement ensures that all students enrolled in the M.A. in Marriage and Family Therapy (MFT) Program at Saint Mary's University of Minnesota acknowledge their responsibility to review, understand, and adhere to the policies and procedures governing both the program and the university.

Student Acknowledgment

By signing this agreement, I acknowledge that:

1. Access to Policies and Procedures

    - I have been informed of where to locate the official policies and procedures for the M.A. in Marriage and Family Therapy (MFT) at Saint Mary's University of Minnesota.

I understand that these policies can be accessed in the following locations:

- MFT Program Handbook
- School of Graduate and Professional Programs (SGPP) Student Catalog and Handbook

2. Understanding and Compliance

    - I am responsible for reading and understanding the policies and procedures set forth by both the program and the university.
    - I agree to comply with all academic, behavioral, and professional standards as outlined in these policies.

3. Updates and Notifications

    - I understand that policies and procedures may be updated periodically. It is my responsibility to stay informed of any changes.
    - I will check official university and program communications (emails, portals, or bulletin boards) for any updates.

4. Accountability and Consequences

    - I acknowledge that failure to adhere to these policies may result in missing important information about updates to university and program matters.

Acknowledgment and Agreement

I, _____ (Student Name), confirm that I have read, understand, and agree to abide by the policies and procedures of the M.A. in Marriage and Family Therapy (MFT) Program at Saint Mary's University of Minnesota. I understand that it is my responsibility to seek clarification if I have any questions regarding these policies.

Student Signature: _____

Date: _____

University/Program Representative Signature: _____

Date: _____