Antioch University New England and the Department of Applied Psychology reserve the right to make changes in policy, regulations, degree requirements, and fees subsequent to the publication of this material. Such changes take precedence over handbook and catalogue statements. While reasonable efforts are made to publicize such changes, students should remain in close touch with department advisors and administrative offices because responsibility for complying with all applicable requirements ultimately rests with the student. Students are also referred to the AUNE Academic Catalog.
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CFT Program Faculty

AP Department Chairperson: Lucille Byno, Ph.D., Professor and Chair

CFT Core Faculty:
Program Director: Janet Robertson, Ph.D.
Director of Clinical Training: Jinsook Song, Ph.D.
Core Faculty:
  Kevin Lyness, Ph.D.
  Denzel Jones, Ph.D.
Core Faculty:
  Pia Alexander, M.A.
Teaching Faculty:
  Markie Twist, Ph.D.
Clinical Faculty:
  Sharon Fitzgerald, Ph.D.

Adjunct Faculty:
  Starlin Astacio
  Sema Bruno
  Samantha Bryant-Hagan
  Pel Boucher
  Ashlyn Douthitt
  Marquitta Fields
  Steffen Gillom
  Carrie Hatch
  Rashida Ingram
  Jonathan Leitch
  Walter Lowe, Ph.D.
  Leury Pena
Introduction

Welcome to the Master’s program in Couple and Family Therapy. This document is intended to serve as a guide throughout your program.

The Master of Arts in Couple and Family Therapy (CFT) program is housed in the Department of Applied Psychology (AP) at Antioch University New England (AUNE). AUNE is accredited by the North Central Association of Schools and the Higher Learning Commission. The CFT program at Antioch University New England is accredited by the Commission on Accreditation for Couple and Family Therapy Education (COACFTE) through 2022. The program was initially accredited in 1993.

The Academic Catalog of Antioch University contains all official academic policies and degree requirements. Students should read and become familiar with these policies and requirements.

https://catalog.antioch.edu/

The Couple and Family Therapy web page contains general program information such as faculty bios and program highlights.

https://www.antioch.edu/new-england/degrees-programs/counseling-wellness/couple-and-family-therapy-ma/

The CFT MA Student Resources site on Sakai includes useful information for students regarding internship sites, writing guides, professional organization resources, and self-care, among others.

Program Overview

The CFT program is designed to be a full-time cohort program, with students entering in the fall or spring semester. Extended programs are available, but must be requested and approved by the program director, registrar, and the department. A revised sequence will be designed by the student and advisor, and submitted for approval to the program director.

AUNE’s MA in Couple and Family Therapy (CFT) program is a low-residency program, designed to be completed in just under three years (33 months) of full-time enrollment. Students have one full year of course work before beginning their practicum and internship experiences in years two and three. Face-to-face learning experiences through our residencies, are what distinguish a low-residency format from a traditional online program.

The residencies are intense learning opportunities combining seminars, workshops, guest lectures, advising sessions, peer discussions, and student presentations. They take place a total of five times throughout the three-year program (two during the first year, two in the second, and one during the third). All residencies are four days long (Thursday through Sunday). The
fall, summer, and last spring residencies take place in Keene, NH or Yellow Springs, OH, while the first two spring residencies, in early January, take place in one of the West Coast AU campuses in either Los Angeles, CA or Santa Barbara, CA. Residencies are designed to build life-long learning communities and professional relationships.

Between Residencies, you will be working on course material both synchronously and asynchronously. You will have “live” classes via Zoom (each student receives a university provided account) and you will also have assignments that are completed at your own pace (readings, forum postings, papers, etc.). During the practicum and internship experience, students will be required to attend weekly supervision meetings via video and/or voice conferencing software, in addition to attending on-site supervision at their practicum and/or internship site.

Mission of the Master of Arts in Couple and Family Therapy Program

The mission of the Couple and Family Therapy Master of Arts program is to develop competent beginning couple and family therapists through an experiential educational approach. We promote multicultural awareness and advocate for social justice in the CFT field.

On the path to becoming competent beginning couple and family therapists, students will develop clinical skills in the following specific domains: conceptual/theoretical, perceptual, executive, evaluative, and professional. Students will develop skills in the domains of admission to treatment, assessment and diagnosis, treatment planning and case management, therapeutic interventions, legal and ethical issues (including issues of professional identity), and in using and conducting research and evaluation. Students will also develop competence in content areas including basic human development theories, substance abuse and intrafamilial violence, sexuality and sex therapy, clinical application of foundational and postmodern theories, and will demonstrate respect for cultural diversity across areas of the curriculum.

Antioch University Mission Statement

Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. The multiple campuses of the University nurture in their students the knowledge, skills, and habits of reflection to excel as lifelong learners, democratic leaders, and global citizens who live lives of meaning and purpose.

Antioch University Inclusion and Diversity Statement of Commitment:

In radical recognition of our mission and purpose, we pledge to actively engage in ongoing development as a wholly inclusive community. To this end we will consistently, deliberately and systematically strive to be appropriately responsive to the myriad dimensions of human diversity, such that none are marginalized and all experience justice and empowerment. Moving beyond tolerance toward inclusion and the celebration of our differences, we will courageously embrace any resulting challenges as they arise, recognizing that the responsibility
for this rests with each and every member of the community. We assert that we will move expeditiously toward our goals through an ongoing commitment to courageous self-examination and respectful and honest interactions, which will lead us to the creation of formal and informal structures, policies, programs, and services that will give life to these ideals on our campuses and as we touch the world around us.

(Created by the University-wide Diversity Statement Task Force, approved 2012)

Non-discrimination Policy Statement

The program does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation or national origin in any of its activities (including admission, retention, application of policies, and work with clients, supervisees, students, and others).

Antioch University New England Statement of Purpose

Antioch University New England provides transformative education through scholarship, innovation, and community action for a just and sustainable society.

Antioch University New England Values

- Antioch University New England is committed to innovative academic excellence, integrating practice with theory in a collaborative learning environment that is attentive to multiple learning styles.

- Antioch University New England believes in ecological stewardship and social justice, cultivating local as well as global perspectives to educate students with diverse backgrounds and opinions to become leaders of change.

- Antioch University New England values community engagement: using place-based practices to foster scholarship, activism, and service learning; creating organizational integrity through shared governance.

The Mission of the Antioch Couple and Family Therapy Institute:

The Antioch University Couple and Family Therapy Institute (AUCFTI) serves as a mental health center and offers a wide range of couple and family therapy services to the people of Keene and the surrounding communities. It also serves as a state-of-the-art training facility for the doctoral and local second year masters students of the couple and family therapy program, and is in line with the University values of community engagement.
CFT Program Goals and Student Learning Outcomes (SLOs)

Drawing directly from our mission statement, the AUNE CFT Master of Arts program has identified the following program goals and educational outcomes, in the form of student learning outcomes.

Program Goal 1 (Knowledge): Educate students on the foundational knowledge and broader content areas required for effective CFT practice.
  - SLO1: Students demonstrate knowledge of CFT models and interventions.
  - SLO2: Students demonstrate knowledge of broader content areas in CFT, including human development and family studies, families in larger systems, human sexuality and sex therapy, addictions, and intrafamilial violence.

Program Goal 2 (Practice): Train students to apply clinical systemic skills and models to practice as a CFT.
  - SLO3: Students apply systemic/relational model interventions in clinical practice.
  - SLO4: Students demonstrate competency in systemic assessment, diagnosis, and treatment planning.
  - SLO5: Students demonstrate basic systemic/relational therapeutic skills in clinical practice.

Program Goal 3 (Ethics): Promote the development of ethical professionals and practices in the field of CFT.
  - SLO6: Students demonstrate professionalism in CFT.
  - SLO7: Students demonstrate understanding and application of ethical codes, laws, and principles in CFT practice.

Program Goal 4 (Research): Educate students on the application and critique of CFT research.
  - SLO8: Students demonstrate understanding of qualitative and quantitative research methodologies through a critical lens.
  - SLO9: Students apply research to clinical practice.

Program Goal 5 (Diversity): Advance the profession by training students to practice CFT from a socially just stance.
  - SLO10: Students demonstrate self-awareness of social structures, social locations, experiences, and biases that influence their practice as CFTs.
  - SLO11: Students pay attention to issues of diversity, equity, and inclusivity across all domains of CFT.

CFT Program Outcomes (POs)

We have delineated two levels of program outcomes. First are the outcomes required by COAMFTE:
• **PO1**: at least 50% of our students will graduate within the specified time frame of the program (3 years) and that least 65% will graduate within the maximum time allowed (5 years).

• **PO2**: at least 70% of our students will report passing the AMFTRB National Exam for licensure.

At the second level, we have identified Program Outcomes based on our evaluations of students’ clinical performance at and after graduation.

We expect students in the master’s program to show developmentally appropriate scores on the Antioch Skills Evaluation Device (ASkED) form, a rating of student’s clinical core competencies that is given at the end of each semester during the Practicum and Internship courses (based on beginner, intermediate, and advanced student standing). Students should be at the level of “meets expectations” in each area by graduation, and should make progress when scoring below expectations.

• **PO3**: program-level average ASkED scores should between 31 and 40 on each dimension of the ASkED by their last semester in the program.

Students and graduates are expected to report a high level of preparedness in clinical training that is measured through our alumni and exit surveys. In these surveys, we ask graduates to rate their perceptions of their level of preparedness reflected in the Student Learning Outcome expectations (see Student Learning Outcomes below).

• **PO4**: graduates will rate themselves as prepared on a level at least “on par with other entry level clinicians” in the levels of preparedness related to the student learning outcomes.

**CFT Faculty Outcomes (FOs)**

Four faculty outcomes have been identified. The faculty outcomes for the program are aligned with the four dimensions of the faculty role as defined by Antioch University—engagement in student learning, engagement in scholarship, engagement as a university citizen, and engagement in service/practice.

• **FO1**: Faculty are expected to demonstrate competency in teaching and clinical supervision, as evidenced by course evaluation data and supervisor evaluations.

• **FO2**: Faculty are expected to demonstrate productive scholarship, as evidenced by publications and presentations at local and national conferences, as evidenced by # of publications and presentations.
• **FO3:** Faculty are expected to be engaged in service to the community (at local, state, and/or national/international levels), as evidenced by service work.

• **FO4:** Faculty demonstrate specific expertise in teaching and supervision related to social justice and diversity issues, as evidenced by ratings on items 13-16 on the Supervisor Evaluation, and based on ratings of specific course objectives related to diversity.

**Program Demographics**

Our accrediting body, COAMFTE, asks that we report on program demographics as well as student achievement criteria (as defined by COAMFTE). Our latest student achievement criteria report can be found on the program’s website at: [https://www.antioch.edu/wp-content/uploads/2021/02/CFT-MA-COAMFTE-SAC-Data-Disclosure-Table-2021.pdf](https://www.antioch.edu/wp-content/uploads/2021/02/CFT-MA-COAMFTE-SAC-Data-Disclosure-Table-2021.pdf)

Here is a summary of program demographics as of April, 2021:

Gender and Ethnicity (based on available COAMFTE reporting categories):

<table>
<thead>
<tr>
<th>Gender</th>
<th>Faculty</th>
<th>Supervisors</th>
<th>Current Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>10</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Faculty</th>
<th>Supervisors</th>
<th>Current Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident (International)</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>African-American / African / Black</td>
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<td>White / Non-Hispanic</td>
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<tr>
<td>Hispanic / Latinx / Chicano/a</td>
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<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Multiethnic</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

**CFT MA Degree Requirements**

Official degree requirements are found in the Antioch Academic Catalog.

In addition to didactic coursework, there is a minimum of a 500 hour face-to-face clinical contact requirement through work at the Antioch Couple and Family Therapy Institute or off-site Internship during the second and third year of the program. Requirements for clinical hours are detailed in the CFT MA Internship Handbook found in the Field Experience Resources site in Sakai.

Additional Requirements

Students are required to maintain membership in the American Association for Marriage and Family Therapy (AAMFT) during their matriculation in the program. Membership in this and other professional organizations fosters professional development, professional identity, and provides the student with liability insurance during their clinical experiences. The annual cost is approximately $63 with a one-time $25 application fee, which is often waived for new student members. For more information on the organization, go to https://www.aamft.org/

Students are also required to purchase an account with SupervisionAssist before beginning Practicum and Internship. This is a cloud-based program that includes a placement site directory, online clinical hours tracking, HIPAA compliant video sessions, and more. Students will have access to their accounts after graduation. The cost is approximately $200.

Licensure

Students are required to sign an acknowledgement that they have received information regarding the portability of the degree. This form will be signed at orientation prior to students beginning the program and notes that licensure requirements vary by state/province or other location, and that the program may not meet all the educational or licensure requirements in every state. See the Advanced Practical Experience handbook for additional information regarding licensure regulations.

CFT MA Course Sequence Fall Enterers*
61 Credits

Fall I (9 credits)
- CFT 6000  CFT Identity, Law, and Ethics (3)
- CFT 6420  Foundational Theories of CFT (3)
- CFT 6060  Diverse Families and Communities (3)
- Residency: Early September in Keene, NH or Online (9/16/21 – 9/18/21)

Spring I (10 credits)
- CFT 5760  Postmodern Approaches to Family Therapy (3)
- CFT 5500  Systemic Assessment and Treatment (3)
- CFT 5260  Human Development: Lifespan and Systems Perspectives (3)
- CFT 6960  Clinical Skills in CFT (1)
- *Residency: Late March in Los Angeles, CA or Online (3/24/22 – 3/27/22)*

**Summer I (6 credits)**
- Elective Course I (3)
- Elective Course II (3)

**Fall II (9 credits)**
- CFT 6480  Intro to Couples Therapy (3)
- CFT 5180  Human Sexuality and Sex Therapy (3)
- CFT 6961  CFT Internship I (3)
- *Residency: Early September in Keene, NH or Yellow Springs, OH (9/15/22 – 9/18/22)*

**Spring II (9 credits)**
- CFT 6660  Families and Addictions (3)
- CFT 5750  CFT Seminar: Special Topics (3)
- CFT 6962  CFT Internship II (3)
- *Residency: Late March in Los Angeles, CA or Other West Coast Location (Dates TBD)*

**Summer II (6 credits)**
- Elective Course III (3)
- CFT 6963  CFT Internship III (3)

**Fall III (6 credits)**
- CFT 5900  Research & Evaluation in CFT (3)
- CFT 6964  CFT Internship IV (3)

**Spring III (6 credits)**
- CFT 5190  CFT Seminar: Family Studies (3)
- CFT 6965  CFT Internship V (3)
- *Residency: Late April or Early May in Keene, NH (Dates TBD)*

CFT MA Course Sequence Spring Enterers*
61 Credits

**Spring I (10 credits)**
- CFT 6000  CFT Identity, Law, and Ethics (3)
- CFT 6420  Foundational Theories of CFT (3)
- CFT 6060  Diverse Families and Communities (3)
- CFT 6960  Clinical Skills in CFT (1)
- *Residency: Late March in Los Angeles, CA or Online (3/24/22 – 3/27/22)*

**Summer I (6 credits)**
- Elective Course I (3)
- Elective Course II (3)

**Fall I (12 credits)**
- CFT 5760 Postmodern Approaches to Family Therapy (3)
- CFT 6480 Intro to Couples Therapy (3)
- CFT 5180 Human Sexuality and Sex Therapy (3)
- CFT 6961 CFT Internship I (3)
  - Residency: Early September in Keene, NH or Yellow Springs, OH (9/15/22 – 9/18/22)

**Spring II (9 credits)**
- CFT 5500 Systemic Assessment and Treatment (3)
- CFT 5260 Human Development: Lifespan and Systems Perspectives (3)
- CFT 6962 CFT Internship II (3)
  - Residency: Late March in Los Angeles, CA or Other West Coast Location (TBD)

**Summer II (6 credits)**
- Elective Course III (3)
- CFT 6963 CFT Internship III (3)

**Fall II (9 credits)**
- CFT 6660 Families and Addictions (3)
- CFT 5750 CFT Seminar: Special Topics (3)
- CFT 6964 CFT Internship IV (3)

**Spring III (9 credits)**
- CFT 5190 CFT Seminar: Family Studies (3)
- CFT 5900 Research & Evaluation in CFT (3)
- CFT 6965 CFT Internship V (3)
  - Residency: Late April or Early May in Keene, NH

**Elective Course Offerings:**

**Choice of Three Electives - 9 credits** (Students may select 3 courses from different focus areas, or all 3 in one focus area)

Electives to Fulfill Addictions Focus Include:
- COUN 6122 Addictions Counseling (3)
- COUN 6262 Integrative Approaches to Addictions Counseling (3)
- COUN 5632 Psychopharmacology (3)
- COUN 6132 Process Addictions (3)
- COUN 6142 Social Justice & Advocacy in Addictions Counseling (3)

Electives to Fulfill Trans Affirmative Therapy Focus Include:
- CFT 6210 Transgender Experiences: An Introduction (3)
• CFT 6220 Working with TGNC Families (3)
• CFT 6230 Gender in Context: An Intersectional Approach (3)
• CFT 6420 Gender Affirming Clinical Practice (3)

Electives to Fulfill Trauma Focus Include:
• COUN 6101 Creative Approaches to Trauma-Informed Practice (3)
• COUN 5322 Counseling Approaches to Trauma, Grief & Loss (3)
• COUN 5332 Trauma & Resiliency: Body, Mind & Brain (3)

Other Electives Include:
• COUN 6532 Counseling Military Personnel and their Families (3)
• COUN 6522 Adventure-Based Counseling (3)

Not all courses are available every semester.
*Course Sequence and Method of Delivery is subject to change.

Antioch University Attendance Requirements

As a low residency program, students must attend residencies in each year of the program. Every student’s class attendance and participation are essential to the learning process. “Attending class” means being in class physically during the residencies or logging on to the online course. For the purposes of online work, an absence is defined as “not logging on at least once during a standard seven-day calendar week.” It is expected that students will be absent only under extreme circumstances, such as illness or family emergencies.

The student is responsible to initiate a conversation with faculty regarding a planned absence. Additional work may be assigned to make up for lost class time. If there is sufficient time remaining during the course for all required work, including make-up assignments, to be submitted by the date of the last class, credit may be awarded. If additional time is needed, an incomplete may be awarded, subject to the usual guidelines and deadlines for completion of the work. Unauthorized absences may result in forfeit of credit.

Two absences are allowed in a course lasting fifteen weeks. One absence is tolerated in a course lasting eight weeks. Faculty will assign work to make up for lost class time. Four absences in a fifteen week course will automatically result in no credit given unless students initiate a conversation with the instructor requesting special consideration, and the instructor decides that an exception to policy is warranted. In making the decision, the instructor will first consider whether there are extenuating circumstances that necessitate the absences. If so, the instructor will then take into account: (1) the nature of the material covered during class meetings; (2) the extent to which the module design relies upon student presence and participation in order to demonstrate competency in the area of focus during the period of absence; and (3) the effect of the absence(s) on the progress toward competency of other students. The instructor may also consult with the appropriate Program Chair.
In general, courses for which a student receives no credit may be re-taken once without prior authorization. For courses that do allow a re-take, students may petition for a third attempt to satisfy certificate or degree requirements. In the petition, students must document the measures that they have taken to ensure success on the third round. Students will be required to register and pay all associated fees for each course that is re-taken. The student’s graduation date will be adjusted accordingly.

*See Academic Catalog for more details: https://catalog.antioch.edu/university-policies/academic-policies/

Technology Requirements

Because this program involves online learning, you must have access to a fast internet connection and a computer with a webcam. You will also need a private place to participate in video conferencing and supervision. As part of supervision we review video recordings of sessions, so you should have a way to record sessions in your place of practice, and a secure place to store them. Please do not join video sessions while driving. Supervision sessions typically take place using a platform called Supervision Assist, which has HIPAA-compliant video conferencing and storage.

Antioch University Academic Dishonesty and Plagiarism

From the Antioch Academic Catalog, found at https://catalog.antioch.edu/university-policies/student-policies/:

As a community of scholar-practitioners, Antioch New England promotes the principles of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are grounds for disciplinary measures.

“Plagiarize” is defined in Webster's New Collegiate Dictionary as “...to steal and pass off (the ideas and words of others) as one’s own; to use (a credited production) without crediting the source; to present as new and original an idea or product from an existing source...” Plagiarizing includes not only taking direct quotes from written or oral sources without citation, but also paraphrasing others’ ideas.

Students found to have plagiarized or engaged in other acts of academic dishonesty will receive a "no credit" for the course and may be subject to other disciplinary sanctions through regular academic department and institutional procedures for misconduct, including probation or disenrollment.

Advising in the CFT Program

Core faculty members serve as advisors to the CFT students. Each student is assigned to an academic advisor who works with the student throughout the program. The advisor’s tasks
include student orientation, academic advising, selection of courses/programs of study, progress reviews, career advising, problem solving, and general student support. Advising meetings provide a place for students to discuss programmatic issues, community concerns, and other individual concerns. Although advisors periodically check-in with their advisees, students are encouraged to reach out to their advisor directly when questions and concerns arise.

The CFT Program Director, in consultation with the student’s academic advisor and the Director of Clinical Training (DCT), is responsible within the CFT program for approving program changes, unusual registration requests, requests for waivers, transfers of credit, approving individual plans of study, mediation between students and faculty, and recommendations for student remediation and/or disenrollment.

The DCT provides CFT practicum and internship advising. They are responsible for providing support and guidance for students in locating appropriate clinical placements, approval of internship sites, and any decisions arising from clinical placement, such as permission to seek or continue a placement. The DCT works in close collaboration with the Practicum and Internship Supervisors and the CFT Program Director around any clinical issues that may arise.

**Student Mentoring**

Additional informal first year student support is provided by student mentors. Each first year student is assigned a mentor (a second or third year CFT student). The purpose of the student mentor is to foster a network of support and to aid in sociocultural, academic, and emotional adjustment into the CFT program. Although engaging in the mentoring process (either being a mentor or a mentee) is voluntary, it is encouraged as a way to engage in the educational environment, begin professional networking, and improve success in the program.

**Student Support Services**

Following is a list of student support services at Antioch University New England. We strive to provide students with services that will enhance and support their educational experiences at AUNE. We encourage students to utilize the appropriate services and we hope that students find these services helpful during their time at AUNE.

Although students are encouraged to give feedback on services (both positive and negative) directly to the service, to AUNE administration, and to advisors and faculty, we also ask for services evaluation during their exit survey.

**Integrated Student Services**

Services that help students enroll and maintain their student status at AUNE are provided by four offices: Admissions, Financial Aid, the Registrar’s Office, and the Student Accounts Office. Visit [Resources](#) on the AUNE website for helpful information, including current tuition and fees,
how to apply for financial aid, academic calendars, course registration information, how to order transcripts, and much more.

Disability Support Services

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008, as amended. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any time.

The Disability Support Services policy 6.101 may be viewed online at http://aura.antioch.edu/policies_600_1x/1/

For more information, please contact Fran Ziperstein, Director of Student Disability Services, fziperstein@antioch.edu or leave a message at (603) 283-2438. The Disability Support Services office is located in the Student Services suite.

Support for Research & Audiovisual Services

The AUNE Library’s services and collections support our low-residency graduate students, wherever their learning takes them. Professional and personal research support is available in person or via email, phone, or Zoom. Course-specific sessions and workshops on topics of interest are offered throughout the semester. For more information about the AUNE Library, visit the website.

The library’s curriculum-focused collection includes print and electronic books and journals, and online research databases. Items not held in the local collection may be obtained through Interlibrary Loan at no cost to students. The library also offers basic training and support on a collection of circulating audio-visual equipment.

Your librarian, Pippin Macdonald (pmacdonald1@antioch.edu), is available to discuss topics, research strategies, citation management, and more.

Support for Writing and Presentations

The AUNE Writing Center, located in the CRR next to the library, provides free peer feedback for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also helps with Power Points, Prezis, Resumes, Cover Letters, and CVs.
You can talk with peers in the **AUNE Writing Center** face-to-face, via phone, or by skype. Check the center’s hours, make appointment, and access resources via the Writing Center guide at: [http://libguides.antioch.edu/writing](http://libguides.antioch.edu/writing).

For written feedback on your work, you can submit your writing to the **Virtual Writing Center**, which is available to all AU students. You can find directions for uploading papers to the VWC at [https://www.antioch.edu/resources/students/virtual-writing-center/](https://www.antioch.edu/resources/students/virtual-writing-center/). Peer consultants respond to papers in the order they are received, and you will typically receive a response in 24-48 hours.

**Career Services**

Antioch University New England assists students in planning their careers and seeking employment in several ways. The primary route is through myCareer Planner, an online career counseling tool for AUNE students, available through the myCareer Planner button on [AUDirect](https://www.antioch.edu/resources/students/virtual-writing-center/).

Also, job listings are posted on bulletin boards maintained by each of the academic departments. Reference books on resume writing and interviewing for jobs are available in the library. An advisor can also help with advice on career planning and professional networking in your field of interest. Academic departments also sponsor practicum/internship and job fairs for current students. Alumni and finishing students may also access our online [Alumni Career Resources](https://www.antioch.edu/resources/students/virtual-writing-center/) for career consulting tips, job listings, and networking with other alumni.

**Counseling Services**

Students can access counseling services at a reduced fee at the [Antioch Psychological Services Center](https://www.antioch.edu/resources/students/virtual-writing-center/)

**Students in AUNE Governance**

CFT students are encouraged to have a voice and be a part of the program and university communities. Student input and engagement is seen as a vital function within the MA program. There are several ways in which students can become involved in the program, the Applied Psychology Department and Antioch University New England.

**CFT Student Representative:** Serves as a liaison between CFT faculty and MA CFT students. This peer-elected person attends all CFT core faculty meetings and has a place on the agenda to report MA CFT news, concerns, and celebrations. This person also shares with MA CFT students news from the open faculty meetings.
**CFT First-Year Liaison:** This peer-elected position shares any MA CFT news, concerns, and celebrations from first year students with the CFT Student Representative. The CFT Representative reports this information during the CFT core faculty meetings.

**Town Hall Meetings:** Several times throughout the year AP students are asked to meet as a group with AUNE’s President and the Vice President of Academic Affairs (VPAA) to let them know what is working well and what ideas you may have for improvements. Students are encouraged to have a voice in the AP department and the larger University.

**Student Groups:** There are several student led groups that students are encouraged to join. To learn more, visit this link: [https://www.antioch.edu/new-england/resources/students/student-organizations/](https://www.antioch.edu/new-england/resources/students/student-organizations/)

**Standards and Procedures**

University academic policies and procedures are located in AUDirect. The CFT Program abides by all university policies and procedures.

Standards and procedures specific to the AP Department and CFT Program are below.

Standards and procedures pertaining to Practicum and Internship are in the CFT MA Internship Handbook found in the Field Experience Resources site in Sakai.

**DEPARTMENT OF APPLIED PSYCHOLOGY**

**Areas for Competency for programs within the Applied Psychology Department**

**Mastery of Core Curriculum**

Students will gain a knowledge base in the required competency areas for their program. Students will demonstrate this knowledge through successful completion of all coursework.

**Clinical Skills**

Students will develop skills in a range of theoretical approaches to effectively assess and intervene therapeutically with a variety of clients in clinical settings. Students will develop these skills through their coursework as well as through their practicum and internships. Students will demonstrate their skills through successful completion of Practicum and Internship with evaluations of “Good” or better in all categories.

**Interpersonal Effectiveness and Professional Behavior**
Students will develop the interpersonal effectiveness, empathy, and understanding of and respect for multiple perspectives necessary to become an effective counselor/therapist. They will understand and abide by the ethical standards of their profession(s), the American Counseling Association, the American Mental Health Counselors Association, the American Association for Marriage and Family Therapy, the American Dance Therapy Association and NAADAC, the association for addictions professionals. It is understood that the process of training as a counselor/therapist necessitates the development of a professional self.

The programs in the Department of Applied Psychology are designed to provide the student with feedback on interpersonal style, and students are encouraged through the experiential learning model to develop awareness of their attitudes, prejudices, values, strengths, and areas for growth. Students will demonstrate the ability to work effectively in peer and supervisory relationships, and to be receptive to and demonstrate integration of feedback. Students will demonstrate effective and respectful interpersonal interactions with all persons at Antioch University New England and in their clinical placements.

Professional Dispositions Required of Students in Antioch University’s Couple and Family Therapy Program

In addition to successful academic progress and satisfactory performance in practicum and internship, graduate students in the Couple and Family Therapy program must consistently demonstrate behavioral dispositions congruent with professional standards of the field, interpersonal effectiveness and professional behavior.

These dispositions and behaviors, include, but are not limited to respect for faculty, staff, and fellow students both inside and beyond the classroom, adherence to ethical standards of the American Association for Marriage and Family Therapy, demonstrated openness to diverse perspectives, and the ability to accept feedback, follow directions and guidelines set out by CFT and AP faculty and internship site supervisors.

Professional and Personal Dispositions will be evaluated throughout the educational experience in interactions with faculty, staff, classmates (both in and out of the classroom), and clients. These interactions may be formal, such as in clinical supervision or a classroom setting, or informal (e.g., when dealing with AUNE staff).

A formal evaluation of student disposition will occur during the Summer I residency. The results of the dispositional assessment will be discussed during the Candidacy Review. Any rating of “U” (unsatisfactory) on the dispositional assessment will trigger a remediation plan from CFT faculty to promote professional disposition.

Failure to meet the prescribed standard will result in a Student Review. Failure of a CFT student to modify behavior may result in dismissal from the program.

Relationship Soundness
We view a range of professional relationships as central and necessary to successful functioning as a therapist. Relationship soundness is viewed as a foundational competency. Some of the elements of relationship competency include: use of reflective practice, considering multiple perspectives, being patient with self and others, asserting one’s perspective in a mature manner, demonstrating civility and respect in word and manner, using self-disclosure appropriately, managing one’s affect appropriately in self and with others, moving from a stance of judgment to one of curiosity, and listening. Relationship soundness can be evaluated in interactions with faculty and classmates/colleagues (both in and out of the classroom) and with clients.

**Openness to Supervision**
Students are expected to demonstrate the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning. Elements of this competency would include: responding constructively to feedback from supervisors or program faculty, demonstrated ability to make suggested changes in a timely fashion, successful completion of remediation plans, participating in personal therapy in order to resolve problems.

**Professional Functioning**
In accordance with the ethical standards of the ACA, AMHCA, AACFT, ADTA and NAADAC, the Department of Applied Psychology upholds the principle that students may not engage in clinical practice during periods of intense personal difficulties (including legal difficulties), which interfere with or impede their professional judgment.

There are times when personal problems may interfere with a student’s ability to function as a CFT. It is the responsibility of the student to be alert to and recognize when personal problems are interfering with their coursework and/or clinical effectiveness. It is the student’s responsibility to refrain from professional activities if their performance may be problematic and those whom they are serving may be harmed. It is important for the student to discuss the possible impact of the personal situation with the Clinical Supervisor, Director of Clinical Training, their Advisor, or the Program Director. There are a variety of avenues to explore including obtaining assistance with one’s personal difficulties, suspending or postponing direct client services, taking a leave of absence for the program, among others.

The faculty and students collectively share a responsibility to take action if we believe that a person’s personal problems may result in harm to those being served. In such a circumstance, the appropriate action would be to bring the concern to the attention of the person whom one believes to be exhibiting problematic behaviors. If that does not result in corrective action and risk is still perceived, the next step is to consult with a member of the faculty. This information may be shared with the director of the student’s program and with their site supervisor, as well as with other faculty members on a need-to-know basis.

In cases where it is determined by the Director of Clinical Training that the student's professional judgment is impaired due to personal difficulties, or there is any other situation
which compromises the student's suitability to engage in clinical work, the Director of Clinical Training may require that the student suspend all clinical work. This work may be resumed only after the determination in a formal student review that the student may return to clinical work.

Students who are alcohol or drug addicted/dependent are expected to have completed at least two years of sobriety before engaging in clinical practice. Students who have experienced severe psychological distress must receive adequate personal therapy and/or pharmacological treatment in order to engage in clinical practice.

**Expected Progress Toward Competency**

Students are evaluated in terms of their progress in the three areas described above (Mastery of Core Curriculum, Clinical Skills, and Interpersonal Effectiveness and Professional Behavior). Students will demonstrate progress in these areas throughout their matriculation as well as demonstrate competence in each semester.

Academic competence will be assessed through receipt of evaluations of “Good” or better in all categories for all courses. Under rare circumstance and at the discretion of the Program Director, an evaluation of “satisfactory” may be acceptable as demonstration of competence. Clinical competence will be demonstrated through evaluation of “Good” or better in all experiential work.

Interpersonal Effectiveness is considered to be an integral part of Class Participation, and as such, will be evaluated on an ongoing basis. Competence in Interpersonal Effectiveness is also to be demonstrated within the academic and clinical communities. When faculty and/or supervisors have concerns about a student's level of effectiveness, they have the responsibility to address these concerns in a timely manner to both student and advisor. These concerns must be addressed and resolved to the Program Director or Director of Clinical Training’s satisfaction, before the student may begin or continue clinical work at a practicum or internship site. The Program Director or Director of Clinical Training may deny or delay the commencement of, or call for, the termination of the Internship/Practicum when Interpersonal Effectiveness remains a concern. Poor Interpersonal Effectiveness is grounds for placement on Academic Concern Status, and/or disenrollment.

**Progress Review Procedures**

**Candidacy Review**

A candidacy review will be conducted for each first year student prior to beginning internship. Clinical readiness, areas of strength, and areas of concern will be addressed with each student, along with the results of the dispositional assessment. A remediation plan will be developed for those students not making sufficient progress.

**Student Evaluations**
Antioch University New England uses a credit/no credit system supplemented by faculty evaluation of four dimensions of your learning in all courses, Supervised Independent Study, and master’s projects.

The four dimensions evaluated are:
1. Class participation
2. Mastery of course content
3. Quality of documentation (papers, tests, and oral presentations)
4. Overall course performance (a summative category)

One of the following evaluative descriptors will be assigned in each of the four dimensions assessed:

- Outstanding
- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

You can find the evaluative descriptors rubric in the academic catalog:

In assigning evaluative codes, faculty will be guided by the meanings attached to each rating in the chart of Evaluative Descriptors. Additional narrative comments will be provided to the student on or attached to the final paper or project presented for credit.

In order to receive credit for a course, you are required to verify that you have acquired proficiency in the specific learning objectives of the course. You must submit all required work to the instructor by the due date and the work must be of “satisfactory” quality or better in the category of Overall Course Performance.

However, when a student receives "Satisfactory" or “Unsatisfactory” in one or more categories, the advisor is notified. The student is required to arrange an appointment with his/her advisor to discuss the area of concern and plans for remediation. Documentation of these plans is kept on file in the Department.

Ratings of "Satisfactory" or “Unsatisfactory” in two courses, or several such ratings in any one course, may place a student on academic concern status, or initiate a Student Review. Students receiving these ratings in Practicum/Internship may be placed on academic concern status.
Faculty evaluation of student course work is due ten business days after the end of the course. Check your syllabus for your work submission deadlines. The instructor evaluates your work in accordance with the learning objectives stated in the course syllabus.

Should a situation arise where a student encounters difficulty in negotiating the revision of coursework and/or believes that he/she has an academic grievance, the student may make an appeal through the student grievance process.

**No Credit Policy**

A student who receives a No Credit or an overall evaluation of “Unsatisfactory” for a required course may be permitted to repeat that class, once only, with approval of the Program Director. Students are responsible for any additional costs incurred. Receiving a No Credit or an overall “Unsatisfactory” evaluation for a course twice, or in two separate courses, will be grounds for disenrollment.

Receiving a No Credit or overall “Unsatisfactory” evaluation for any portion of Practicum/Internship may be grounds for disenrollment. Permission to repeat these clinical courses is at the discretion of the Program Director and is dependent on successful completion of remedial tasks.

**Student Review**

A Student Review may be called by the Program Director, Director of Clinical Training and/or academic advisor, when:

1. Academic, clinical, and/or interpersonal concerns persist.

2. There is no evidence that the student has been making sufficient progress towards remediation.

3. Two or more ratings of “Satisfactory” are received.

4. An "Unsatisfactory" is received in any category.

5. A No Credit is received for any course.

The Student Review is a formal meeting between a student who has academic, clinical, and/or interpersonal difficulty and the faculty, Program Director and/or academic advisor, and/or others at the discretion of the Program Director. The student may invite a support person (not their attorney).

The purpose of the meeting is to review the student’s progress and to establish criteria for remediation, placement on academic concern status, or disenrollment. A written Remediation
Agreement between the student and the Program will be drawn up, including a time line for action. The agreement is placed in the student’s file. The Program Director, Director of Clinical Training and/or academic advisor will monitor the student’s compliance with the agreement.

The student will be required to adhere to the Remediation Agreement. If any part of the agreement is not fulfilled, within the time specified, the student may be required to participate in a second Student Review, and may be required to withdraw or be disenrolled from the program.

**Academic Concern Status**

Academic concern status indicates that the student is at risk of being disenrolled. A student may be placed on academic concern status as a result of a Student Review. A student is automatically placed on academic concern status in the following cases:

1. A No Credit or overall “Unsatisfactory” evaluation is received in any required academic course.

2. A No Credit or overall “Unsatisfactory” evaluation of any portion of Practicum or Internship. This may also be grounds for disenrollment, depending on the circumstances.

3. An ethical violation, including plagiarism.

A student may be required to take a Leave of Absence as a part of his/her academic concern status. As in the Student Review, academic concern status may include specific tasks to be completed by a student in a specified amount of time. The student is required to fulfill these in order to be removed from academic concern status. A student can be removed from academic concern status following a Student Review, or following successful completion of a course that was previously evaluated as a No Credit or “Unsatisfactory”.

**Satisfactory Academic Progress toward the Degree**

Antioch University New England requires all students to be making satisfactory progress toward their degree in order to:

1. Remain in good academic standing
2. Be eligible for continued enrollment at the University
3. Be eligible for federal financial aid.

Students subject to a Remediation Agreement or academic concern status will be considered to be making satisfactory progress as long as they comply with the terms of the required remediation. If the Program Director and/or academic advisor determine(s) that the student has not fulfilled any part of the Remediation Agreement, the Program Director will immediately notify the Registrar.
University policy on Satisfactory Academic Progress is in AUDirect and the full policy on Satisfactory Academic Progress can be found at [http://aura.antioch.edu/policies_600_1x/9/](http://aura.antioch.edu/policies_600_1x/9/)

**Disenrollment**

The Department of Applied Psychology adheres to the policies of Antioch University New England.

[https://catalog.antioch.edu/registration/continuous-enrollment-policy/](https://catalog.antioch.edu/registration/continuous-enrollment-policy/)

**Competency for Graduation**

Successful completion of the required coursework and practicum/internship requirements establishes competency in the student's area of Applied Psychology. Students must fulfill degree requirements specified in the Academic Catalog in order for the degree to be conferred.

**Appeals:** Procedures and policies pertaining to dismissal and grievance procedures are in the Access Services section of AUDirect of Antioch University New England

**Assessment Policy**

It is the policy of the CFT Programs (Master of Arts and Doctor of Philosophy) to collect and aggregate a variety of data in order to facilitate program improvement. These data include, but are not limited to, end-of-semester electronic course evaluations, assessments of student learning from course materials, end-of-semester clinical assessments (ASkED), final semester capstone projects, as well as yearly surveys of graduating students, alumni, and employers. Each year the program director will gather information on graduation rates, licensure exam pass rates, and job placement via an alumni survey, in addition to the above specified data. Information from these assessments will be aggregated and used to evaluate program effectiveness in meeting identified outcomes (including student learning outcomes, program outcomes, and faculty outcomes) and will also be used to fulfill requirements of accreditation (including regional university accreditation as well as program accreditation).

**Endorsement of Students and Alumni**

The faculty of the Department of Applied Psychology will endorse students and alumni for employment, licensure, and certification in professions for which they have been prepared. Preparation includes successful completion of the required coursework, practicum and internships, and demonstration of entry-level competence for ethical practice as a dance/movement therapist, Couple and family therapist, substance abuse and addictions counselor, and/or mental health counselor.
Students Engaging in Private Practice during the Program

In accordance with the ethical standards of each of the professional organizations associated with Applied Psychology master’s degree programs, students are not considered to have acquired the appropriate level of skills to engage in independent practice in the profession in which they are training. Therefore, no students will engage in private practice while enrolled in the AP Department.

Students may work within an agency setting or as an employee of a group practice so long as they are receiving adequate supervision and their employers assume all legal and ethical responsibility for their work. They may continue work for which they are trained and deemed competent by a certifying body (e.g., massage therapy).

It is assumed that students will cease any independent practice of counseling, dance/movement therapy or Couple and family therapy, in which they may have been engaged prior to entrance into the Department. Any departure from this behavior will be reason for dismissal from the Department, based on non-adherence to ethical standards.

Antioch University Policies

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and the respectful treatment of the academic efforts of others.

As a student at Antioch University, you have certain rights and responsibilities. While you may never need to immerse yourself in many of the policies below, we expect you to familiarize yourself with them. A quick guide to some Antioch University policies are gathered here with a quick overview of the contents and a link for convenient access to the full details.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Academic, student, and other university policies are available online at

http://aura.antioch.edu/au_policies/

Antioch University (AU) and Antioch University New England (AUNE) reserve the right to revise or modify these policies and procedures or create new policies and procedures at any time as deemed necessary and appropriate.

Find all AU policies at http://aura.antioch.edu/au_policies/
<table>
<thead>
<tr>
<th>Policy</th>
<th>Policy Name</th>
<th>Overview of Policy</th>
<th>Policy URL</th>
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<tbody>
<tr>
<td>4.607</td>
<td>Sexual Harassment and Sexual Violence Policy</td>
<td>This policy informs students and employees about the University’s prohibitions of all forms of unlawful sex discrimination directed at both students and employees, including sexual harassment, gender harassment, and sexual misconduct. This policy includes both efforts at prevention and steps to ameliorate the effects of violations.</td>
<td><a href="http://aura.antioch.edu/policies_400_6x/12/">http://aura.antioch.edu/policies_400_6x/12/</a></td>
</tr>
<tr>
<td>6.101</td>
<td>Disability Support Services Policy</td>
<td>This policy outlines the steps one must take to request reasonable accommodation for a disability, provides a directory of the staff members on your campus who can help you with this, and a variety of other relevant items. It also includes the process of how to file a grievance related to disability.</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/1/">http://aura.antioch.edu/policies_600_1x/1/</a></td>
</tr>
<tr>
<td>6.102</td>
<td>Student Academic Rights and Freedom</td>
<td>This policy informs students and faculty of the university’s expectation regarding students’ academic freedom as well as the responsibilities that students accept as members of the academic community.</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/7/">http://aura.antioch.edu/policies_600_1x/7/</a></td>
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<tr>
<td>6.103</td>
<td>Student Conduct Policy</td>
<td>This policy informs students and student organizations general notice of the required standards of conduct, the nature of prohibited behavior, and their rights and responsibilities during a disciplinary process, should one arise.</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/2/">http://aura.antioch.edu/policies_600_1x/2/</a></td>
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<tr>
<td>6.105</td>
<td>Student Academic Integrity</td>
<td>The purpose of this policy is to establish and communicate the university’s standards of student academic integrity, the nature of prohibited behavior, and the protection of students’ rights as well as expectations regarding students’ responsibilities during the disciplinary process. It touches on areas such as clear expectations about thorough attribution of sources in writing and presentations, avoiding plagiarism, and the standards of academic honesty.</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/6/">http://aura.antioch.edu/policies_600_1x/6/</a></td>
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<tr>
<td>6.109</td>
<td>Student Grievance Policy</td>
<td>The purpose of this policy is to provide students with a mechanism to address non-academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/5/">http://aura.antioch.edu/policies_600_1x/5/</a></td>
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<tr>
<td>6.111</td>
<td>Academic Appeal Policy</td>
<td>The purpose of this policy is to provide students with a mechanism to address specifically academic actions taken by faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation and academic</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/4/">http://aura.antioch.edu/policies_600_1x/4/</a></td>
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<tr>
<td>6.119</td>
<td>Satisfactory Academic Progress</td>
<td>The purpose of this policy is to inform students of the University’s expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student’s eligibility for financial aid, as well as students’ right of appeal.</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/9/">http://aura.antioch.edu/policies_600_1x/9/</a></td>
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<tr>
<td>6.127</td>
<td>Student Organizations, Speech and Publications</td>
<td>This policy sets forth students’ rights and responsibilities as well as University expectations with regard to the establishment of conduct of student organizations and student publications</td>
<td><a href="http://aura.antioch.edu/policies_600_1x/3/">http://aura.antioch.edu/policies_600_1x/3/</a></td>
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Couple and Family Therapy Education Ethics

The CFT faculty members and students abide by the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics (2015)

[https://www.aaCFT.org/Legal_Ethics/Code_of_Ethics.aspx](https://www.aaCFT.org/Legal_Ethics/Code_of_Ethics.aspx)

Helpful Links

Academic Calendar
[https://www.antioch.edu/new-england/resources/students/academic-calendar/](https://www.antioch.edu/new-england/resources/students/academic-calendar/)

Admissions:
[https://www.antioch.edu/new-england/admissions-aid/admissions/](https://www.antioch.edu/new-england/admissions-aid/admissions/)
Information about admission policies, financial aid, tuition and fees

General CFT program information
[https://www.antioch.edu/new-england/degrees-programs/counseling-wellness/Couple-and-family-therapy-ma/](https://www.antioch.edu/new-england/degrees-programs/counseling-wellness/Couple-and-family-therapy-ma/)
Including:
- Information on the cultural composition of faculty, supervisors, and students
- Degree completion requirements
- Social Justice Focus
- Among Others

Program Policies & Handbooks
Program policies can be found in several locations:
The AUNE Academic Catalog: [https://catalog.antioch.edu/academic-units-of-antioch-university/antioch-university-new-england/](https://catalog.antioch.edu/academic-units-of-antioch-university/antioch-university-new-england/)
The AUCFTI (Antioch University Couples and Family Therapy Institute) Handbook which can be found on the AUNE CFT Clinic Sakai site under ‘Resources’

The CFT MA Internship Handbook can be found in the Field Experience Resources site in Sakai under ‘Resources’.

Tuition & Fees