

University of Maryland, College Park

Department of Family Science

Couple and Family Therapy M.S.
Program

Student Handbook

2019-2020

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Welcome to the Couple and Family Therapy (CFT) M.S. program in the Department of Family Science (FMSC) at the University of Maryland, College Park. We hope that your participation in our program will be professionally fulfilling and personally rewarding. Our CFT faculty have designed this Program Handbook to guide students through your academic and clinical training experience. We update the Handbook on a regular basis to reflect changes and additions that may occur. Do not hesitate to contact me or other CFT faculty members regarding clarification, explanation, or new information contained in this handbook.

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DEPARTMENT OF FAMILY SCIENCE

History of the Department and Degree Programs Offered

The Department of Family Science was founded as the Department of Family and Community Development (FMCD) in 1968. It was located in the College of Home Economics, which then became the College of Human Ecology. The first graduate degree was granted in 1972 from the Master of Science Program. In 1992 the Department was renamed Family Studies and transferred to the College of Health and Human Performance. The Doctoral program in Family Science was implemented in the Fall of 2000. In July 2007, the College became the Maryland School of Public Health and the department was renamed the Department of Family Science. At the same time an additional Maternal and Child Health (MCH) Ph.D. program was added. The University of Maryland, College Park is a major public research university serving the citizens of Maryland, the nation, and beyond.

The Department's faculty members hold degrees in many disciplines, including family science, child and human development, medicine, epidemiology, maternal and child health, psychology, sociology, social work, law, economics, education, and public policy. Faculty actively participate in research and direct externally funded projects, as well as provide service to the community. The faculty's research is recognized in national and international media. Additionally the Department's faculty members are recognized throughout the University of Maryland for their outstanding teaching.

The Department is also proud of the rich diversity of its faculty and students, as well as its research focus on diverse families. In 1992, 1997, 2004, and 2012 the Department was awarded the Outstanding Academic Unit by the President's Commission on Ethnic Minority Issues. Family Science faculty members have been named the University's Outstanding Woman (2000), Outstanding Woman of Color (1996), and Outstanding Minority Faculty Member (1990). As leaders of campus diversity initiatives, faculty has participated in the Curriculum Transformation Project and the World's Women Polyseminar, promoting greater gender, class, and racial sensitivity in the University's curriculum. The faculty serves as advisors to national and international health and social agencies including The World Health Organization and the Centers for Disease Control. The CFT faculty members are actively involved in and have been recognized for their accomplishments by major professional organizations such as the National Council on Family Relations, the American Psychological Association, the American Association for Marriage and Family Therapy, the American Public Health Association, the Society for Prevention Research, the Academy of Cognitive Therapy, and the Association for Behavioral and Cognitive Therapies.

The Department offers a Bachelor of Science degree in Family Science and a Master of Science degree in Couple and Family Therapy (CFT), as well as Ph.D. degrees in both Family Science and Maternal and Child Health. The two doctoral degrees are offered, based on our belief that knowledge in those two complementary disciplines enhances students' abilities to promote the well-being of children, mothers, fathers, and communities.

The Ph.D. program in Family Science provides an interdisciplinary, research-oriented approach to the discovery and application of knowledge about families. The program examines both internal family processes and the dynamic interaction of families with the biological, psychological, social, political, and economic aspects of their environment. The program of study provides doctoral students with a broad knowledge of family theory, research methodology, family policy, family programs, ethnic families, and major issues confronting contemporary families. Students also learn to design and implement culturally sensitive interventions addressing family needs, to design and perform culturally sensitive evaluations, and to analyze the consequences of public/private policies on family well-being.

The Ph.D. program in Maternal and Child Health (MCH) trains students to promote the well-being of mothers, children, and their families through scholarship, leadership, and partnership. The program focuses on physical, psychological, and social growth and development of children, including those with special needs. The program prepares the next generation of MCH investigators, practitioners, and leaders by conducting research, evaluation, and by developing model MCH programs and policy in the public, nonprofit, and private sectors. The MCH curriculum fosters critical thinking and examination of separate and interacting biologic, behavioral, and social determinants, processes, and mechanisms influencing health and well-being. Students examine the health of individuals and populations within home, school, work place, and diverse community contexts, and explore the effects of community, state, and national MCH policies. This MCH Ph.D. program is unique among MCH programs because of the strong emphasis on the family as society's primary social institution.

Students in the CFT program have numerous opportunities to draw on the resources of the Department's Family Science and Maternal and Child Health doctoral programs. All of the Department's faculty members are available to supervise CFT students' thesis research projects or serve as thesis committee members, providing a rich variety of research areas that CFT students can pursue. CFT students who are interested in furthering their education through doctoral studies also have the option of applying for admission to one of our Ph.D. programs, and some applicants to the CFT program initially apply for joint admission to the CFT M.S. program and one of the Ph.D. programs (see further information in the section on admissions).

THE COUPLE AND FAMILY THERAPY PROGRAM

History of the CFT Program

The Couple and Family Therapy (CFT) M.S. Program in the Department of Family Science at the University of Maryland, College Park was created in the mid 1970s by Dr. Ned Gaylin, as a Marriage and Family Therapy specialization within the Department's family science master's degree program, and the faculty set as a goal accreditation by COAMFTE. The program's faculty solidified in 1983 with the hiring of Dr. Norman Epstein and Dr. Leigh Leslie, and it received its initial accreditation in 1983. It has been accredited continuously since that time. The program started with a small in-house clinic, which doubled in size in

the early 1980s and became both a clinical training center and clinical research site as the University, Department, and clinical program developed a stronger focus on research. The Department and clinic, formerly called the Family Service Center, moved to the School of Public Health building in 2010, as the Department was moved to join its fellow academic units within the School. A major improvement resulted as the School constructed an entirely new set of Department offices and a large, modern clinic, which was named the Center for Healthy Families (CHF). The clinic has become the leading agency serving diverse low-income families in the local community. Another significant development was the program's name change in 2008 to M.S. in Couple and Family Therapy to better reflect the inclusiveness of the curriculum, clinical training, and client population.

From its inception, the CFT program has emphasized a systemic approach to understanding and intervening with couple and family issues. This perspective is not only consistent with the core theoretical base for the CFT field, but also fits with the ecological focus of the Department, which has an interdisciplinary faculty who study many different levels of factors affecting families and their members.

The CFT Program emphasizes integration of strong academic education and extensive clinical training that begins with the student's first semester and builds across the two-year program. Consequently, the admissions process focuses on selecting a diverse cadre of students who have a combination of excellent academic ability, strong interpersonal skills, and high motivation. Students take a rigorous course load of didactic courses and simultaneously work as interns in the clinic. In their first semester, they are introduced to basic clinical skills for joining with clients and listening empathically to them, and they engage in numerous role-play practice sessions. In the second half of the semester their clinical skills are assessed by the faculty members, and if they are judged to be ready, they begin sitting in sessions with real clients, along with a second-year student who has primary responsibility for the case. Subsequently, students accrue a minimum of 500 client contact hours (including up to 100 hours involving alternative forms of client contact such as one-way mirror observation of ongoing cases or facilitation of client or community workshops or presentations), 200 of which must be relational (couple or family), and receive extensive supervision (live, video review, and case notes). In addition to their two-year internship in the CHF, some students choose to take an optional part-time externship in a local agency, to enhance their clinical experience.

The four current program faculty members (the Program Director Dr. Leigh Leslie, Dr. Mona Mittal, Dr. Mariana Falconier, and Clinic Director Dr. Patricia Barros) have full responsibility and freedom to manage the CFT Program. They teach most of the courses and provide some of the clinical supervision (the rest provided by a highly experienced group of adjunct supervisors). Outside professionals typically are hired to teach elective courses in trauma, substance abuse, and testing/assessment. The public health survey course SPHL 600 (Foundations of Public Health) that is required of all students in School of Public Health (SPH) academic programs is taught by SPH faculty members.

Mission of the CFT Program

The mission of the CFT Master's program is to prepare competent, effective therapists for clinical practice and advancement of the marriage and family therapy discipline. The program seeks to train professionals who demonstrate superior therapeutic skills, ethical integrity, intellectual curiosity, and a sincere commitment to working with families from diverse populations.

The CFT Program is one of the academic programs within the Department of Family Science, which is a unit within the School of Public Health (SPH) at the University of Maryland, College Park. The mission of the Department of Family Science is to provide an interdisciplinary approach to the discovery and application of knowledge about families, generate empirical research about families and family processes; and enhance the health and well-being of families in Maryland, the nation and the world through undergraduate and graduate education, therapy, policy analysis, advocacy, and collaboration with communities to improve the health and well being of families. The mission of the University of Maryland School of Public Health, the only accredited School of Public Health at a public university in the Washington, DC region, is to promote and protect the health and well-being of citizens of Maryland, the nation and the world through interdisciplinary education, research, public policy and practice. The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State. The University is committed to achieving excellence as the State's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise. The University creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation, and beyond. The University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields.

One of the strengths of the CFT program is the diversity of our students and the diversity of the client population they serve. Our program has a primary emphasis on cultural competence throughout the training, and the juxtaposition of our training and our clients allows students a unique opportunity to develop culturally sensitive skills with a range of clients who vary in ethnicity, country of origin (we have many immigrant families attending our clinic), and socio-economic status. A second strength of our program is the intellectual, academic, and experiential competence of our students. We are fortunate to attract a highly qualified group of applicants each year, from whom we admit a very select group. A third strength of our program is the core CFT faculty members, who are highly committed to our work as teachers, mentors, and clinical trainers. We enjoy interacting with our students and frequently involve them in our professional work such as attending and co-presenting at conventions, as well as co-authoring publications. We take pride in contributing to the development of our students' professional identities and confidence. Fourth, our program offers students intensive and extensive supervision, by both the core faculty members and a cadre of highly experienced adjunct supervisors from the local

community. Our students receive over 300 hours of supervision over the course of their two-year program, as they accrue a minimum of 500 hours of client contact. Furthermore, supervision is provided in several formats - live, video, and group consultation. Students are included in supervision groups within the first weeks of their initial semester in the program.

Program Goals and Student Learning Outcomes

The following are the Program Goals and associated Student Learning Outcomes for the CFT Program. These Program Goals and Student Learning Outcomes are based on professional marriage and family therapy principles, AAMFT Core Competencies, the AAMFT code of ethics, the domains included in the AMFTRB National Exam, and state licensure regulations. Each Student Learning Outcome is linked to one of the Program Goals.

Program Goal 1: To educate and train culturally informed and culturally competent couple and family therapists.

SLO 1A – Students will have a strong knowledge of the impact of social location (e.g., race, culture, ethnicity, sexuality, gender identity, religion, social class, ability, etc.) on individual and family functioning.

SLO 1B – Students will apply knowledge of social location to conduct culturally competent assessment and treatment.

SLO 1C – Students will understand how the therapist’s social location will impact the course of therapy.

Program Goal 2: To educate and train ethical couple and family therapists.

SLO 2A – Students will be knowledgeable of professional codes of ethics, state laws, and models of ethical decision-making regarding the practice of couple and family therapy.

SLO 2B – Students will demonstrate ethical decision-making and case management in clinical practice.

SLO 2C – Students will demonstrate knowledge of ethical principles governing human subjects research.

Program Goal 3: To educate and train couple and family therapists who utilize a systemic/relational approach in the process of therapy.

SLO 3A – Students will have a solid knowledge of systemic based models and techniques of family therapy.

SLO 3B – Students will apply knowledge of systemic models and techniques of family therapy to assessment, treatment, and clinical decision-making regarding therapy process and termination.

SLO 3c – Students will be able to utilize knowledge about normative and non-normative child, adolescent, adult, and family functioning to assess and treat presenting problems.

SLO 3D - Students will utilize standardized tests and structured clinical interviews to apply formal diagnostic criteria (e.g. DSM-IV) in assessing and treating problems in individual family members’ functioning.

Program Goal 4: To train and educate couple and family therapists who understand and utilize public health and social science research findings regarding physical health, mental health, and family functioning in clinical practice.

SLO 4A – Students will demonstrate an understanding of basic and applied research methods.

SLO 4B – Students will demonstrate the application of current empirical findings to couple and family therapy cases.

Student Achievement Criteria

Consistent with the requirements of COAMFTE, the CFT Program monitors achievement of students in the following areas. Aggregated data are collected and analyzed annually for each student achievement criterion.

(1) Students will make timely progress toward completing the academic and clinical training requirements of the CFT Program and graduating from the program and University.

The CFT Program is designed to be a two-year full-time curriculum consisting of academic coursework, supervised clinical training, and a capstone experience consisting of either a research thesis or an Advanced Clinical Project case study. This criterion involves students making steady, on-time progress toward completing those program requirements for graduation.

(2) The graduates of the CFT Program will attain a high rate of taking the national examination for licensure in the field of Marriage and Family Therapy and a high rate of passing the examination.

Given that the mission of the CFT Program is to train individuals to be effective practicing clinicians who can provide ethical and effective treatment for members of the public, it is crucial that the Program graduates prepare themselves to take the AMFTRB's Examination in Marital and Family Therapy and pass it. This criterion focuses on the core credential of licensure.

(3) The graduates of the CFT Program will obtain employment in jobs related to the field of Marriage and Family Therapy.

As with criterion #2, the CFT Program's success in educating and training students to be ethical and competent clinicians who will make contributions to enhancing the well-being of the public can be determined in part by the degree to which the graduates obtain jobs in which they can use their CFT education and training.

Data Collection on Student Learning Outcomes and Student Achievement Criteria

In order to allow continuous assessment of the degree to which each of our Student Learning Outcomes (SLOs) and Student Achievement Criteria (SAC) is being achieved, the faculty members of the CFT program routinely collect data through a variety of means.

These include:

- Collection and analyzation of grades from assignments identified as SLO evaluation methods the end of each semester.
- Clinical supervisor ratings each semester of each CFT student's performance on several competencies involving knowledge and applied skills
- Course instructor ratings of student competencies on specific rubrics for assignments within the core curriculum courses
- Student and program graduates' achievements on criteria including graduation from the program, passing the national licensing examination, employment in CFT-related jobs (e.g., staff and leadership positions in family therapy clinics, development of group private practices, positions in schools), and membership in AAMFT and other professional organizations, collected from students' Progress to Degree forms, program records of student graduation, and annual written surveys of program graduates.
- Anonymous surveys of CFT students regarding their evaluations of program resources (e.g., academic resources, clinical supervision, student support services)

Data collection from clinical supervisor ratings is confidential (only viewed by the supervisor, supervisee, and the CFT clinical faculty), and reports regarding SLOs are only in aggregate form in which no individual students are identified. Supervisors' rating forms are collected in the individual student's CFT program clinical activities file, which is stored in a locked file in the Clinic Director's office in the Center for Healthy Families. Only the CFT faculty members and the student have access to the individual's file (the only exception being members of a COAMFTE site visit team who are charged with inspecting the CFT program's records). For the purpose of regular assessment of CFT Student Learning Outcomes, the CFT Program Director accesses the supervisors' rating forms in the Center for Healthy Families in order to construct an aggregate summary of students' performance on the clinical competencies each semester, with no individual students identified.

Course instructor ratings of student competencies on standard course-related rubrics are completed each semester in which a course is taught, and the ratings are stored and treated confidentially by the individual faculty member according to University of Maryland faculty guidelines. For the purpose of regular assessment of CFT Student Learning Outcomes, each faculty member prepares aggregate summaries of student performance on these rubrics and submits them to the CFT Program Director.

Data regarding students' progress in completing requirements of the CFT curriculum and moving toward graduation are collected through the Progress to Degree form that each second year student is required to fill out prior to meeting with their advisor during the fall of their second year. This form is reviewed by the advisor and student and then given to the

Program Director (see copy in Appendix B).

Data regarding Student Achievement Criteria (SAC) including graduation from the program, passing the national licensing examination, and employment are collected through program and University records (regarding completion of the CFT curriculum and graduation) and an annual survey that is sent to all graduates of the program. The Student Achievement Criteria data for student cohorts from 2007-2008 onward are posted on the CFT Program's webpage within the Department of Family Science website, in keeping with COAMFTE accreditation requirements.

Faculty Roles

Faculty members at the University of Maryland, College Park are expected to engage in three main areas of professional activity: teaching/mentoring, research and scholarship, and service to the University and profession. Excellence in those areas is required for promotion and tenure as well as merit pay increases. As full time faculty members in the Department of Family Science the CFT faculty members are evaluated annually by the Department Chair in all three areas. The Department Chair shares the summary evaluation with each faculty member individually and confidentially via an in-person meeting and letter.

Regarding teaching, as is common for faculty at major universities, the faculty members at the University of Maryland, College Park are expected to teach courses and mentor graduate and undergraduate students. The CFT faculty members are held to the University standards for teaching load and consistently meet or exceed it, based on their combination of standard courses, clinical supervision, independent study teaching, and supervision of student research (undergraduate research, master's theses, and doctoral dissertations). The CFT faculty members teach the vast majority of courses required for the CFT Program, with adjunct faculty members occasionally teaching such courses. The faculty members are expected to provide high quality teaching, as reflected in course evaluations by students. Because the faculty members educate and train students to be clinicians, their own clinical expertise plays a role in their effectiveness as teachers. Consistent with COAMFTE accreditation standards, all of the CFT full-time faculty members and adjunct supervisors are licensed practicing MFTs, and they engage in continuing education activities designed to maintain their current CFT knowledge and that are required for licensure. Finally, faculty mentoring of CFT students commonly involves supervising student research, co-presenting with students at professional conventions, involving students as co-authors on professional publications, and guiding students as they take on professional positions such as serving as a student representative for the local division of AAMFT.

Concerning research and scholarship, as is common at major research universities, the University of Maryland, the School of Public Health, and the Department of Family Science have high expectations for the quality and quantity of faculty members' scholarship, in terms of professional publications, presentations, grants, etc. The CFT faculty members are actively involved in ongoing research projects, seeking external funding for their research,

presenting findings at national and local professional meetings, and publishing their scholarly work.

Regarding service, the University of Maryland, the School of Public Health, and the Department of Family Science have expectations that all faculty members will contribute service to their Department, School, University, the profession, and the community. Service to the Department, School, and University typically consists of administrative duties and participation on various committees that contribute to management of the functions of the units (e.g., developing and revising curricula). Service to the faculty member's profession may include holding offices in professional organizations, participating as members of state professional licensing boards, contributing to the development of professional licensure in the local jurisdiction (e.g., state MFT licensing), holding editorships of scholarly journals or editorial board memberships, serving on grant review panels, and providing external reviews of faculty members being reviewed for promotion and tenure at other institutions. Finally, each CFT faculty member contributes service to the local community by maintaining a professional license and engaging in part-time clinical practice as licensed CFTs, consistent with expectations of COAMFTE.

Data Collection on Faculty Performance

In order to provide continuous assessment of faculty members' performance of their roles, the CFT Program and Department of Family Science routinely collect data through a variety of means. These include:

- Standard University of Maryland Course Evaluations completed anonymously by students.
- An annual anonymous survey of current students regarding the degrees to which the Program Director, Clinic Director, Core Faculty, Adjunct Faculty, and Supervisors are supporting the Program's Mission, Goals, and Student Learning Outcomes through their work.
- An annual anonymous survey of current supervisors regarding the degrees to which the Program Director and the Clinic Director are supporting the Program's Mission, Goals, and Student Learning Outcomes through their work.
- The CFT Program collects data on faculty members' publications, scholarship, and professional activities from their CVs and response to the University's annual survey of faculty achievements.

FACILITIES AND RESOURCES

The University of Maryland, College Park campus, is in an ideal location for the study of families and for clinical training in couple and family therapy. Research and training opportunities exist in the revitalized multi-ethnic city of Baltimore, the international city of Washington, D.C., the historic Maryland capital of Annapolis, and the suburban and rural communities of Maryland. Also nearby are such institutional resources as the Library of Congress, the National Institute of Mental Health (NIMH), and the National Center for Health Statistics. In addition to these many resources in the surrounding areas, the

University provides a wealth of information and resources on campus. The University's library system contains approximately 2,000,000 volumes and maintains subscriptions to more than 15,000 periodicals and newspapers. As part of the Big Ten Conference consortium, UMCP faculty and students have access to a vast network of online library resources. The university provides state-of-the-art audio-visual and computer services, and it augments research, training, and outreach support through a number of institutes and centers.

The Department of Family Science is part of the School of Public Health. The Department cooperates with many research centers and academic units on campus, providing each student with flexibility in his/her course of study as well as access to additional faculty resources. Among these units are the Maryland Population Research Center, the Center for Health Equity, Center for Health Literacy, Center for Substance Abuse Research, Prevention Research Center, Center for Young Adult Health and Development, Maryland SAFE Center for Human Trafficking Survivors, University of Maryland Hearing and Speech Clinic, and the departments of Government and Politics, Criminology, Human Development, Psychology, Sociology, Behavioral and Community Health, Women's Studies, and African-American Studies.

The Department of Family Science and on-site Center for Healthy Families (CHF) moved into newly constructed offices in the School of Public Health Building in January, 2010. The CHF, which is located on the ground floor of the School of Public Health Building directly below the Department of Family Science offices, is an excellent setting for clinical training. Although it is located on a university campus, it truly is a fully operating community clinic, open year-round and providing services to hundreds of residents of the communities surrounding the University of Maryland campus in Prince George's County. Especially since state funding of community mental health centers has decreased markedly, the CHF has become the primary provider of clinical services to low-income families in the region. As described below, the client population seeking assistance at the CHF is highly diverse in demographic characteristics and presenting concerns.

The Center for Healthy Families

The Center for Healthy Families (CHF) is the on-site couple and family therapy clinic operated by the Department of Family Science. The Center provides couple and family therapy to residents of surrounding communities, training for the Department's clinical graduate students, and a site for clinical research. The CHF serves at least 115 new family, couple, and individual cases each year.

The CHF has two major wings, one containing a waiting room for clients, ten therapy rooms (including a playroom for therapy with children), and observation rooms for live clinical supervision. All therapy rooms are equipped with comfortable furniture, digital video-recording equipment, and phones for supervisor call-in, as well as for outside phone calls when it is deemed necessary. The other wing of the CHF houses the large main office in which staff meetings are held, a clinical records storage room, a kitchen, a set of computers for record-keeping and data entry, and three seminar classrooms.

The Center for Healthy Families houses a small library where students, supervisors, and faculty members can use books for course assignments, personal reading, or use with clients in session, specifically children and teenagers. Some book topics used by students for course assignments include the general handbooks of family therapy theories and models, treatment planning, and diagnosing. Some books available to students to use for reading as relevant to case work or personal interests include trauma healing and resilience, addictions, multicultural or diversity topics, couple issues such as coping with affairs, divorce, parenting and children, and play therapy. There is also a separate section of children's books that students can bring into session to read with a parent and child or to suggest that parents read to their child at home. These topics include having a new baby in the family, experiencing emotions, reactions to divorce, special needs, school experiences, grief and loss, aging of family members, substance abuse, and adolescence. The books for children include some in Spanish. Additionally, the library includes manuals and guides of use to students such as guidelines for writing a thesis.

The CFT graduate student therapists provide relational therapies to individuals, couples and families on a sliding fee scale. Referrals come from many sources, including social service agencies, school systems, courts, the University Counseling Center, and previous clients. The diversity in referral sources contributes to a broad range of presenting problems, including mental health issues (e.g., anxiety, depression, trauma), parenting issues, child school problems, couple relationship problems, and financial stress. Military families receive their first five therapy sessions free of charge, and all subsequent at a reduced rate. The CHF is the one of the largest providers of mental health services to low income families in Prince George's County, fulfilling a critical community mental health need.

The demographic profile of the Center for Healthy Families clients illustrates the diversity of families served by the CFT therapist-interns. In the year of 2018, 237 file cases open at the CHF, comprising a total of 369 individuals. The CFT students provided both individual and relational services: of clients seen in 2018, 45% sought individual therapy, 32.5% received couple therapy, and 22.5% sought family therapy. Clients from these cases represented the full range of family structures, including 40.66% married, living together; 3.61% married, separated, but not divorced; 3.31% divorced; 14.15% cohabitating; 9.63% dating; 27.11% single; and 1.5% widowed. In regards to sex, 57.1% were female, and 42.9% were male. In regards to race/ethnic identity, 43.93% were White/Caucasian, 29.9% were African American, 13.39% were Latino/Hispanic, 5.3% were Asian/Pacific Islander, 4.99% were multicultural, and 2.49% were Other. Although the majority of our clients were born in the United States (62.27%), 19.33% were first-generation immigrants, and 18.4% were second-generation immigrants. In terms of age, clients' age ranged from 4 to 70 years old; 12.32% were between 4 and 19 years old, 32.67% were between 20 and 29 years of age, 40.98% were between 30 and 49 years of age, and 14.03% were in their 50s or older. With respect to education, 16.14% had a high school degree or less, 31.33% had associate degree, some college or trade school, 16.13% had a bachelor's degree, and 36.4% had at

least some graduate work. Of those served by the Center for Healthy Families, 49% paid \$20 or less per session, and 20.9% paid \$15 or less per session (the rate for a family earning less than \$15,000 per year). 20.48% of clients paid \$65 (the rate for a family earning more than \$60,000 per year).

All of the policies and procedures of the CHF are published in the *CHF Clinic Manual*.

Clinical Externship Sites

Although the CFT students accrue most of their clinical training in the Center for Healthy Families, there are some opportunities for them to have *optional* part-time (typically several hours per week) externships in local community agencies if they wish to expand their experience. In recent years, two sites, Bowie Youth and Family Services and Greenbelt CARES Youth and Family Services Bureau (two of the local network of the State of Maryland's Youth Services Bureaus) have provided most of the externships for our students. Both agencies are located in Prince George's County, Maryland, a highly racially and socioeconomically diverse county. These two externship sites have AAMFT Approved Supervisors.

FACULTY ASSOCIATED WITH ADMINISTRATION OF THE CFT PROGRAM

Director and Clinical Faculty of the CFT Program

The director of the CFT M.S. degree program, Leigh A. Leslie, Ph.D., is responsible for overseeing the ongoing educational and clinical training components of the program year-round, in collaboration with the other three CFT faculty members, Mariana Falconier, Ph.D., Mona Mittal, Ph.D., and Patricia Barros, Ph.D. The program director's responsibilities include (a) *recruitment, selection, and admission of students* (responding to email and phone inquiries regarding the program from prospective applicants, and processing a pool of applications each year); (b) *curriculum development, oversight and evaluation* (scheduling and conducting clinical faculty meetings at least monthly, responding to any student concerns, completing all of the University requirements for documenting the program's Learning Outcome Assessments, conducting annual Progress to Degree assessments with all of the CFT students, coordinating with the Department's Graduate Director regarding each student's completion of graduation requirements); (c) *maintenance and enhancement of the program's quality to maintain national accreditation* (maintaining data regarding program outcomes, student learning outcomes, and faculty outcomes to meet all of the COAMFTE accreditation standards; preparing annual reports; updating the program when any changes are needed; writing the periodic re-accreditation review self-study documents); (d) *coordinating current research in the Center for Healthy Families*, which is the primary clinical training site for the CFT program, serves hundreds of families from the communities surrounding the University campus annually, and is a rich source of data that continue to be used for Department students' thesis and dissertation research projects. These administrative responsibilities continue year-round; (e) *oversight of program facilities*, collecting data annually regarding the adequacy of the Program's clinical and educational facilities.

Director of the Center for Healthy Families

Patricia Barros, Ph.D. is the Director of the CHF. Dr. Barros has primary responsibility for the daily functioning of the clinic, including (a) client intake, (b) case disposition, (c) management of client records, (d) logs of client contact hours and supervision hours, (e) relations with full-time faculty and part-time adjunct supervisors, (f) outreach to the community, (g) in-service training, (h) teaching the FMSC 654 course to CFT student interns, involving case management skills, clinical policies, and ethical practice, (i) developing and maintaining a comprehensive manual of operations, the CHF Clinic Manual, which is revised annually, (j) supervising the design and dissemination of all materials (e.g., brochures) that identify and give visibility to the CHF as a service arm of the University of Maryland, and (k) selecting, coordinating, and maintaining audiovisual and other equipment utilized in clinical service.

Department Graduate Director

The Director of Graduate Studies in the Department of Family Science assists students with the logistics of meeting Graduate School requirements and answers questions regarding the policy and procedures of the department's graduate programs. Students who wish to apply for course waivers, substitutions, etc. should contact the Graduate Director.

Department Graduate Committee

The Graduate Committee consists of the Director of Graduate Studies, the CFT Program Director, and additional members of the faculty appointed by the Department Chair. The Graduate Faculty Committee is responsible for developing and implementing the policies and procedures for all graduate programs in the Department of Family Science.

Faculty Advisors

At admission to the CFT program, each student is assigned a faculty advisor. The faculty advisor serves as a contact person for the student regarding Department and CFT program policies and procedures, course selection, and consultation regarding professional goals. Students are expected to meet with the faculty advisor at least once each semester. The student may decide to work with the academic advisor as a mentor (e.g., thesis advisor) as well, but he or she is free to develop a mentoring relationship with any other faculty member in the Department whose scholarship and professional interests are a good match. All elective courses must be pre-approved by the student's faculty advisor or the Program Director.

Thesis Committee Chair/Advanced Clinical Project Advisor

Each CFT student is responsible for selecting a faculty member to serve either as a thesis committee chair or as the advisor for an advanced clinical project, based on shared interests and mutual agreement between the student and faculty member. The *thesis committee chair* must be a faculty member within the Department of Family Science who is a Member of the University of Maryland Graduate Faculty. A thesis committee also will include two other faculty members who must be members of the University Graduate Faculty or Adjunct Members or Special Members (see online *Graduate Catalog* for more information about criteria for these categories). Members of the latter two categories

cannot chair the committee unless approved by the Dean of the Graduate School. One of the other committee members must be a Family Science faculty member. The third member of the committee can either be a Family Science faculty member or a faculty member in another department on campus. On occasion an individual from outside the university may be approved as a committee member if he/she meets the criteria set for by the Graduate School for committee membership (e.g., tenured faculty member from another university, NIH research scientist). The approval of committee members from outside the university does take several months, and the student and dissertation chair are responsible for submitting an application form to the FMSC Graduate Director several months in advance of the proposal meeting.

The student's thesis committee chair guides the student in the development and completion of his or her thesis research project, and typically the other committee members only see the thesis proposal when it is complete and ready for the student's proposal meeting. The Department of Family Science has a policy that a student's proposal meeting and final thesis defense meeting cannot occur within the same academic term. Once the student and thesis committee chair design the student's project and develop the written thesis proposal, the student presents the proposal orally to the thesis committee. Upon approval from the thesis committee and the University of Maryland Institutional Review Board (IRB), the student proceeds with the research. When the complete thesis document is finished, the student has an oral defense with the thesis committee. Thesis defenses are publicized and open to the Department and larger School of Public Health community. The student must submit this authorization form to have their thesis electronically published.

The advisor for a student's advanced clinical project (ACP) meets with the student to develop the plan for the project (identification of an appropriate clinical case, application of the standard ACP format for reporting the assessment and treatment of the case, etc.) and the student consults the advisor during the process of writing the case study paper and planning the oral presentation. The student subsequently submits the written case paper to the CFT faculty, and makes a formal case presentation to the CFT faculty and students. The faculty members make separate ratings of the paper and the presentation. The student then submits the completed form prior to graduation.

THE CFT CURRICULUM

Required Courses

Statistics Course Prerequisite

Students are required to have completed an undergraduate statistics course. The course can be one that a student completed prior to beginning our CFT program (e.g., as part of their undergraduate degree; during the summer before beginning the program) or one that the student completes early in the course of the program, either at the University of Maryland or another institution. The purposes of taking such a statistics course are to prepare the student for our research methods course (FMSC 610) that requires

understanding of statistical concepts and methods and to provide students background in interpreting results of research articles that are included in course readings. Each student should present detailed information (course syllabus, textbook table of contents) to our CFT Program Director regarding the content of the course that he or she would like to use to fulfill this requirement. The Program Director will review the course material and make a judgment regarding its adequacy for the requirement. Examples of relevant topics are: scales of measurement, sample distributions and probability, confidence intervals, statistical inference and hypothesis testing, Type I and Type II errors, statistical power, hypothesis testing for one mean and comparisons of group means, one-way and factorial analysis of variance, analysis of covariance, measures of association and regression, experimental design and validity, hypothesis testing regarding frequencies and Chi-square tests, and psychometrics of assessment instruments.

SPHL 600 *Foundations of Public Health* (3 credits)

An overview of the theoretical frameworks and research findings in the field of Public Health. This course is required of all students enrolled in academic programs within the University of Maryland's School of Public Health,

FMSC 610 *Research Methods in Family Science* (3 credits)

Prerequisite: EDMS 645 or equivalent. Research methods in family science. The role of theory, design, use of qualitative and quantitative measurement techniques, data collection and data analysis. Development of research proposals.

FMSC 640 *Family Therapy: Theory and Techniques* (3 credits)

Fundamental theoretical concepts and clinical procedures in couple and family therapy. Emphasis on those therapies that operate from a family systems perspective.

FMSC 641 *Couples Therapy: Theory, and Techniques* (3 credits)

Prerequisite: FMSC 640. Exploration of the dynamics of the couple relationship and methods for facilitating growth and constructive interaction within that relationship. Theoretical models of couple therapy and their methods for assessment and treatment of distressed relationships. Applications with a variety of common problems experienced by couples.

FMSC 642 *Normal and Abnormal Individual and Family Development* (3 credits)

Prerequisite: FMSC 640. Normal development and psychopathology, within the context of the family system: implications for assessment, diagnosis, and therapeutic interventions. Emphasis on families with school-age children, adolescents, parent-child relationships, and application of the current psychiatric diagnostic system (DSM) in work with families.

FMSC 645 *Sexuality: Issues in Family Therapy and Service Delivery* (3 credits)

Prerequisite: a basic course in human sexuality and permission of instructor. Typical, dysfunctional, and pathological sexual functioning: effects on individuals, couples, and family systems. Sensitizes students to sexual issues, explores how perceptions of such

issues affect work with people, and emphasizes implications for couple and family therapy.

FMSC 650 *Ethical, Legal, and Professional Principles in Marriage and Family Therapy* (3 credits)

Prerequisite: Permission of department. Limited to students admitted to the family therapy program.

An introduction to the basic principles and practices of family therapy. Emphasis on basic therapy skills applied to a family context and on professional ethics of the family practitioner. Addresses therapist's legal responsibilities and liabilities, certification, and licensure issues.

FMSC 651 *Psychopathology in the Family Context* (3 credits)

Prerequisite: FMSC 650. Limited to students admitted to the family therapy program.

Initial application of family therapy skills and theoretical models to the practice of marriage and family therapy. Didactic focus on assessment and diagnosis of family process. Emphasis on treatment plans from different therapeutic models demonstrated in case presentations and supervision of therapy.

FMSC 652 *Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems* (3 credits)

Prerequisite: FMSC 651. Limited to students admitted into the family therapy program.

Integration of systematic assessment and intervention procedures with couples and families, within the context of the various family therapy models. Didactic emphasis is given to procedural issues, critique and utilization of current DSM, and specific problems encountered in family therapy work. Advanced professional responsibility as demonstrated in case presentations and supervision.

FMSC 653 *Advanced Application of Marriage and Family Therapy Models and Techniques* (3 credits)

Prerequisite: FMSC 652. Limited to students admitted to the family therapy program.

Concluding course in the clinical therapy, assessment, diagnosis, and treatment series. Didactic focus on personal theory building, continued professional development, and extension of systematic intervention to community consultation with other mental health professionals. Emphasis on personal values and professional ethics as applied in case presentations and supervision.

FMSC 654 *Clinical Marriage and Family Therapy Practice* (3 credits)

Prerequisite: FMSC 651.

Application of theory and technique to the clinical practice of marriage and family therapy. Emphasis on case management and clinic administration. Includes completion of 12 successive months and 500 hours of supervised, direct client contact with couples, families, and individuals from an integrative family systems perspective.

FMSC 658 *Supervised Clinical Practice of Marriage and Family Therapy* (1-2 credits per semester for a total of 9 credits)

Prerequisite: FMSC 650

Supervised couple and family therapy client contact. Various family systems models of supervision applied via extant methods, including live and video-recorded.

FMSC 699 *Independent Study* (1-6 credits)

Prerequisite: Permission of instructor and department. Repeatable to maximum of 6 credits.

FMSC 745 *Gender and Ethnicity in Family Therapy and Service Delivery* (3 credits)

Major critiques of sources of racial, cultural, and gender bias in couple and family therapy and family service delivery. Addresses these issues in program development, clinical practice, and policy.

FMSC 789 *Non-thesis Research* (1-3 credits)

Non-thesis research papers (Advanced Clinical Study papers).

FMSC 799 *Master's Thesis Research* (1-6 credits)

Some Elective Courses within the Department of Family Science

The following are potential elective courses within the Department of Family Science. Students also have the option of taking courses outside the Department that are relevant for their professional education and are approved by their faculty advisor or Program Director. Students should select courses that will meet licensure requirements in Maryland or another state in which the student intends to gain licensure.

FMSC 647 *Theory and Techniques of Family Mediation* (3 credits)

An introduction to family mediation as an approach to helping families deal effectively with the issues associated with separation and divorce. Theory, practice and techniques of negotiation, with an emphasis on custody, property division and constructive restructuring of the family relationship.

FMSC 698A *Trauma and Addictions in the Context of the Family* (3 credits) (Elective)

Introductory course in Trauma and Addictions. Addictions will be viewed through a trauma lens with attention paid to the family context. Special attention will be paid to the importance of therapist self-care when working with traumatized individuals, families, and addictions, along with the overall ethical implications involved in this work.

FMSC 698P *Play Therapy* (3 credits) (Elective)

This course emphasizes the varied models which are practiced as "Play Therapy," including child centered, filial therapy, Theraplay®, and Circle of Security® models. Other expressive arts therapies will also be explored including art and sand therapies. Through didactic instruction and experiential activities, students will implement what they are learning in their work with children and their families.

FMSC 698T *Testing and Assessment in Couple and Family Therapy* (3 credits) (Elective)

This is a graduate course in family, couple, and individual testing and assessment. The course will cover typical procedures and instruments for assessing qualities of individual functioning and relationship functioning, in work with families and couples. Study of the assessment process will include the use of standardized tests, clinical interviews, and behavior rating scales. The use of assessment in treatment plans and treatment outcome evaluation, ethical considerations, and the dissemination of information to clients and others are covered.

Standard CFT Program Required Course Sequence

Semester I (Fall)

- FMSC 640 Family Therapy: Theory and Technique (3 credits)
- FMSC 650 Ethical, Legal, and Professional Principles in Marriage and Family Therapy (3 credits)
- FMSC 745 Gender and Ethnicity in Family Therapy Service Delivery (3 credits)
- FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credits)

Winter Term

- FMSC 698P Advanced Topics in Family Science; Play Therapy (3 credits) (Note that coursework extends through the Spring semester)
- FMSC 698A Advanced Topics in Family Science; Trauma and Addictions in Family Life (3 credits) **OR**
FMSC 698T Advanced Topics in Family Science; Testing and Assessment in Couple and Family Therapy (3 credits)

Semester II (Spring)

- FMSC 610 Research Methods in Family Science (3 credits)
- FMSC 641 Couples Therapy: Theory and Techniques (3 credits)
- FMSC 651 Treatment of Emotional and Mental Disorders in the Family Context*
*Formerly, Psychopathology in the Family Context (3 credits)
- FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (2 credits)

Summer Session I

- FMSC 645 Sexuality: Issues in Family Therapy and Service Delivery (3 credits)
- FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy

Summer Session II

- FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy

Semester III (Fall)

- FMSC 642 Normal and Abnormal Individual and Family Development (3 credits)
- FMSC 652 Psychopathology and Diagnosis in Family System*
*Formerly- Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems (3 credits)
- FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (3 credits)

Winter Term

- FMSC 654 Clinical Marriage and Family Therapy Practice (3 credits)
- FMSC 698A Advanced Topics in Family Science; Trauma and Addictions in Family Life (3 credits) **OR**
FMSC 698T Advanced Topics in Family Science; Testing and Assessment in Couple and Family Therapy (3 credits)

Semester IV (Spring)

- SPHL 600 Foundations of Public Health (3 credits)
- FMSC 653 Advanced Application of Marriage and Family Therapy Models and Techniques (3 credits)
- FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (2 credits)
- FMSC 789* Non-thesis Research (Non-Thesis Option: Written and Oral Case Presentation) (3 credits)
***Note:** Because students electing the ACP option only register for 3 credits of FMSC 789, they need to register for an additional 3-credit elective course in order to accrue 60 total credits for licensure in Maryland.
- FMSC 799 Master's Thesis Research (Thesis Option: Thesis and Oral Examination of Thesis) (1-6 credits)

Progress to Degree Form

During the Fall semester of a student's second year, he or she fills out the Progress to Degree Form (see copy in Appendix), indicating whether they have completed each of the academic and clinical training activities that are required for graduation. The Progress to Degree Form lists each course that students typically take in each of the four semesters and the summer between the two years, as well as elective courses that may be taken during Winter-term sessions. The student indicates completion and grade earned for each required course (including clinical supervision). For any incomplete course grades, the student indicates his or her plan to complete the coursework. The student also describes steps taken toward completing either a thesis project or advanced clinical project (e.g., selecting a faculty chair/advisor for the project, selecting the topic of the project, obtaining human subjects review for thesis research). Finally, the student reports any involvement in optional but encouraged professional activities such as attendance at professional conventions, presentations, service as a student officer in the local division of AAMFT, etc. The form is reviewed by the student's academic advisor and then given to the Program Director for approval.

Uachieve System for Documenting Required Course Completion

The University of Maryland has adopted the "Uachieve" system for documenting students' completion of requirements for degrees, and CFT students need to become familiar with use of the system to monitor their progress toward fulfilling all course requirements for the

M.S. degree in Couple and Family Therapy.

DEGREE REQUIREMENTS

Curriculum Overview

The CFT curriculum has three parts: didactic coursework, clinical practica, and supervised client contact. The minimum total credits required are 48 for the non-thesis (Advanced Clinical Project) option and 51 for the thesis option. Didactic coursework is taken in conjunction with 15 credits of clinical practicum seminars and 9 credits of supervision of clinical work. In the clinical practicum, theory is applied to specific case material, with faculty supervision providing support and oversight of assigned cases.

Clinical Experience*

Supervised client contact begins in the student's first semester. Clinical students are required to gain a minimum of 500 hours of client contact (100 of which may be alternative forms of interaction with clients), and 200 of these hours must be relational (with couples or families). The Center for Healthy Families, the couple and family therapy clinic operated by the Department, offers the primary opportunity to gain these hours during the course of the four semesters that comprise the program and the summer between the two years. Students' internship in the Center for Healthy Families is approximately a 20-hour per week commitment that includes clinical practice with clients, clinical supervision, weekly staff meetings, and assigned jobs that contribute to the ongoing functioning of the clinic. Clinical students receive a minimum of 100 hours of supervision, both individual and group, for their client contact hours. Supervision in the CHF is provided by licensed MFTs (AAMFT Approved Supervisors or Approved Supervisors in training), through a range of techniques including case discussion, one-way mirror live observation, video-recording review, co-therapy, and telephone consultation during live sessions. Students may choose to do some of their clinical work in a variety of available approved externship sites in the local area.

*Any student who does not complete his or her required 500 hours of client contact by the end of the spring semester of the second year WILL NOT be allowed to continue seeing clients at the Center for Healthy Families beyond that time. Students will need to independently seek out alternative externship sites to gain the remainder of the client contact hours required to sit for the National Licensing Examination. No exceptions will be made.

Mandatory Human Subjects Research Training

In order to ensure the highest ethical standards in the research conducted in the CFT program and the CHF, all CFT students are required to complete the CITI (Collaborative Institutional Training Initiative) training in conducting human subjects research. Student should register for this online course through the UMD research link so that they will not be charged as an individual. Student has completed this training at their previous institution, only need to present their verification certificate.

<https://research.umd.edu/irbtraining#Initial>

Mandatory Professional Insurance

All CFT students are required to obtain professional liability insurance before they can begin seeing clients to cover their work during their entire time they are enrolled in the program and working in the CHF and any externships. Low-cost professional insurance for students can be obtained through AAMFT (see the AAMFT [website](#) to apply).

Thesis/Advanced Clinical Project Options

Couple and Family Therapy students may pursue a thesis or a non-thesis (Advanced Clinical Project) option. For thesis option students, 6 semester hours are thesis research credits taken as FMSC 799 in the fall and spring of their senior year. The thesis, involving original research supervised by a faculty mentor, must be approved and then defended in an oral examination. Advanced Clinical Project option students take the 3 credit FMSC 789 in the spring of their second year and must complete a written and oral therapy case presentation. The ACP includes a description of the couple or family and their presenting problem, the theoretical model used by the therapist to treat them, a description of assessment and any individual diagnoses, details regarding the therapeutic process, professional and ethical issues encountered in working with the case, and recommendations for future intervention. The student's work in either option is supervised by a faculty mentor.

Thesis and Advanced Clinical Project Document Format

The writing style of the thesis, including citations, should follow that of the American Psychological Association (APA), as set forth in Publication Manual of the American Psychological Association, Sixth Edition. The format should adhere to the Style and Policy Manual for Master's Theses and Doctoral Dissertations distributed by the Graduate Studies Information Center (2125 Lee Building). The final draft of the thesis should include a title page, an approval sheet, and a 100-word abstract. Students are responsible for making sure that their theses conform to all of the formatting requirements of the Graduate School. Theses are submitted to the Graduate School electronically. An empirical thesis will only be accepted by the Graduate School if the student has obtained human subject review and approval from the IRB.

The writing style for an Advanced Clinical Project also should follow that of the American Psychological Association (APA), as set forth in Publication Manual of the American Psychological Association, Sixth Edition. The specific elements that should be included in the ACP paper and in the ACP oral presentation can be found in Appendix C. The ACP paper is submitted to the CFT faculty, not to the Graduate School.

GRADUATION REQUIREMENTS, FORMS, AND DEADLINES

Registration for Thesis and ACP Credits

A student who has chosen to do an ACP must complete the paper and make the oral presentation during the Spring semester of his or her second year in the program. A student who is completing a thesis must be officially registered for a minimum of one credit hour of FMSC 799 during the term when the thesis defense takes place. Thesis credits

(FMSC 799) or “non-thesis” ACP credits (FMSC 789) taken in prior terms while the student was working on the project receive an “Incomplete” grade, and once the student submits the finished thesis to the Graduate School or ACP paper to the CFT faculty, the thesis advisor will replace all “I” grades with a letter grade.

Deadlines and Forms for Graduation

The student is responsible for adhering to the deadlines of the Graduate School for the submission of forms. The Graduate School publishes a calendar of important deadlines for graduate students in each semester. To access the calendar of deadlines, click [here](#). Students should note these dates and be prepared to submit forms at the beginning of the semester in which they plan to graduate. Students should review the “Checklist for Submission of Master’s Theses and Doctoral Dissertations,” as well as the Style and Policy Manual for Master’s Theses and Doctoral Dissertations. To access the Style Guide, click [here](#).

The forms submitted for graduation and the approximate deadlines are as follows, in chronological order:

1) IRB Review. All research projects that include data that were or will be obtained from human subjects must be reviewed and approved by the University of Maryland’s Institutional Review Board (IRB). The *IRB proposal* is submitted online by the student and his/her thesis chair via IRBNet.com. Consult your advisor and/or the University of Maryland IRB [website](#) for information about how to complete this form and the other components of an IRB application.

2) Application for Diploma (fee is billed to the student). This is done through the student’s Testudo page and is always due within the first 10 calendar days of the semester when the student intends to graduate. It is better to submit the form, even if your plans are unsure. The fee is billed only once, but the application must be filed each successive term in which you plan to graduate. There is no fee for the first submission of an Application for Diploma. A fee will be billed to the student for subsequent duplicate applications, beyond the initial one. To apply, click [here](#) and find option for *Graduation Application and Diploma Status*.

2) Nomination of Thesis Committee Form. This form is due for thesis students at least 6 weeks before the scheduled thesis defense (see “Important Dates” [schedule](#)). The form may be obtained online from the Graduate School, 2125 Lee Building or by clicking [here](#). Filing date of the form must be prior to the first meeting of the committee.

4) Approved Program Form. May be obtained from the Graduate School, 2125 Lee Building. This form can now be completed “on-line”. (Refer to the “Important Dates” schedule from the Graduate School).

5) Final Submission of Thesis and Submission of the Report of the Oral Examining Committee (see the “Important Dates” schedule). Theses are to be submitted electronically through the University of Maryland Electronic Thesis and Dissertation

submission [site](#). Full information on how to file the thesis can be found [here](#). To register for this site, you will need a valid, current email address, your thesis Abstract, subject categories and six keywords, your Adviser's full name, the full text of your thesis in PDF format, any supplementary files, a printing, processing, and archiving fee (which will be billed to your student account), and an optional registration and copyright fee, if you would like. Additionally, students must provide a hard-bound and an electronic copy of the thesis to the thesis committee chair. Bound copies, not necessarily hardbound, should be provided for any other members of the student's committee who request them. The Report of the Oral Examining Committee, a sign-off sheet, is submitted by the committee chairperson to the Graduate School. A copy remains in the student's departmental file.

5) Certification of Master's Degree without Thesis. All students graduating without completing a thesis, (those who completed an Advanced Clinical Project) must complete a Certification of Master's Degree without Thesis through the UMD Graduate School. The form can be found [here](#).

PROGRAM POLICIES

The following sections summarize a number of policies that affect CFT program students as graduate students at the University of Maryland, College Park. Additional information about University policies governing graduate studies can be found online in the [Graduate Catalog](#).

Student Recruitment Policy

The CFT Program seeks to recruit students who are diverse and have strong academic abilities and personal characteristics needed to develop into competent and ethical therapists. The program faculty and current students participate in the Showcase at the annual AAMFT convention and the University Reception at the annual NCFR conference. If needed, the faculty engage in further outreach to faculty and potential students on campuses across the country.

Student Admission Policy

The CFT Program follows the University of Maryland, College Park's Graduate Admission Policy. A student is admitted to the CFT program on the basis of the criteria outlined in [this policy](#) including previous undergraduate and graduate academic work, letters of recommendation, scores on the Graduate Record Exam (GRE), scores on the TOEFL for international students when relevant, statement of the candidate's academic and career objectives, as well as the applicant's responses to a set of questions in a supplemental CFT Program application. The CFT Program also considers previous experience in both research and human service, which are desired, but not required. Following the faculty's initial review of the pool of applicants, the faculty select a group of applicants to invite for personal interviews.

Course Waivers/Substitutions

Unless a waiver or substitution is granted in writing from the Graduate Director of the

Department of Family Science and the CFT Program Director, it is expected that all core course requirements will be completed.

Transfer and Application of Credit

Credits used to satisfy the requirements for another earned degree may NOT be applied toward the requirements for the Master of Science degree from this department. With the approval of the Director of Graduate Studies, students may transfer up to six credit hours of graduate work not applied to a previous degree toward their FMSC degree. For further information on transfer of credits, see the *Graduate Catalog* on the University website. If a student is inadequately prepared for some graduate courses, the CFT Program faculty may require the student to take additional courses. Such additional coursework is not considered part of the coursework required for the degree.

Waivers

Students who have had previous graduate coursework equivalent to a core course may request a waiver for that course. If a course requirement is waived, it will need to be replaced with another graduate course approved by the Graduate Director. To request a waiver, complete the form titled REQUEST FOR WAIVER OF GRADUATE COURSE REQUIREMENT available from the department office. The request should be signed by the student's advisor and submitted to the Graduate Director for final approval. All requests for waivers should be made no later than the semester in which the first 12 credits are completed.

Substitutions

Requests to substitute another course, either within or outside the department, for a core course requirement may be made. Such requests will be considered when a student can demonstrate that such a course is equivalent to the core course in question or can provide a rationale to justify taking the alternative course (e.g., substitution for waiver of a core course). To request a substitution, complete the form titled REQUEST FOR SUBSTITUTION OF GRADUATE CORE REQUIREMENT available from the departmental office. The request should be signed by the student's advisor and submitted to the Graduate Director for final approval at least two months prior to when the student would like to take the substitution course. When considering course substitutions, students are encouraged to check the requirements of the licensing boards of the states in which they plan to practice.

Course and Degree Time Limits

The Graduate School has specific limits on the number of years that courses are considered valid in counting toward the student's degree, and on the number of years the student has to complete the M.S. degree. Information about these limits can be found [here](#). The Graduate School does grant extensions of time limits in certain circumstances (usually a one-year extension for completing the degree; an additional one-year extension is much more difficult to obtain).

Client Contact Hours Policy

The CFT Program limits the amount of time students will be able to gain client contact hours from the Center for Healthy Families to the two years they are in the program. Any student who does not complete his or her required 500 hours of client contact by the end of the spring semester of the second year WILL NOT be allowed to continue seeing clients at the Center for Healthy Families. Students will need to independently seek out alternative externship sites to gain the remainder of the client contact hours required to sit for the National Licensing Examination. No exceptions will be made.

Policy on Grading

The CFT Program follows the University of Maryland, College Park and the Graduate School's academic regulations and grading procedures, including the plus-minus system of letter grades and achievement of a minimum 3.0 GPA. The full University policy can be read [here](#).

Academic Integrity Policy

Introduction

The University of Maryland is an academic community with the fundamental purpose of the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is a commitment to the principles of truth and academic honesty. Accordingly, the [Code of Academic Integrity](#) is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students. Academic dishonesty is a serious offense at the University because it diminishes the quality of scholarship on our campus and defrauds those who may eventually depend upon our knowledge and integrity.

Definitions

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

- a. CHEATING: intentionally using or attempting to use unauthorized materials information, or study aids in any academic exercise.
- b. FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- c. FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- d. PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

A. CHEATING

Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Comments:

1. Faculty members are encouraged to state in advance of examinations and academic exercises, their policies and procedures concerning the use of shared study aids,

examination files, and related materials and forms of assistance.

2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.

3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.

4. Substantial portions of the same academic work may not be submitted for credit or honors more than once without authorization.

B. FABRICATION

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Comments:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.

2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

3. Students who attempt to alter and resubmit returned academic work without notice to the instructor would be in violation of this section.

C. FACILITATING ACADEMIC DISHONESTY

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comment:

For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

D. PLAGIARISM

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text, according to APA guidelines.

2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a reference identifying the exact location of the paraphrased material. A reference acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

*Comments provide explanations and illustrative material, but do not necessarily exhaust the scope of any section.

Code of Student Conduct

The CFT Program follows the University of Maryland Code of Student Conduct in regards to prohibited behavior and sanctions. For the complete Code and description of sanctions, please see the following [link](#):

Policy on Remediation and Dismissal Regarding Ethical Violations

When an ethical concern is raised, the CFT faculty will first evaluate whether or not a AAMFT ethical principle has been violated. The CFT faculty make this determination based on the [AAMFT Code of Ethics](#). The faculty will consult with the AAMFT ethics committee as appropriate. The CFT Program also adheres to the State of Maryland Board of Professional Counselors and Therapists Act regarding the ethical practice of Marriage and Family Therapy. The full code of ethics for the State of Maryland can be found at the following [link](#):

In the case of a violation of AAMFT ethical principles the faculty as a whole will meet to decide, based on the nature of the violation if the student will be put on probation or dismissed from the program. The faculty will, on a case by case basis, make a decision on the necessary steps to remove the probationary status. While on probation, a student cannot see clients.

In the case where there is a concern but no violation, faculty as a whole will meet to decide on appropriate remediation on a case by case basis, such as taking an additional ethics course, recommendation of personal therapy, and/or additional supervision.

Policy on Faculty and Supervisor Ethical Behavior

All CFT faculty members and clinical supervisors are required to conduct their work with students according to the relevant [Ethical Principles of AAMFT](#). In the event of a violation of the relevant ethical principles, the case will be brought to the attention of the Department of Family Science Chair, who is responsible for overseeing the conduct of all faculty members.

Diversity Policy

The CFT Program is committed to diversity and inclusion among its students, faculty, and clients. The program's definition of diversity includes, but is not limited to, age, gender, gender identity/expression, ethnicity, race, nationality, physical/cognitive/health ability or condition, international status, immigrant status, English language proficiency, accent, sexual orientation, military status, religious/spiritual views, political views, socioeconomic status, education level, relationship status, or family composition. The CFT faculty seek to include a diverse pool of applicants to be interviewed for the incoming class each year. Regarding diversity among full time CFT faculty and the hiring of adjunct faculty and clinical supervisors, the Department of Family Science adheres to the School of Public Health's statement of diversity and inclusion. The full statement can be found [here](#).

Non-Discrimination Policy

The CFT Program adheres to the University of Maryland Non-Discrimination Policy and Procedures. In addition to the characteristics protected by the University of Maryland Policy, the CFT Program also does not discriminate on the basis of socioeconomic status. This non-discrimination policy applies to the recruitment and admission of students, the code of student conduct, the CFT Program Policy on Remediation and Dismissal Regarding Ethical Violations, the Policy on Faculty and Supervisor Ethical Behavior, academic accommodations made for students' disabilities, hiring and promotion of faculty. The faculty, staff, and students strive to create a climate of safety, respect, and appreciation for all involved in the CFT program. This climate of the CFT program is evaluated yearly via an anonymous survey.

Policy on Student Concerns, Complaints, and Grievances

The CFT Program differentiates among student concerns, complaints, and grievances. A concern is an issue that one or more students have regarding an aspect of the clinic facilities or procedures, course content, administration of the program, etc. that they wish to bring to the attention of the faculty for potential improvement. A complaint is an issue that students experience as adversely affecting aspects of clinical practice and education that students see as needing prompt attention and resolution. A grievance is an issue in which the student perceives unjust or inequitable personal treatment within the program and is seeking remediation and resolution.

At the Program level, there are several established procedures through which a student can express a concern, complaint, or grievance. If a student decides to file a written complaint regarding any aspect of the CFT program, the complaint and the resolution are recorded and stored by the Program Director.

Faculty and Student Forum. Each semester, the Program conducts a mandatory Forum involving all CFT Students and Faculty members where students can bring awareness of concerns or complaints to all faculty members as a group. In some cases, a problem solving process during the forum results in sufficient resolution of the issue. In other cases, the concern or complaint raised by the students in the forum will be discussed further during faculty meetings with subsequent feedback to the students.

Faculty Advisors. Upon entry to the program, students are assigned a faculty advisor and are encouraged to meet with them at least once a semester to discuss any issues or problems experienced in the Program.

Student Representatives at Faculty Meetings. Students elect a representative from each class to attend faculty meetings. In addition to giving a student perspective on issues being discussed during the faculty meeting and taking information back to their cohorts, one part of their responsibilities is to share cohort concerns or complaints with faculty.

Private Meeting with Clinic Director. The Clinic Director is available to schedule

meetings with individual students or groups of students to discuss student concerns, complaints, or potential grievances. At the student's choice, the concern, complaint, or grievance may be presented orally and/or in writing. At the discretion of the Clinic Director and with the knowledge of the student, the information will be shared with the necessary departmental faculty and administrators for resolution.

Private Meeting with Program Director. The Program Director is available to schedule meetings with individual students or groups of students to discuss student concerns, complaints, or potential grievances. At the student's choice, the concern, complaint, or grievance may be presented orally and/or in writing. At the discretion of the Program Director and with the knowledge of the student, the information will be shared with the necessary departmental faculty and administrators for resolution.

Private Meeting with Department Graduate Director. The Graduate Director is available to schedule meetings with individual students or groups of students to discuss student concerns, complaints, or potential grievances. At the student's choice, the concern, complaint, or grievance may be presented orally and/or in writing. At the discretion of the Graduate Director and with the knowledge of the student, the information will be shared with the necessary departmental faculty and administrators for resolution.

Private Meeting with Department Chair. The Department Chair is available to schedule meetings with individual students or groups of students to discuss student concerns, complaints, or potential grievances. At the student's choice, the concern, complaint, or grievance may be presented orally and/or in writing. At the discretion of the Department Chair and with the knowledge of the student, the information will be shared with the necessary departmental faculty and administrators for resolution.

Course and Supervision Evaluations. On a regular semester basis, students complete anonymous evaluations of all courses, instructors, and supervisors. These evaluations include open-ended questions that allow students to describe their concerns and complaints.

Leadership and Maintenance Survey. Each spring, students complete an anonymous survey that evaluates the Program Director, Clinic Director, Core Faculty, Adjunct Faculty, and Adjunct Supervisors on their leadership efforts and maintenance of the Program Mission, Goals, and Student Learning Outcomes. Responses and concerns expressed by the students are reviewed by the Program Director and brought to the attention of the appropriate administrative body to make changes.

CFT Program Climate Survey. Each spring, students complete an anonymous survey that evaluates the climate of safety, respect, and appreciation of students in the CFT Program. Responses and concerns expressed by the students are reviewed by the Program Faculty.

Anonymous Concern Box. A locked box is available in the clinic for students to anonymously submit a written concern or complaint which they would like addressed by

the faculty. The Program Director will be responsible for checking the box monthly.

At the University level, the University of Maryland, College Park Ombuds Office is a resource available to all students who have concerns or potential grievances. "The Ombuds Office provides confidential and informal assistance in resolving these conflicts and promotes fair and equitable treatment within the university." The full description of the Ombuds Office can be found by clicking [here](#).

Procedures for Review of Alleged Arbitrary and Capricious Grading

A policy for the resolution of problems concerning arbitrary and capricious grading has been developed by the Committee on Academic Standards of the Graduate Council of the University of Maryland, College Park. Students are encouraged to resolve other types of grievances with the particular faculty or staff involved before recourse to the departmental Director of Graduate Studies, the Department Chair, and/or the Dean of the College/School.

The following is the procedure for the resolution of grading problems:

Definitions

1. "Arbitrary and capricious grading"
 - a. the assignment of a course grade to a student on some basis other than performance in the course, or
 - b. the assignment of a course grade to a student by unreasonable application of standards different from standards that were applied to other students in that course, or
 - c. the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.
2. "Day" or "Days" refer to working days at the University of Maryland, excluding Saturdays, Sundays, and holidays.
3. "Administrator" refers to the administrative head of the academic unit offering the course.

Informal Procedure

1. A student who believes he or she has received an improper final grade in a course should inform the instructor promptly. The instructor shall meet with the student at a mutually convenient time and place within ten days of receipt of the information. The purpose of the meeting is to attempt to reach a resolution.
2. If the instructor has left the University, is on approved leave, or cannot be reached by the student, the student should contact the Department Chairperson. The Department Chairperson, or a designee, shall meet with the student as described above to attempt to solve the problem.

Formal Appeal

A formal appeal is available only upon a showing that the informal process has been exhausted.

1. General Requirements

a. An appeal must be made in writing, addressed to the Graduate Dean and contain:

(i) the course title and number;

(ii) the instructor's name,

(iii) a statement detailing why the grade is believed to be arbitrary and capricious as defined in this policy, and providing all relevant supporting evidence.

b. An appeal must be received in the Dean's Office within twenty (20) days of the first day of instruction of the next semester (excluding summer).

2. Procedures

a. Each academic unit shall have a standing committee of two tenured professors and two graduate level students to hear appeals of arbitrary and capricious grading. The appeal shall be heard within the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be replaced by an alternate designated by the Department Chairperson.

b. Each written appeal is to be reviewed by the entire committee for a decision by the majority. The committee shall either dismiss the appeal, or move it forward.

c. Grounds for dismissal are:

(i) The student has submitted the same complaint to any other grievance procedure;

(ii) The allegations, if true, would not constitute arbitrary and capricious grading;

(iii) The appeal was not timely;

(iv) The informal process has not been exhausted.

d. If the appeal is dismissed, the committee shall notify the student in writing within ten days of the decision, and include the reason or reasons for the dismissal.

e. If the appeal is not dismissed, the committee shall submit a copy of the appeal to the instructor. The instructor must reply in writing to the committee within ten days.

f. If, based on the instructor's reply, the committee feels there is a viable solution, that solution should be pursued with the student and the instructor.

g. If no solution is reached, a fact-finding meeting with the student and the instructor shall be held promptly. It is to be non-adversarial and informal; with neither party represented by an advocate. Witnesses may be asked to make statements to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public.

h. The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believe the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt.

(i) The committee shall notify the student, the instructor, and the Dean in writing of the decision within five days of the meeting.

Authority of the Committee

3. The committee has the authority to take any action it believes will bring about substantial justice, including but not limited to:

a. Directing the instructor to grade the student's work anew;

b. Directing the instructor to administer a new final exam or paper;

c. Directing the cancellation of the student's registration in the course;

d. Directing the award of a grade of "pass" in the course.

4. The committee does not have the authority to:
 - a. Assign a letter grade for the course;
 - b. Reprimand or take disciplinary action against the instructor.
5. The decision of the committee is final, and binding on both parties. The decision may not be appealed to any other body within the University of Maryland or the University of Maryland System.

Implementation

The Graduate Dean shall be responsible for implementing the decision of the committee. The definitions and procedures set forth in the grievance section were adopted by the President on August 1, 1991.

University of Maryland Graduate Policy and Procedures for Review of Alleged Arbitrary and Capricious Grading. Retrieved July 6, 2018, from the Office of the President [website](#).

Retention Policy

To facilitate the retention of students, the CFT program, through the Student Handbook, introduces students to academic and personal (e.g., counseling, legal aid) support services on campus. The Program, to the extent possible based on departmental budget, provides assistantships for those in need of financial support. Additionally, departmental scholarships targeted to CFT students with financial needs are available. Travel monies are also given by the department for students presenting at conferences. Finally, faculty advisors are assigned to each CFT student for ongoing consultation and support as needed by the students.

Policy on Procedures for Clearance to Graduate

Academic Requirements

The CFT Program follows the [University of Maryland, College Park policy](#) on academic graduation requirements.

Clinical Requirements

Students will have completed all paperwork necessary to close or transfer paper case files, delete all videos and electronic case paperwork not being transferred, submit final client contact and supervision records (indicating achievement of minimum of 500 client contact hours and a minimum of 100 hours of supervision) to Clinic Director. Students will have an exit interview with the Clinic Director to review the student intern's checklist of completed closure tasks.

Policy on Technical Training for Students, Faculty, and Supervisors

For each incoming cohort of CFT students, formal trainings sessions are conducted in the Center for Healthy Families as part of the weekly in-service training schedule. The Clinic Director, in collaboration with the second year students, schedules a series of specific technical trainings for the first year students. Those include completing client intakes via telephone, building physical case files, accessing and utilizing the digital video recording system, writing client progress notes, and handling client payment and receipts. Under the

supervision of the clinic director, the second year students explain and demonstrate these skills, and first year students are guided in practicing these skills. In addition, a library of videos has been produced to allow students to review the skills presented at their own pace. All students are required to become familiar with technical procedures used in the clinic by studying the Center for Healthy Families Manual.

All core program faculty members, who serve as clinical supervisors, also receive copies of the Center for Healthy Families Manual and participate in the supervisors' meetings during which the clinic director provides instruction on technical and procedural issues.

All supervisors receive instruction and training in technical aspects of the Center For Healthy Families operations by receiving copies of the Center for Healthy Families Manual and instruction by the clinic director during Supervisors' Meetings that are held twice each semester. The clinic director also provides individualized technical instruction to each new supervisor. Furthermore, supervisors are invited to attend the weekly in-service presentations in the clinic, many of which cover technical issues.

Portability of Degree Policy

As a COAMFTE accredited program, the Couple and Family Therapy Program at the University of Maryland, College Park provides students with the standard curriculum of education and clinical training that is recognized across the country. The comprehensiveness of our curriculum and the extensive clinical training with diverse clients prepare our graduates for employment in a wide variety of MFT positions. In addition, the program prepares students to perform well on the National Licensing Examination. Thus, the degree is highly portable.

Policy on Technology Requirements

The University of Maryland, College Park uses the CANVAS Course Management System for all courses. Students enrolled in the CFT program are required to learn how to use the CANVAS system for accessing course materials, communicating with the instructor, and submitting their work. The Center for Healthy Families uses a digital video recording system for all client assessment and therapy sessions. Students in the CFT Program are required to learn how to use the video recording system in an ethical and confidential manner. The Center for Healthy Families uses an electronic system for case management, including client information, session summary notes, student supervision logs. Also located on the electronic system are standard clinic forms and clinical tools. Students in the CFT Program are required to learn how to use that system.

STUDENT SUPPORT SERVICES

A variety of valuable academic and personal support services are available to CFT graduate students both across the University's campus and within the School of Public Health and Department of Family Science. The following are brief descriptions of student support services and contact information for each of them.

Adele H. Stamp Student Union

The Adele. H. Stamp Student Union provides students with many services and needs for daily living on campus including a food court and other dining options, art gallery, mailing and postal center, University bookstore, movie theater, bowling alley and arcade, Capital One Bank, collaboration space for student groups and organizations, and other student life services. They also host events, talks, performances, moving screenings, ceremonies, etc. A full list of services, stores, and offices can be found [here](#):

Multicultural Involvement & Community Advocacy (MICA)

Located in the Adele H. Stamp Student Union, MICA provides advising, support, advocacy, training, and consulting for student groups and individuals from Asian Pacific American, Black, Latin@, Native American Indian, Bi/Multiracial & Ethnic, Interfaith & Spiritual Diversity, Lesbian, Gay, Bisexual, Transgender & Queer and Middle Eastern Communities.

Dining Services

Students can use the University of Maryland Dining Services' dining halls, restaurants, convenient shops, cafes, and food court located across campus. Students can use "Terrapin Express" points or their regular cash or credit card at these locations. For a full list of hours and locations, visit the UMD dining [website](#).

Eppley Recreation Center

The Eppley Recreation Center is located next to the School of Public Health, and offers numerous opportunities for students to take care of their body and mind. Some amenities include machines for cardio, a weight room, two indoor swimming pools and outdoor aquatic center, climbing wall, racquetball and squash courts, indoor basketball courts, group fitness rooms, and personal training sessions. Access to all RecWell facilities and group classes is free for students.

Clarice Smith Performing Arts Center

The Clarice Smith Performing Arts Center is a collaborative Performing Arts Center that houses shows, plays, recitals, concerts, and many other arts performances by students, faculty, community groups, and famous actors, artists and musicians. The CSPAC is part of the College of Arts and Humanities and together with outside funders and supporters, offers workshops, masterclasses, and free or reduced tickets for students to attend the hundreds of performances that take place there each year.

Religious and Spiritual Services

As stated by the University of Maryland, College Park Chaplains, "In the open, inclusive environment of many cultures and faiths, the Chaplaincies work collectively to serve the spiritual needs of the University of Maryland. The Chaplains, supported by and representing their faith communities, serve their faith traditions while demonstrating a unity that contributes to the rich diversity and quality of life at the University and in the community."

In addition to the Memorial Chapel, which houses the offices of University Chaplains for most Religions, other religious centers also exist across campus and seek to meet students' social, spiritual, and religious needs. You can find more information on specific services provided by each center by clicking their individual links:

- [Memorial Chapel](#)
- [University of Maryland Hillel](#)
- [UMD Chabad Jewish Student Center](#)
- [Center for Muslim Life](#)
- [Catholic Student Center](#)

Office of Student Financial Aid

The Office of Student Financial Aid offers general information as well as guidance, consultation, and management on loans, grants, federal work study options, scholarships, graduate assistantships, and emergency assistance. The office is located in the Lee Building.

Counseling Center

Mental Health Services

The Counseling Center provides enrolled students free psychological counseling for individuals and couples, group therapy, support groups, career counseling, and workshops.

Accessibility & Disability Services

The Accessibility and Disability Services (ADS) housed within the Counseling Center include testing accommodations (extended exam time, private space, assistive technology, computer access for exams, enlarged print, and use of a calculator), reading accommodations (electronic textbooks and reading materials, as well as enlarged print), and hearing impaired services (interpreting service, transcription services, transliterating services [cued speech], and loaner FM systems). Additional disability services include priority registration, reduced course load, note-taking, library assistance, para-transit, individualized coaching, advocacy support, audio-recording of lectures, and referrals to other campus services.

Learning Assistance Services

Learning Assistance Services has the mission of supporting the Counseling Center and the University of Maryland's mission by fostering the education, critical thinking and intellectual growth of UM students, and helping students develop personal and academic strategies, positive attitudes toward learning and the self, and behaviors which empower them to be successful in college and life. Services include academic counseling, academic success workshops, courses, content area support programs, guided study sessions, ESOL, dissertation support, and structured groups for the writing process.

University Health Center

Mental Health Services:

The University Health Center provides mental health services for students that can address barriers to academic progress.

Health and Wellness Services:

The University Health Center provides health and wellness services to help students learn healthy life-work balance such as nutritional consultation and coaching, meditation, sexual health services, and tobacco cessation support.

Library Services

The University of Maryland, College Park has extensive library services befitting a leading university. As the largest university library system in the Washington D.C.-Baltimore area, the University Libraries serve 37,000 students and faculty of the flagship College Park campus. The eight-library system is a key academic resource that supports the teaching, learning and research goals of the university. With an operating budget of \$23.7 million, the University Libraries rank 39th among the 115 members of the Association of Research Libraries in the U.S. It ranks 10th in electronic resources as a percentage of total library materials. The holdings include 4.3 million volumes, 17,000 e-journals, 900,000 e-books, and over 350 databases. The Libraries also offer a variety of computers, software, and peripherals. Students can borrow laptops, netbooks, e-book readers, cameras, headphones, chargers and adaptors, and more from McKeldin Library, and audiovisual equipment from Nonprint Media Services in Hornbake Library. There are numerous computer labs on campus, maintained by the campus Division of Information Technology.

Staff members of the Libraries provide additional services for the research and personal information needs of patrons with disabilities. Service Plus Information and Research Services staff members assist with the use of the catalog, as well as periodical indexes and reference materials. One large screen workstation in the McKeldin Library first floor public Electronic Research area is wheelchair-accessible. Upon request, the library will issue a special sticker to students with disabilities that will allow a personal attendant or reader to check out and renew materials for the student without the student having to come to the Libraries. To qualify, the student must have certification from Disabled Student Services.

All of those resources are available free of charge to enrolled graduate students. The University Libraries also belong to the University System of Maryland and Affiliated Institutions, which is a 16-member consortium with a strong tradition of resource-sharing and a common library software system to manage collections and transactions. The website for the University of Maryland Libraries is: www.lib.umd.edu.

Students can also use the School of Public Health librarian liaison for help with specific topics relevant to family science and/or public health research. To access, click [here](#).

Terrapin Tech

Terrapin Tech is a service of the Department of Information Technology that provides computer consultation, diagnostics, repairs, and free software downloads. The Terrapin

Tech store also sells Apple and Dell products and is located on the first floor in McKeldin Library.

Writing Centers

The University of Maryland has a Graduate School Writing Center within the English Department that provides writing workgroups and facilitated peer writing groups.

There also is an English Editing Center for International Graduate Students.

Furthermore, the Graduate School provides writing resources for graduate students featuring one-on-one writing consultations with writing fellows.

Graduate Student Legal Aid

The Graduate Student Legal Aid Office provides free legal information, consultations, referrals, and brief assistance to UMCP graduate students on a wide range of both off-campus and university matters. Examples of legal questions and problems handled include landlord-tenant disputes; consumer, credit, and employment law questions; family law/ divorce/ simple separations/name changes; power of attorney/advance medical directives; victim assistance; auto accidents and traffic tickets; simple contracts/ small claims matters; health insurance/ health care issues; University academic integrity and disciplinary cases; campus grievance procedures; in-state classification petitions and appeals.

Office for Diversity Initiatives

The mission of the Office for Diversity Initiatives within the University of Maryland Graduate School is stated on its website as: "The Office for Diversity Initiatives provides campus leadership for identifying, recruiting, retaining, and graduating a diverse graduate student body. The Office also assists the University's various colleges and departments in creating an environment supportive of the academic success of women and minority graduate students." This office holds a Graduate School Preview Day for prospective grad students each Fall, orientation sessions for incoming grad students at the beginning of each academic year, Ph.D. completion workshops on the topics of Dissertation and Thesis Management, Writing Successful Grant and Fellowship Applications, and CVs and Cover Letters.

International Student and Scholar Services

The International Student and Scholar Services assists international students with change of visa status, visa renewal, work authorization for off-campus training programs, information regarding educational activities open to dependents, completion of documents, health insurance, and travel abroad. The office conducts international student orientations, language practice, workshops, and career events.

LGBTQ Equity Center

The LGBTQ Equity Center offers community, learning, and leadership opportunities to the entire campus. The community programs include events for new students, retreats, support groups, and a graduation ceremony for LGBTQ students and allies. Learning opportunities include Rainbow Terrapin Network trainings and webinars, the #TransTerps campaign, and speakers bureaus. The leadership opportunities include certification in LGBTQ community support, honor society membership, internships, and awards and scholarships. In addition, the LGBTQ Equity Center offers newsletters, a resource library, resource guides, University of Maryland policies, and campus liaisons.

School of Public Health

School of Public Health Collaboratorium

The School of Public Health Collaboratorium services offers students access to statistical analysis computer programs such as SPSS and SAS, tutorials for computer software, consultations for statistic theorization and analysis, group-work space, a computer lab, and equipment to practice presentations.

Graduate Students in Public Health

Graduate Student in Public Health is a student group in the School of Public Health. They facilitate social, professional, and educational events for graduate students in the School of Public Health. According to their page, “The mission of the Association of GSPH shall be to serve the academic and social needs of the association members, to serve as liaison between graduate students, the administration, staff and faculty, to encourage and promote community involvement by association members, and to stimulate interest in and advance the profession of public health.”

Maryland Council on Family Relations

Maryland Council on Family Relations is a student group in the Department of Family Science. According to their page, “MCFR, the University of Maryland affiliate of the National Council on Family Relations, focuses on issues that are relevant to families. MCFR provides a forum for students and professionals in the fields of family research, therapy, education, health, and policy to share in the development and dissemination of knowledge about families and family relationships. MCFR establishes professional standards and works to promote family well-being. MCFR is dedicated to improving the quality of family while embracing the cultural diversity at the University of Maryland and in a wider context.”

Department of Family Science Academic Support Services

As noted above, the Director of Graduate Studies is available as a resource to CFT students for academic advising, information regarding University and Department policies and procedures, and information regarding Graduate Assistantships. The CFT Program Director ([Dr. Leigh Leslie](mailto:lleslie@umd.edu); room SPH 1142V; phone: 301.405.4011; email: lleslie@umd.edu) is also available for academic advising and information about CFT program requirements. The Department Manager ([Nacie Grigsby](mailto:ngrigsby@umd.edu); room SPH 1142LL; phone 301-405-1377; email: ngrigsby@umd.edu) and the Graduate Program Coordinator ([Leslie Davis](#); room

SPH1142MM; phone 301-405-7574; email: ldavis17@umd.edu) are available for information regarding CFT program requirements, course registration, and other Department policies.

APPENDICES

APPENDIX A: CFT PROGRAM REQUIREMENTS FOR GRADUATION WORKSHEET

Course Number Grade	Title	Credits	Professor & Semester	
SPHL 600	Foundations of Public Health	3		
FMSC 610	Research Methods for Family Studies	3		
FMSC 640	Family Therapy: Theory and Techniques	3		
FMSC 641	Couples Therapy: Theory and Techniques	3		
FMSC 642	Normal and Abnormal Individual and Family Development	3		
FMSC 645	Sexuality: Issues in Family Therapy and Service Delivery	3		
FMSC 650	Ethical, Legal, and Professional Principles in MFT	3		
FMSC 651	Psychopathology in the Family Context	3		
FMSC 652	Diagnosis, and Treatment of Mental and Emotional Disorders in Family Systems	3		
FMSC 653	Advanced Application of CFT Models and Techniques	3		
FMSC 654	Clinical MFT Practice	3		
FMSC 745	Gender and Ethnicity in Family Therapy and Service Delivery	3		
FMSC 658	Supervised Clinical Practice of CFT	9		

Total fixed credits: 45

3-6 CREDITS TO SATISFY GRADUATION REQUIREMENTS (MUST INCLUDE 3 STATISTICS CREDITS IF NOT PREVIOUSLY TAKEN; MAY INCLUDE 3 NON-THESIS CREDITS, or 6 THESIS CREDITS)

FMSC 789	Non-Thesis Research (ACP)	3		
FMSC 799	Master's Thesis Research	6		
EDMS 451*	Quantitative Research Methods	3		

*If statistics course not previously taken and approved by CFT Director

EQUIVALENT COURSES TAKEN CONCURRENTLY OR PRIOR TO FMSC/CFT ENROLLMENT THAT MAY BE USED TOWARD MS AND AAMFT CREDITS*

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No more than six credits can be taken at another university and prior permission must be obtained from (a) Advisor, (b) Director, and (c) Department Chairperson.

TOTAL EARNED CREDITS: 48-51

Signature, CFT Director

Date

Signature, Student

Date

APPENDIX B: PROGRESS TO DEGREE FORM

The Department of Family Science requires Master's students to submit a Progress to Degree form annually. For CFTs, this needs to be submitted each year to the Graduate Director Dr. Leigh Leslie. For first-year students, only complete the portion of the form that applies to you; when you are a second-year student, you add onto the first year's record by completing the second-year section. When submitting your form, please **include a current CV and updated UMCP transcript**. You may use this form as a Word document template when you answer the following questions. Please submit your complete package of materials to Dr. Epstein by March 26, 2018.

First year

1. Required Coursework: Have you completed each of the following courses?

Semester	Course #	Course Title	Credits	Grade
Fall	FMSC 745	Gender and Ethnicity in Family Therapy and Service Delivery		
	FMSC 640	Family Therapy: Theory & Techniques		
	FMSC 650	Ethical, Legal, & Professional Principles in Marriage & Family Therapy		
	FMSC 658	Supervised Clinical Practice of CFT - 1 credit		
Winter	FMSC 698	Trauma & Addictions OR Testing & Assessment		
	FMSC 698P	Play Therapy		
Spring	FMSC 610	Research Methods in Family Science		
	FMSC 651	Psychopathology in the Family Context		
	FMSC 658	Supervised Clinical Practice of CFT - 2 credits		
	FMSC 641	Couples Therapy, Theory, & Techniques		
		Total		

Yes No Have you earned a B or better in each of your courses?

Yes No Do you have incompletes that you need to finish?

If so, please list them and describe the plan and date for completion:

Yes No Are you aware of the requirements for elective courses necessary to complete

Yes No your master's degree and be eligible for state licensure?
Have you completed any of your elective courses?

If yes, please list course number and grade earned:

Yes No Have you taken a statistics course (graduate or advanced undergraduate level) as a prerequisite for FMSC 610 and had it approved as meeting our program's requirement?

If yes, please attach transcript listing course number and grade earned.

If no, when will you take a statistics course at UMCP or elsewhere?

2. Thesis or Advanced Clinical Project

Yes No Have you met with faculty to discuss a thesis/advanced clinical project?

Yes No Have you decided between a thesis and an advanced clinical project?

Yes No Have you attended classes, meetings, in-services, workshops, etc. that explain your options for thesis vs. advanced clinical project? Please describe:

If Thesis Option:

Yes No Have you met with a faculty member to discuss your thesis topic and committee membership? Describe the meeting(s) and outcome:

Yes No Have you selected a research topic for your master's thesis?
If yes, what is it? _____

Yes No Have you identified a thesis advisor?
If yes, list name of advisor _____

Yes No Have you identified two other faculty members for your committee?
If yes, list their names: _____

Yes No Have you identified an appropriate source of data and begun formulating an analysis plan?

Yes No Have you completed an initial or preliminary literature review for your thesis topic?

If Advanced Clinical Project:

Yes No Have you submitted in writing to Dr. Leslie, the Director of Clinical Education, your intention to do an advanced clinical project? Ideally, this decision should be made in the spring to give you maximum flexibility in planning for your advanced clinical project.

Yes No Have you identified a faculty advisor for your advanced clinical project?
If yes, list name of advisor _____

Yes No Have you identified an appropriate client case for your advanced clinical project and begun formulating the paper and oral presentation (including video clips)?

3. Professional Development

Yes No Have you been involved in professional development activities at the departmental, campus, local community, state, or national level over the past year? Please list such activities, which may include writing proposals for or attending/presenting at conferences; participation or leadership in campus organizations; or participating in state or national organizations.

4. Awards

Yes No Have you received any honors or awards for your academic/professional work? Please list them.

3. Research Experience (OPTIONAL)

Yes No Have you been involved in a program of research with a department faculty member?

If yes, describe:

Yes No Are you conducting research with non-departmental UMD faculty? Please list your involvement in projects and explain your research responsibilities and the studies in general.

Summer (following First Year)

1. Required Coursework: Have you completed each of the following courses:

Semester	Course #	Course Title	Credit	Grade
Summer	FMSC 645	Sexuality: Issues in Family Therapy & Service Delivery		
	FMSC 654	Clinical Marriage & Family Therapy Practice ("I" grade until May of 2 nd year)		
	FMSC 658	Supervised Clinical Practice of CFT – 1 credit during each summer session		
		Total		

Second year

1. Required Coursework: Have you completed each of the following courses:

Semester	Course #	Course Title	Credit	Grade
Fall	SPHL 600	Foundations of Public Health		
	FMSC 642	Normal and Abnormal Individual and Family Development		
	FMSC 652	Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems		
	FMSC 658	Supervised Clinical Practice of CFT – 2 credits		
Winter	FMSC 698	Trauma & Addictions OR Testing & Assessment		
Spring	FMSC 653	Advanced Application of CFT Models and Techniques		
	FMSC 658	Supervised Clinical Practice of CFT – 2 credits		
	FMSC 789 OR FMSC 799	Advanced Clinical Project Option Credits (3) – Total credits: 48 Thesis Option (6) – Total credits 51		
Total Credits Completed:				

Yes No Have you earned a B or better in each of your courses?

Yes No Do you have incompletes that you need to finish?

If so, please list them and describe plan for completion:

Yes No Have you completed the necessary elective courses to finish the program and be eligible for state licensure?

If no, when do you plan to finish these courses?

2. Thesis and Advanced Clinical Project

Thesis:

Yes No Have you selected a thesis committee chair? Name: _____

Yes No Have you selected you committee members, and have they agreed to participate?
Name: _____
Name: _____

Yes No Have you successfully defended your thesis proposal?

If yes, list the date of your successful proposal defense: _____

If no, when do you plan to defend your thesis proposal? _____

Yes No Have you completed and submitted necessary IRB paperwork and had it approved?

Yes No Did you complete the required online IRB training course on human subjects research?

Yes No Have you defended your finished thesis?

If yes, list the date of your successful thesis defense: _____

If no, when do you plan to defend your thesis proposal? _____

Yes No Have you met all of the deadlines set by the graduate school for paperwork including approved program form, submission of your finished thesis, etc?

Yes No Have you submitted a bound copy of your finished thesis to the Department, to your thesis chair, and to each of your committee members?

Advanced Clinical Project:

Yes No Have you submitted in writing your intention to complete an advanced clinical project during either the spring of your first year or by the end of the first summer?

Yes No Have you obtained the Clinical Presentation Component of Advanced Clinical Project Form and Universal Treatment Plan?

Yes No Have you chosen a client family or couple and begun saving tapes?

Yes No Have you chosen an advanced clinical project chair?
Name: _____

Yes No Have you met with your chair and made plans for completing all of the requirements for the advanced clinical project?

3. Research Experience (OPTIONAL)

Yes No Have you been involved in a program of research with a department faculty member?

If yes, describe:

Yes No Are you conducting research with non-departmental faculty? Please list your involvement in projects and explain your research responsibilities and the studies in general.

4. Professional Development

Yes No Have you been involved in professional development activities at the departmental, campus, local community, state, or national level over the past year? List such activities, which may include attending or presenting at conferences; participation or leadership in campus organizations; or making contributions to local, state, or national professional organizations.

5. Awards

Yes No Have you received any honors or awards for your academic/professional work? Please list them.

APPENDIX C: COMPONENTS OF ADVANCED CLINICAL PROJECT - ORAL PRESENTATION

	Possible	Earned
<u>General Requirements</u> <ol style="list-style-type: none"> 1. Must be a couple or family 2. A minimum of 12 sessions seen 3. Presenter as single therapist or lead (if co-case) who takes responsibility for case decisions 4. Total time – 50 to 55 minutes 	N/A	N/A
<u>I. Introduction to Family</u> <ol style="list-style-type: none"> 1. Description of family; e.g., race, SES, presenting problem, number of sessions, etc. 2. Genogram (three generation if possible, show alliances, conflicts, unit of treatment, households, etc.) 	15	
<u>II. Presentation Materials</u> <ol style="list-style-type: none"> 1. PowerPoint presentation with film clips(with video summary) from a <u>minimum</u> of 3 separate sessions (if possible, illuminating varied parts of presentation; e.g., theoretical model, treatment plan, outcome) (10 points) 2. Uniform Treatment Plan, including DSM diagnosis, goals, etc. (5 points) 3. Handouts for peers (includes references in page numbers for them.) (5 points) 	20	
<u>III. Therapist Process and Treatment Plan Component</u> <ol style="list-style-type: none"> 1. Theoretical orientation including: reason for choice and appropriateness for case. (10 points) 2. Treatment Plan (or theoretically appropriate reason for not having one)-see II-2 (10 points) 3. Use of assessment instruments: what you used and how it informed treatment and assessment of progress/outcome (5 points) <ul style="list-style-type: none"> ● Specific tracking of client progress (e.g., pre- post- DAS, pre-post-Beck) ● Specific tracking of client –therapist relationship & satisfaction with therapy (e.g., SEQs) 4. Ethical/Professional issues: therapist process-what decisions faced; how were treatment decisions made; how did case framework/theory influence decisions. (10 points) 5. Process summary (10 points) 6. Points of consultation (e.g. peak and valley sessions which you brought to supervision). (5 points) 7. Recommendations (10 points) 	60	

IV. <u>Lead Discussion on central issues or concerns</u> 1. Prepare questions for audience 2. What you learned as a therapist working on this particular case	5	
TOTAL POINTS	100	

Clinical Presentation Component of ACP CHF Form F-84_ 08/16

APPENDIX D: FORMS

- Thesis and Dissertation Guide
- FMSC Thesis and Advanced Clinical Paper binding policy
- Petition for Residency Classification Form
- Approved Program Form
- Nomination of Thesis or Dissertation Committee
- Application For Graduation
- Petition For Regulation Waiver
- Request for Time Extension
- Request for Transfer or Inclusion of Credit for the Master's Degree
- Graduate Credit Permission Form
- Certification of Master's Degree without Thesis
- Certification of Finances Form Overload Payments for Graduate Students
- Graduate School Home Page
- Proposal Approval Sheet for Thesis Option Master of Science Degree