

Doctoral Program Handbook Guide

Antioch University New England

Couple and Family Therapy Program

Academic Year 2026–2027

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Introduction and General Information about the CFT Programs

The Couple and Family Therapy Master of Arts and Doctor of Philosophy Programs are housed in the School of Counseling, Psychology, and Therapy and the Division of Relational Therapies at Antioch University—New England (AUNE). Antioch University, with its central administration in Yellow Springs, Ohio, is accredited by the North Central Association of Schools. The New Hampshire Postsecondary Commission has approved all degree programs.

The CFT Programs are both fully accredited by the Commission on the Accreditation for Marriage and Family Therapy Education (COAMFTE) through May 1, 2030. Details can be viewed on the Antioch University New England website. Other programs in the division are as follows: Couple and Family Therapy with a Concentration in Art Therapy master's degree program and a Dance Movement Therapy with a Concentration in Couple and Family Therapy master's degree program.

The Academic Catalog of Antioch University New England contains all official academic policies and degree requirements. Students should be sure to read this carefully and refer to it as necessary. The current Academic Catalog can be found in the Resources section of the AUNE website (<https://www.antioch.edu/new-england/resources/>). The program's web page contains general program information such as faculty bios and alumni, and program highlights. (see <https://www.antioch.edu/academics/counseling-therapy/couple-and-family-therapy-phd/>).

CFT PhD Program Faculty

Division Dean (Relational Therapies):
Division Chair (Relational Therapies):
Program Director:

Dr. Lucy Byno
Dr. Kevin Lyness
Dr. Denzel Jones

Full-time Faculty:

Dr. Denzel Jones
Dr. Kevin Lyness
Dr. Jason Platt
Dr. Kalen Zeiger
Dr. Jarryn Robinson-Ellis
Dr. Markie Twist (Teaching Faculty)
Dr. Jinsook Song (Director of Clinical Training and Director AUCFTI)

The Doctor of Philosophy in Couple and Family Therapy (PhD in CFT) has a focus on social justice applications to couple, marriage and family therapy, and prepares graduates for academic, leadership, supervision, and research careers. As a doctoral degree, there is considerable focus on research training (a PhD is primarily a research degree), and as a degree in CFT, there is also a clinical training component. In everything we do, we emphasize principles of social justice, and our students learn about ways to apply social justice principles in research, teaching and supervision, and clinical work.

The PhD in CFT has been accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 2010.

Program Overview

The PhD in CFT program is a low-residency program, designed to be completed in three or four years of full-time enrollment, with two or three years of coursework and practice experience and one year of dissertation. The minimum length of time for program completion is three years, the advertised length of the program is four years (most students will take longer than three years, but the program can be completed in three), and the maximum time to completion (with financial aid eligibility) is six years from initial enrollment to complete all course requirements, practical experience requirements, and dissertation.

As a low residency program, students must attend residencies in each year of the program. The first-year residencies are in the Fall and Spring, with second-year residencies in Summer, Fall, and Spring, and third-year residencies required in Summer (these residencies are in each of the first six semesters in the program). In between residencies, students will be working on learning class material and applying CFT concepts in clinical and teaching/supervision/leadership advanced practical experiences. Much of the learning will be facilitated online in a flexible format, and there will also be weekly professional seminar meetings (group supervision experiences) facilitated online via video and/or voice conferencing. The low residency nature of the program does not require students to be located in the New England area, only to attend the residencies as scheduled, but also offers the benefits of regular face-to-face contact with instructors and fellow students. Program plans can be developed for students who would need an extended program.

Students in the program will be able to use current clinical or training work positions as learning opportunities in these advanced practical experiences. For students who are located in New England, we will have clinical and supervision training opportunities on campus at the Antioch University Couple and Family Therapy Institute, which is our campus-based training clinic for master's and doctoral students. For students who are not local, we will assist you in finding suitable locations to get clinical and supervisory/leadership experiences. Clinical experiences in the program are designed to count toward post-degree experience for licensure for those students who are not yet licensed, and we will work with you to make sure you receive appropriate supervision. The PhD may also serve as a qualifying degree for licensure as a Licensed Marriage and Family Therapist for those whose master's degree does not fit LMFT licensure requirements but the program is not generally intended to serve as a qualifying degree. Please refer to the Advanced Practical Experience Handbook for additional information on licensure. Students who

wish to use the PhD as a qualifying degree must work with the Program Director and Director of Clinical Training to look at state requirements.

The program starts in the Fall semester each year, and students enter as a cohort. We work to build the cohorts as collaborative learning environments, and cohorts move through the program together. Each course in the program has a residency component and an online component, and student learning is evaluated through the successful completion of learning achievements. Students in the program will develop an academic portfolio that includes learning achievements dedicated to clinical theory, research, teaching, supervision and leadership, all with an emphasis on social justice.

The residencies are intense gatherings combining seminars, workshops, guest lectures, advising sessions, peer discussions, and student presentations. The residencies are five days long (plus travel days) and may take place at Antioch University campuses (e.g., Los Angeles, CA, Santa Barbara, CA, Seattle, WA, Keene, NH or Yellow Spring, OH) or other approved sites.

Program Demographics

Our accrediting body, COAMFTE, asks that we report on program demographics as well as student achievement criteria (as defined by COAMFTE). Here is a summary of program demographics as of January 2026:

Gender and Ethnicity (based on available reporting categories):

	<u>Faculty</u>	<u>Supervisors</u>	<u>Current Students</u>
Female	5	7	25
Male	4	1	3
Non-binary	1	1	0
Non-Resident (International)	0	0	1
Asian or Pacific Islander	1	1	1
African-American / African / Black	3	3	7
White / Non-Hispanic	6	4	13
Hispanic / Latiné / Chicano/a	0	0	6
Multiethnic	1	0	0
Other	0	1	0

What to expect from the Antioch University New England Low Residency PhD Program in Couple and Family Therapy

What do the residencies look like?

Unlike traditional online programs, low residency programs are unique in that they afford students regular opportunities to interact with their peers and faculty in person. **Because the residencies are our only opportunity to interact in person, attendance is mandatory.** Most of the costs for the residency are your responsibility—you pay for your flights and hotel, and some meals, while we provide some meals (continental breakfast, lunch, a couple of dinners). The residencies are long days—we typically start at 8 a.m. (with breakfast) and may not wrap up until 8 p.m., so these are intensive learning experiences. We do include several chances for getting to know everyone, but we also spend a lot of time in learning settings, including supervision groups. Residencies may take place at any of our Antioch University campuses (Keene, NH [home campus of the program]; Los Angeles, CA; Santa Barbara, CA; Yellow Springs, OH; or Seattle, WA). Every class in the program has at least one residency session, and our residencies may also include time for advising meetings, supervision sessions, research group times, and times to connect with students in our master's degree program (when we have joint residencies).

What happens between residencies?

The bulk of your learning takes place between residencies, and courses may include regular (up to weekly) video conferencing sessions as well as synchronous and asynchronous online learning (including video supervision, small group work, individual papers and presentations, online discussion forums, quizzes or exams, etc.). This is a full-time program and there is as much work as a traditional format. You will be taking on average 11–12 credits per semester, and you should expect to spend 30+ hours/week on coursework, in addition to your advanced practical experience (clinical work, teaching, or supervision). Just because we are a low residency program does not mean that you will not have a lot of work to do—in fact, some find it more challenging because you have to structure and manage your own time and be a more active participant in your learning. The benefit of this format is that you have more flexibility for choosing when to do your work ahead of class meetings and due dates, and of course you are able to do all of this work at a distance.

Zoom Policy

While you are attending class by Zoom (our video conferencing platform—<https://zoom.us/>), you will be held to the same professional dispositional standards as you would any other in-person class. Please keep the following in mind:

- Although we cannot guarantee confidentiality, please respect the confidentiality of other classmates and take precautions when using Zoom in public spaces.
- Professionalism extends to dress and settings. Please dress appropriately and be aware of your surroundings when logging into class.
- Due to safety concerns, you are not to Zoom into class while driving. Please schedule your activities around the Zoom class, so that you can be settled in a distraction free environment prior to logging in. You will need to ensure that you have adequate network bandwidth for video conferencing.

What does it mean to be in a social justice program?

Our commitment to social justice informs all aspects of this program, from its structure and evaluation to the ways we critically examine our field's theoretical foundations and professional practice. The first thing this means is that we will ask you to think about social justice, and we will support you in exploring what it means to you while collaborating as a group to situate ourselves in the social justice mission of the program and school. We will integrate the consideration of social justice issues in all of our classes, and we will ask you to reflect on these issues both during class as well as in coursework. Approaching your work through a social justice lens may challenge some of your beliefs; we expect students to be open to learning about socially just practices and principles in CFT, and we will support you in this process. We strongly value diversity in our program, which means we value students of diverse racial, ethnic, and cultural backgrounds, gender and sexual minorities, students from different religious and spiritual communities, and students from a range of social class backgrounds and political orientations, and we actively seek to have diverse representations in our students, faculty, and supervisors. Being in our program means that you are committing yourself to taking a social justice perspective toward your work as a couple, marriage, and family therapist, including your clinical work, teaching, supervision, policy advocacy, and research. You are also committing yourself to being open-minded and challenged to grow, and to thoughtfully engaging your classmates in their own growth. You will be asked to examine your privilege in ways that may not be comfortable, and to be respectful of where your peers may be in their own development as an advocate for social justice.

Diversity and Inclusion Statement:

The School of Counseling, Psychology, and Therapy is committed to building a learning community where diverse perspectives are welcome, respected, and regarded as valuable resources for enriching and strengthening our capacity for empathy, reflection, and critical thinking. While the course materials and experiential activities presented in the course are intended to be inclusive of historically underrepresented voices, overt and covert biases of privileged views may still be dominant. We encourage you to offer any suggestions to enhance a more inclusive, comprehensive learning environment especially for those whose voices have been marginalized. Antioch University New England also publishes a commitment to diversity and inclusion here: <https://www.antioch.edu/new-england/sustainability-social-justice/commitment-social-justice-diversity-inclusion/>.

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).

Civility Pledge: I acknowledge that racism, sexism, heterosexism, classism, ableism, ageism, nativism, and other forms of interpersonal and institutionalized forms of oppression exist. I will do my best to better understand my own privileged and marginalized identities and the power that these afford me. I will keep an open mind, listen, and respect everyone. I will share personal experiences in the context of the course topic. I understand that what I share is kept confidential

unless otherwise agreed upon. I trust that I am not regarded as a representative spokesperson for a given group of people. If I feel my coursework is being impacted by my experiences, I will reach out to my professors, peers, the Divisional Chair, the Divisional Dean and/or Chief Student Services Officer.

Experience working with Diverse, Marginalized, or Underserved populations

During your time in the program, you must demonstrate experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities.

Experiences may include:

- Professional activities (such as therapy, research, C/MFT relational/systemic supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or
- Other types of activities (such as projects, service, interviews, workshops, etc.), as long as the experience is directly related to C/MFT activities, and you are in interaction with members of these communities.

COAMFTE defines **Diverse, Marginalized, and/or Underserved Communities** as groups from non-majority populations currently discriminated against and underrepresented with regard to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language.

You will write a paper for your Qualifying Examination Portfolio describing this experience.

What else should I know?

- The program takes a minimum of three years to complete, but most students will likely take longer. Dissertations most often take longer than you think they will. As a student in a research-based degree, you will be expected to be actively involved in research projects, writing, and presenting your work to the academic community.
- There is a clinical component to your practical experience and you will be expected to be clinically active in the first year of your program. We have a training clinic in Keene (the [Antioch University Couple and Family Therapy Institute](#)) where you can choose to complete your clinical work, your supervision experience in your second year, and potentially clinical research. Students working toward licensure should check with their state licensure board about requirements for clinical experience and supervision.
- 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.
- In the second year of the program your advanced practical experience focuses on supervision as well as teaching, consultation, and leadership. While we have teaching

opportunities, we do not guarantee that you will be able to teach in the program—we select student instructors as we would other adjunct faculty based on experience and expertise.

- If you did not graduate from a COAMFTE-accredited master's degree program, we will evaluate your master's curriculum to assess whether you have taken all of the required master's degree courses. This may mean that you will have to take additional coursework while you are in the program. If your degree is in another discipline, you may need to take additional time to complete the program. We can create a customized plan of study for you if that is the case.
- We expect a high level of professionalism and commitment to ethical standards. You will need to maintain a high level of academic performance in order to stay in the program. Since you will be in contact with your peers and professors primarily online throughout the year, it is important that you can commit to being responsive via email within reasonable timeframes. Note that you must use your Antioch email for communication with the University and your professors and expect to receive office AU emails only at that address.

Minimum Academic Expectations (Student Retention)

As a doctoral program we have high expectations for student work. Students are expected to earn a rating of “Good” or better in the “Overall Course Performance” category for all courses. The “Overall Course Performance” is the overall rating that a faculty member gives in their course evaluations.

Students may be placed on Academic Warning if they receive more than one Overall Course Performance rating of “Satisfactory” or receive “No Credit” or an Overall Course Performance rating of “Unsatisfactory” in any course.

Students may also be required to engage in an academic review for violations of academic policies, unprofessional and/or unethical behavior, and poor academic performance or progress as noted above and in the University’s Satisfactory Academic Progress policies. Students may be disenrolled from the program following academic review and unsuccessful attempts at remediation (including receiving an Overall Course Performance rating less than “Good” in retaking a course). Specific university policies (as note above and later) may also involve specific procedures and have specific appeal procedures—these policies include the Student Grievance Policy and Student Conduct Policy, among others.

Mission and Competencies

The mission of the Antioch University New England PhD program in Couple and Family Therapy is to develop highly competent advanced clinicians in CFT and to develop students who are competent in teaching CFT, in providing clinical supervision in CFT, and in conducting CFT-related research utilizing both quantitative and qualitative methodologies. CFT doctoral students will also develop a focus on social justice and human diversity issues across all areas of the curriculum.

Derived from our program mission, the program has identified the following Program Goals:

1. Prepare graduates who are advanced CFT clinicians
2. Prepare graduates who are competent in CFT teaching, leadership, and/or consultation and in clinical supervision
3. Prepare graduates who are competent in various CFT research methods
4. Prepare graduates who have a social justice focus

The following lists the Competency Areas developed in the PhD in CFT program. In each competency area are listed the Program Student Learning Outcomes (SLOs), the specific language from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Accreditation Standards Version 12.5 Advanced Curriculum components, the specific Courses and Learning Achievements and areas in the curriculum where additional learning takes place to address each Competency Area as well as a list of the evidence to be used to evaluate each SLO.

- ***Advanced Clinical Skills in Couple/Marriage and Family Therapy***
 - Program Student Learning Outcome 1: Students will demonstrate advanced understanding of multiple family and couple therapy models.
 - COAMFTE Accreditation Language: Addresses ACA 2(a): demonstrate an advanced understanding and application of multiple family and couple models and empirically-supported interventions
 - Courses:
 - Advanced Clinical Skills and Clinical Ethics (CFT 7500) and first-year Professional Seminars (CFT 7401, CFT 7402, CFT 7403)
 - Additional Learning:
 - Elective prosems IV, V, and VI (CFT 7404, CFT 7405, CFT 7406)
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Overall evaluation in Prosems I-VI
 - Clinical Evaluations (Antioch Skills Evaluation Device [ASkED]) by faculty and site supervisors
 - Qualifying Examination Portfolio and Defense
- ***Advanced Relational/Systemic Clinical Theory***
 - Program Student Learning Outcome 2: Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

- COAMFTE Accreditation Language: Addressed Advanced Curriculum Area (ACA) 2(d): development of a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding;
- Courses and Learning Achievements:
 - Relational/Systemic Theory and Applications (CFT 7030)
 - Advanced Clinical Skills and Clinical Ethics (CFT 7500)
- Additional Learning:
 - Professional Seminars
- Evidence used to determine competence:
 - Mastery of Course Content evaluations for CFT 7030 and CFT 7500
 - Qualifying Examination Portfolio and Defense
- ***Relational/Systemic Applications to Contemporary Challenges***
 - Program Student Learning Outcome 3: Students will demonstrate the ability to develop relational/systemic innovations across multiple domains.
 - COAMFTE Accreditation Language: Addresses ACA 3: development of leading-edge professionals who are competent in relational/systemic innovations. This includes application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems. This area also includes a focus on family policy and/or family law.
 - Courses and Learning Achievements:
 - Relational/Systemic Theory and Applications (CFT 7030)
 - Family Policy and Advocacy (CFT 7040)
 - Clinical Innovations w/ Diverse Populations (CFT 7300)
 - Additional Learning:
 - Professional Seminars
 - Evidence used to determine competence:
 - Mastery of Course Content evaluations for courses
 - Qualifying Examination Portfolio and Defense
- ***Social Justice Applications***
 - Program Student Learning Outcome 4: Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity.
 - COAMFTE Accreditation Language: Addresses ACA 1, 2, 3 and 4:
 - ACA1(d): understanding and demonstrating sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in their choice of research topics and their conduct of research activities;
 - ACA2(b): skill in working with diverse populations across the lifespan through direct clinical work or in MFT relational/systemic supervision of the therapy of others;
 - ACA2(c): awareness of cultural issues, differences, and personal blind spots in their clinical and supervisory work;

- ACA3: This includes application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems.
 - ACA4: This area facilitates the development of competencies in relational/systemic teaching, MFT relational/systemic supervision, and/or MFT consultation. This may include educational/learning theories, relevant research, multicultural content... Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.
- Courses:
 - Social Justice Theory and Application (CFT 7010)
 - Clinical Innovations w/ Diverse Populations (CFT 7300)
- Evidence used to determine competence:
 - Mastery of Course Content evaluations for CFT 7010 and CFT 7300
 - Qualifying Examination Portfolio and Defense
 - Evidence across other domains (ASkED scores on Social Justice, Diversity and Power, Supervisor Evaluation Items 15, 16, and 21, diversity content in dissertations)
- ***Introductory Research Methods in Quantitative and Qualitative Research***
 - Program Student Learning Outcome 5: Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis.
 - COAMFTE Accreditation Language: This area facilitates the development of competencies in ACA1:
 - a) advanced research, including demonstrated proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques appropriate to carrying out relational research;
 - b) methodologies and analysis techniques outside of their proficiency area (e.g., if a student decides to become proficient in quantitative methods, they will have a working knowledge of qualitative methods as well);
 - c) understanding the theoretical complexity of change within relationships and how this complexity informs research;
 - d) understanding and demonstrating sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in their choice of research topics and their conduct of research activities; and

- e) preparing and disseminating research through a variety of activities (e.g., grants and grant writing, program evaluation, professional publications and presentations).
- Courses and Learning Achievements:
 - Introduction to Research and Research Ethics (CFT 7020)
 - Introduction to Qualitative Methods (CFT 7190)
 - Introduction to Quantitative Methods (CFT 7110)
 - Introduction to Statistics (CFT 7050)
 - Advanced Statistics (CFT 7930)
- Additional Learning:
 - Research Groups, T/C/L/S Prosems
- Evidence used to determine competence:
 - Quality of Documentation and Mastery of Course Content evaluations for courses
 - Qualifying Examination Portfolio and Defense
- ***Advanced Research Methods and Applications***
 - Program Student Learning Outcome 6: Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation.
 - COAMFTE Accreditation Language: Addresses ACA 1: (See above for language).
 - Courses and Learning Achievements:
 - Advanced Research Methods, Program Eval, and Applications (CFT 7920)
 - Advanced Research Seminar (CFT 7940)
 - Grant and Professional Writing (CFT 7210)
 - Dissertation Seminar (CFT 8000)
 - Dissertation (CFT 8981, CFT 8982, CFT 8983)
 - Dissertation
 - Additional Learning:
 - Research Groups
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Evidence of publication and/or presentation of research/scholarship in QE portfolio
 - Dissertation Proposal and Dissertation Defense results
 - Qualifying Examination Portfolio and Defense
- ***Couple and Family Therapy Supervision***
 - Program Student Learning Outcome 7: Students will demonstrate competency in CFT supervision.
 - COAMFTE Accreditation Language: Addresses ACA 4: development of competencies in ... MFT relational/systemic supervision. All students will demonstrate skills in clinical MFT relational/systemic supervision
 - Courses:
 - Supervision in CFT (CFT 7090)
 - Advanced Supervision (CFT 7510)

- Additional Learning:
 - Professional Seminar in T/C/L/S (CFT 7201, CFT 7202, CFT 7203)
- Evidence used to determine competence:
 - Quality of Documentation and Mastery of Content evaluations for courses (CFT 7090, CFT 7510)
 - Supervision evaluations by supervisees
 - Qualifying Examination Portfolio and Defense
- **Teaching/Leadership/Consultation in Couple and Family Therapy**
 - Program Student Learning Outcome 8: Students will demonstrate competency in teaching, leadership, and/or consultation.
 - COAMFTE Accreditation Language: Addresses ACA 4: This area facilitates the development of competencies in relational/systemic teaching, ..., and/or MFT consultation. This may include educational/learning theories, relevant research, multicultural content, evaluation and assessment methods, ethics and professional issues, and personal philosophy. This area also addresses administrative competencies including program development and policy, leadership roles and evaluation of MFT educational and service-oriented institutions and agencies. Students who intend to teach at the higher education level will develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and student learning outcomes.
 - Courses:
 - Introduction to Teaching/Consultation/Leadership (T/C/L) (CFT 7150)
 - T/C/L Applications (CFT 7200)
 - Additional Learning:
 - Professional Seminar in T/C/L/S (CFT 7201, CFT 7202, CFT 7203)
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Teaching Evaluations (if applicable)
 - Qualifying Examination Portfolio and Defense

Summary Table

Competency Area	Learning Outcome
Advanced Clinical Skills in Couple/Marriage and Family Therapy	1. Students will demonstrate advanced understanding of multiple family and couple therapy models
Advanced Relational/Systemic Clinical Theory	2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding
Relational/Systemic Applications to Contemporary Challenges	3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains
Social Justice Applications	4. Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity
Introductory Research Methods Quantitative and Qualitative	5. Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis

Advanced Research Methods and Applications	6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation
Couple and Family Therapy Supervision	7. Students will demonstrate competency in CFT supervision
Teaching/Leadership/Consultation in Couple and Family Therapy	8. Students will demonstrate competency in teaching, leadership, and/or consultation

Assessment of Student Learning Outcomes

Student learning outcomes will be assessed in a variety of ways (as noted above), and at multiple levels. At the course level, each course will have specific outcomes-based learning objectives that students must meet to achieve passing grades for courses. Doctoral students will meet educational outcomes through a variety of means, including through the use of papers, presentations, observed clinical work, observed supervision, and so forth.

Student learning outcomes will be assessed through the use of specific assessment tools designed to measure core competencies, specifically those core competencies that address the educational goals noted earlier (for example, clinical competence, supervisory competence, teaching competence, and research competence). Teaching will be evaluated through summative and formative teaching evaluations.

Student learning outcomes will also be assessed through the use of qualifying examinations—exams that are used to assess readiness to be considered a candidate for the degree. Qualifying exams will include content assessing the competency areas noted above (clinical, supervisory, teaching and research). As examples, the clinical qualifying exam will include a cohesive presentation of clinical work related to a theory of change paper and other papers noted in the clinical competencies areas, while the teaching qualifying exam may include a teaching portfolio and teaching philosophy.

Finally, students will complete a research dissertation on a topic important to the field of Marriage and Family Therapy, and only will be awarded the degree upon successful defense of the dissertation.

Program 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, course evaluations, assessments of student learning from course materials, clinical assessments, capstone projects (at the doctoral level this includes qualifying examinations as well as dissertations), as well as surveys of graduating students, alumni, and employers. The program will gather information on graduation rates, licensure exam pass rates, and job placement in addition to the above specified data. Information from these assessments will be 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).

Outcomes Based Education Framework

The following table summarizes the program's goals, outcomes, and targets based on the information above (mission and competencies and assessment policies).

Program Goals	Student Learning Outcomes	Target and Measure
Program Goal #1		
Prepare graduates who are advanced CFT clinicians	SLO #1 Students will demonstrate advanced understanding of multiple family and couple therapy models	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component. 85% of students will receive a "Very Good" or better Overall rating in the final clinical Professional Seminar 85% of students and graduates who take the LMFT licensure exam will pass. Students will average at least 40 on the Antioch Skills Evaluation Device Theory section in the 3 rd semester of clinical practicum.
	SLO #2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component Students will average at least 40 in the 3 rd semester of clinical work on the ASkED scales covering intervention skills 85% of students will receive an evaluation of "Very Good" or better on Mastery of Course Content in CFT 7500 and CFT 7030
	SLO #3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component 85% of students will receive an evaluation of "Very Good" or better on Mastery of Course Content in CFT 7300, CFT 7040 and CFT 7030
Program Goal #2		
Prepare graduates who are competent in CFT teaching, leadership, and/or consultation and in clinical supervision	SLO #7. Students will demonstrate competency in CFT supervision	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component Evaluation of Supervisor rating form item averages will be 4.75 or better. 85% of students will receive Mastery of Course Content evaluations of "Very Good" or better in CFT 7090 and CFT 7510 85% of students will receive a "Very Good" or better Overall rating in the T/C/L/S Professional Seminars
	SLO #8. Students will demonstrate competency in teaching, leadership, and/or consultation	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component Students will average above a 4 on each area of course evaluations for courses they teach 85% of students will receive Mastery of Course Content evaluations of "Very Good" or better in CFT 7200 and CFT 7150 85% of students will receive a "Very Good" or better Overall rating in the T/C/L/S Professional Seminars

Program Goal #3		
Prepare graduates who are competent in various CFT research methods	SLO #5. Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric components (Quantitative and Qualitative) 85% of students will receive Mastery of Course Content evaluations of “Very Good” or better in CFT 7020, CFT 7190, CFT 7110, CFT 7050 and CFT 7930
	SLO #6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component 90% of students will have presented at a conference or submitted a paper for publication by the Qualifying Exam 85% of students will receive Mastery of Course Content evaluations of “Very Good” or better in CFT 7920, CFT 7940, CFT 7210, and CFT 8000
Program Goal #4		
Prepare graduates who have a social justice focus	SLO #4. Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity	85% of students will score at least 2 (adequate) on the Qualifying Exam Rubric component Student supervisors will average at least 4.75 on items 15 and 16 of the Evaluation of Supervisor form Students will average at least 40 on Antioch Skills Evaluation Device section on Social Justice, Diversity, and Power by their 3rd semester of practicum 85% of students will receive an evaluation of “Very Good” or better on Mastery of Course Content in CFT 7300 and CFT 7010 85% of dissertations will have a social justice component

Degree Requirements

The official degree requirements are listed in the AUNE Online Academic Catalog at https://catalog.antioch.edu/preview_program.php?catoid=3&poid=546&returnto=97.

Additional Requirements

Students in the CFT program are required to maintain membership in the American Association for Marriage and Family Therapy (see the membership tab on the AAMFT website at www.aamft.org).

Tracking Academic Progress

Students can use the Degree Audit Report (DAR) to regularly track their progress toward program requirements and can discuss this with their academic advisors. You can find information about the DAR and other academic information (e.g., current catalog, academic calendar, information on academic standing, etc.) on the Registrar's page here: <https://sites.google.com/a/antioch.edu/registrar-office/resources>. Note that you will need to be logged in to your Antioch Gmail account or AUDirect to be able to access some of these resources.

Course Sequence CFT PhD Program

Course #	Courses	Timing	Credits	Semester Credits Required
CFT 7010 / CFT 7300	Social Justice Theory and Applications [or] Clinical Innovations w/ Diverse Populations	Fall 1	3	
CFT 7020	Introduction to Research and Research Ethics	Fall 1	3	
CFT 7050	Introduction to Statistics	Fall 1	3	
CFT 7401	Doctoral Professional Seminar I	Fall 1	3	12 credits
CFT 7030 / CFT 7500	Relational Systemic Theory and Applications [or] Advanced Clinical Skills and Clinical Ethics	Spring 1	3	
CFT 7110	Introduction to Quantitative Methods	Spring 1	3	
CFT 7190	Introduction to Qualitative Methods	Spring 1	3	
CFT 7402	Doctoral Professional Seminar II	Spring 1	3	12 credits
CFT 7040 / CFT 7031	Family Policy and Advocacy [or] Relational/Systemic Consultation and Leadership	Summer 1	3	
CFT 7090	Supervision in CFT	Summer 1	2	
CFT 7150	Intro to Teaching	Summer 1	3	
CFT 7403	Doctoral Professional Seminar III	Summer 1	3	11 credits
CFT 7010 / CFT 7300	Social Justice Theory and Applications [or] Clinical Innovations w/ Diverse Populations	Fall 2	3	
CFT 7200	Teaching Applications in CFT	Fall 2	2	
CFT 7510	Advanced Supervision	Fall 2	3	
CFT 7201	T/C/L/S Professional Seminar I	Fall 2	3	
CFT 7404	Doc Professional Seminar IV (Elective)	Fall 2	1	11–12 credits
CFT 7030 / CFT 7500	Relational Systemic Theory and Applications [or] Advanced Clinical Skills and Clinical Ethics	Spring 2	3	
CFT 7120	Grant and Professional Writing	Spring 2	3	
CFT 7920	Adv Res Methods, Prog Eval, and Applications	Spring 2	2	
CFT 7202	T/C/L/S Professional Seminar II	Spring 2	3	
CFT 7405	Doc Professional Seminar V (Elective)	Spring 2	1	11–12 credits
CFT 7040 / CFT 7030	Family Policy and Advocacy [or] Relational/Systemic Consultation and Leadership	Summer 2	3	
CFT 7940	Advanced Research Seminar	Summer 2	2	
CFT 8000	Dissertation Seminar	Summer 2	1	
CFT 8100	Qualifying Examination	Summer 2	2	
CFT 7930	Advanced Statistics	Summer 2	1	
CFT 7203	T/C/L/S Professional Seminar III	Summer 2	3	
CFT 7406	Doc Professional Seminar VI (Elective)	Summer 2	1	12–13 credits
CFT 8981	Dissertation I	Fall 3	6	
CFT 7204	T/C/L/S Prof/Pract IV (Elective)	Fall 3	1	
CFT 8901	Dissertation Writing Seminar I (Elective)	Fall 3	1	6–8 credits
CFT 8982	Dissertation II	Spring 3	6	
CFT 7205	T/C/L/S Prof/Pract V (Elective)	Spring 3	1	
CFT 8902	Dissertation Writing Seminar II (Elective)	Spring 3	1	6–8 credits
CFT 8983	Dissertation III	Summer 3	6	

CFT 7206	T/C/L/S Prof/Pract VI (Elective)	Summer 3	1	
CFT 8903	Dissertation Writing Seminar III (Elective)	Summer 3	1	6–8 credits

Minimum 87 credits, maximum 96 credits

Advising

Students are supported by a structured network of mentors and advisors, each serving a distinct yet complementary purpose in guiding their academic, professional, and personal development.

At the core of this support system is the **Degree Pathway Advisor**, a required role typically held by the Program Director. This advisor acts as the central academic guide for doctoral students, ensuring they understand and fulfill all requirements of the PhD program. From the moment students enter the program until they graduate, the Degree Pathway Advisor provides comprehensive academic guidance. Their responsibilities include assisting students in interpreting degree requirements, guiding course selection and registration, and helping with long-term academic planning. They closely monitor progress toward key milestones such as comprehensive exams, dissertation proposals, and final defenses. Additionally, they serve as a knowledgeable resource on institutional policies, academic procedures, and deadlines, collaborating with program leadership to ensure students remain on track and receive timely support. Once students choose a dissertation chair (by the end of the 2nd year), the chair will take over advising roles and responsibilities.

To complement academic advising, the program also offers the option of a **Professional Development Mentor**, selected by the student from among program faculty. This mentor focuses on helping students cultivate their professional identities and competencies, preparing them for careers in academia, clinical practice, or other professional settings. Through mentorship, students develop clinical, academic, and research skills, engage in collaborative research, and participate in conference presentations and scholarly publications. The mentor also provides strategic career guidance, encourages networking, and promotes engagement with professional organizations. Their support helps students articulate and refine long-term career goals while navigating professional ethics and expectations.

Recognizing the importance of personal identity and inclusion, the program also offers the option of a **Cultural Belonging Mentor**, selected by the student from among program faculty. This mentor supports students in affirming and integrating their diverse identities—such as cultural, racial, and gender—within academic and institutional environments. They create safe and inclusive spaces for dialogue and reflection, advocate for equity and belonging, and help students navigate systemic challenges such as microaggressions and imposter syndrome. By fostering authenticity and resilience, the Cultural Belonging Mentor plays a vital role in helping students integrate their personal and cultural identities into their professional lives.

Finally, incoming doctoral students benefit from peer support through the **Peer Mentor** role, filled by second-year students and beyond, selected by the program. Peer Mentors provide informal guidance to help new students acclimate to the program culture and manage early academic and emotional challenges. They share lived experiences, facilitate peer-led discussions and workshops, and promote community-building to reduce isolation. Acting as a bridge between cohorts, Peer Mentors encourage intergenerational learning and collaborate with faculty mentors to identify and address common student concerns.

Together, these roles form a comprehensive mentorship framework that supports doctoral students academically, professionally, and personally.

Degree Pathway Advisor (*Required; Program Director*)

Role Focus: Academic guidance, academic advising, and academic requirements

Purpose: The Degree Pathway Advisor serves as the central academic guide for doctoral students, ensuring they understand and fulfill all requirements of the PhD program. This role provides structured support throughout the student's academic journey, from course planning to graduation, helping them navigate institutional policies and academic milestones.

Primary Responsibilities:

- Assist students in interpreting and meeting all degree requirements.
- Guide course selection, registration, and long-term academic planning.
- Monitor student progress toward key milestones such as comprehensive exams, dissertation proposals, and final defense.
- Serve as a knowledgeable resource on institutional policies, academic procedures, and deadlines.
- Collaborate with program leadership to ensure students remain on track academically and receive timely support.

Professional Development Mentor (*Optional; Program Faculty; Student Selected*)

Role Focus: Professional and career identity, skill-building, and professional growth

Purpose: The Professional Development Mentor supports students in cultivating their professional identities and competencies, preparing them for careers in academia, clinical practice, or other professional settings. The role emphasizes skill development, research collaboration, and strategic career planning.

Primary Responsibilities:

- Mentor students in developing clinical, academic, and research skills.
- Facilitate opportunities for collaborative research, conference presentations, and scholarly publication.
- Provide guidance on career planning, networking, and professional ethics.
- Encourage active engagement with professional organizations and communities.
- Help students articulate and refine their long-term professional goals.

Cultural Belonging Mentor (*Optional; Program Faculty; Student Selected*)

Role Focus: Personal identity and inclusion within institutional settings

Purpose: The Cultural Belonging Mentor supports students in affirming and integrating their diverse identities—such as cultural, racial, gender, etc.—within academic, professional, and institutional environments. The role fosters authenticity, resilience, and a sense of belonging, especially in navigating systemic challenges.

Primary Responsibilities:

- Provide mentorship around identity development, cultural affirmation, and navigating institutional barriers.
- Create safe and inclusive spaces for dialogue, reflection, and support.
- Help students integrate personal and cultural identities into their professional roles.
- Advocate for equity, inclusion, and belonging within the program and broader academic community.
- Offer guidance on managing microaggressions, imposter syndrome, and other identity-related experiences.

Peer Mentor (*Optional; Second-Year Students and Beyond; Program Selected*)

Role Focus: First-year student support through peer mentorship

Purpose: Peer Mentors are experienced students who provide informal guidance and support to incoming doctoral students. They help new students acclimate to the program culture, manage early academic and emotional challenges, and foster a sense of community and connection.

Primary Responsibilities:

- Share insights and lived experiences to help new students navigate the program.
- Support students in managing academic, social, and emotional transitions.
- Facilitate peer-led discussions, workshops, or informal meetings and gatherings to build community and reduce isolation.
- Serve as a bridge between cohorts, promoting intergenerational learning and support.
- Collaborate with faculty mentors to identify and address common student concerns.

Student Governance

Doctoral students in the CFT programs have multiple opportunities to engage in governance at the university level. At the campus level, Antioch University New England has a student alliance that students from all programs can participate in.

See <https://www.antioch.edu/resources/students/student-organizations/> for more information.

Student Support Services

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. These offices are staffed from 8:30 am to 4:30 pm ET, Monday through Friday, and may also receive requests during off hours through email. Visit [Departments & Offices](#) 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.

Reasonable Accommodation for Students with Disabilities

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. We commit to removing the barriers that marginalize any members of our community. We make explicit our commitment to non-discrimination and equity. We work collaboratively with faculty and staff to achieve an inclusive and accessible learning environment for all students, enabling them to have an equal opportunity to benefit from and participate in the institution's programs and services.

Students, regardless of visible or invisible disability, physical or mental health concerns, or chronic illness, are encouraged to contact DSS as early in the term as possible since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. All discussions will remain confidential.

Visit the [Office of DSS website](#) to learn more about the process of initiating a request for accommodations and [meet your DSS Coordinator](#). View [University Policy 6.101 Disability Support Services](#) for more information. For general inquiries, please email DSS@antioch.edu [Rev. 1/5/24]

Support for Research & Audiovisual Services

The AUNE Library offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian, Christine Forte, is available weekdays 9am–4:30pm ET and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: <https://www.antioch.edu/departments/library/>

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: <https://antioch.illiad.oclc.org/illiad/>

Support for Writing and Presentations:

As an Antioch Student, much of your learning is writing-intensive and you will write in a variety of genres, from critical reflections to more formal research papers. We encourage students to seek writing support by working in live, one-on-one sessions with a peer or professional writing consultant, or by submitting a paper for written feedback from the Virtual Writing Center. We also offer writing [workshops](#) and [resources](#) for students, faculty and staff.

Information on how to access free one-on-one writing support can be found on the [Writing Support webpage](#). We support writers at any stage of the writing process, from brainstorming to polishing drafts. Our writing consultants offer support with idea development, organization, citation formatting (e.g., APA, MLA), presentations (e.g., Google Slides, Prezi, PowerPoint), resumes/CVs and cover letters, and more. Most tutoring sessions are conducted via Zoom but there are some in-person sessions being offered at some of the campuses. Check the [scheduling site](#) for more information. We encourage students to come in early and often!

For written feedback, all students also have access to the [Virtual Writing Center](#) (VWC), which offers AU students high quality peer-based feedback and comments on their writing in about 48 hours. Writers may revise and resubmit any piece of writing up to 3 times. In addition to the Submittable platform for written feedback, the VWC has a variety of writing resources and tip sheets on [the VWC Libguide](#).

Career and Alumni Services:

Reference books on resume writing and interviewing for jobs are available in the library as are licensure exam preparation guides. Your advisor and mentors can also help you 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 resources may be found here: <https://www.antioch.edu/resources/alumni/>.

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.

Counseling Services:

Students on campus or in the New England region can access counseling services at the [Antioch Psychological Services Center](#).

Members of the entire Antioch University community, including Antioch students, faculty, and staff, have access to mental health and wellness services through Antioch University WellConnect. WellConnect provides a range of supports accessible to Antioch community members throughout the United States. Services include counseling and coaching (in-person, video or telephone, or text), as well as consultations on finances, legal needs, health and wellness, and referrals for local resources related to daily living, utilities, childcare, and eldercare. Please see the [WellConnect](#) website for more information (requires Antioch login to access).

Student Concerns:

While we hope that you never have any concerns about the program, we realize that you may. There are several avenues for this. First, we ask that any time you have a complaint first try to work with the person or persons you are having a problem with. We find that many times things can be worked out at this level. If you find that you cannot work out your complaint, we would ask that you speak with the Program Director (unless your complaint is with the Program Director, in which case you can speak with the Division Chair, the Division Dean, or the Chief Student Services Officer). The next section details specific university policies to follow for grade appeals, grievances, and reporting of sexual harassment (among other university policies).

We also engage in regular requests for feedback from students (using anonymous surveys) and you can also provide feedback to the program in that way. We realize that not everything rises to the level of a formal complaint, and we want you to know that we listen to informal and formal feedback.

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 <https://www.antioch.edu/resources/students/student-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 http://aura.antioch.edu/au_policies/

Policy	Policy Name	Overview of Policy	Policy URL
4.607	Sexual Harassment and Sexual Violence Policy	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.	http://aura.antioch.edu/policies_400_6x/12/
5.227	Grading System and Transcript Recording	The purpose of this policy is to communicate to students and faculty the Antioch University grading system and the symbols that will be used to communicate the faculty's assessment of student achievement on student academic records and official transcripts.	http://aura.antioch.edu/policies_500_2x/14/
6.101	Disability Support Services Policy	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.	http://aura.antioch.edu/policies_600_1x/1/
6.102	Student Academic Rights and Freedom	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.	http://aura.antioch.edu/policies_600_1x/7/
6.103	Student Conduct Policy	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.	http://aura.antioch.edu/policies_600_1x/2/

6.105	Student Academic Integrity	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.	http://aura.antioch.edu/policies_600_1x/6/
6.109	Student Grievance Policy	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.	http://aura.antioch.edu/policies_600_1x/5/
6.111	Academic Appeal Policy	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 dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy.	http://aura.antioch.edu/policies_600_1x/4/
6.119	Satisfactory Academic Progress	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.	http://aura.antioch.edu/policies_600_1x/9/
6.127	Student Organizations, Speech and Publications	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	http://aura.antioch.edu/policies_600_1x/3/

Questions about policies and their application, should be addressed to Karen Crist (kcrist@antioch.edu), Associate Vice Chancellor for Student Success.

Master's Degree Requirements for Entry to the PhD in Couple and Family Therapy
Revised Spring 2022 based on COAMFTE Standards v 12.5

Entering students must demonstrate a master's degree or equivalent coursework that addresses the **COAMFTE Developmental Competency Components**. These competency components refer to the primary areas of professional learning and skill-development central to the effective and ethical practice of a future Marriage and Family Therapy professional including: knowledge of the profession; practice of therapy; human diversity and social structures; professional identity, ethics, and law; and research and evidence-based practice. This framework is intended to encompass historical, current, and future elements of MFT professional identity and practice, and to organize student learning outcomes expected of a graduate of the COAMFTE Accredited program.

Graduates of COAMFTE-Accredited master's degree programs and Licensed Marriage and Family Therapists are assumed to have met these standards. **Graduates of non-COAMFTE-Accredited programs must demonstrate the following (via transcripts, syllabi, etc.):**

Courses Required:

Knowledge of the profession:

- At least two 3-semester-credit or 4-quarter-credit equivalent courses in Couple/Marriage and Family Therapy Models (e.g., Foundational Theories of MFT, Postmodern Approaches, etc.)

Practice of therapy:

- At least two 3-semester-credit or 4-quarter-credit equivalent academic courses in the practice of C/MFT (applications courses like Couples Therapy, Family Therapy with Addiction, etc.)
- A clinical practicum that involved documented clinical work with couples and/or families.

Human diversity and social structures:

- At least one 3-semester-credit or 4-quarter-credit equivalent course (or equivalent hours) in human diversity
- At least one 3-semester-credit or 4-quarter-credit equivalent course (or equivalent hours) in human development or human sexuality
- At least one 3-semester-credit or 4-quarter-credit equivalent course (or equivalent hours) in family structures or family relations

Professional identity, ethics, and law:

- At least one 3-semester-credit or 4-quarter-credit equivalent course (or equivalent hours) in ethics and therapy, with explicit content in C/MFT ethics, including the AAMFT Code of Ethics and ethical issues unique C/MFT practice.

Research and evidence-based practice:

- At least one 3-semester-credit or 4-quarter-credit equivalent course (or equivalent hours) in clinical research with attention to C/MFT-specific research.

Students from non-COAMFTE master's degree programs who submit materials to document this coursework will receive a determination of the remedial coursework needed to meet the foundational

curriculum requirements. The core CFT faculty will collaborate in evaluating syllabi and determining remedial work required.

Since the master's level courses are considered prerequisites for doctoral level work, the bulk of these requirements must be met prior to official enrollment in the doctoral program. Students who have three or fewer remedial courses will be allowed to simultaneously enroll in the doctoral program and to take remedial courses within the master's program. Those students who have more than three courses to take must enroll as a special student [note: need specific language from registrar's office].

Dissertations: Introduction

Students are required to enroll in the Dissertation Seminar in their second summer in order to begin preparation of their dissertation proposals. Guidelines for the dissertation proposal will be disseminated during the Dissertation Seminar. **Students may not propose their dissertation until they have successfully passed their qualifying examinations.**

The *dissertation committee* must include three members. The chair of the committee must be an CFT PhD full-time faculty member, and at least one member must be someone who is not an AUNE CFT full-time faculty member. The third committee member can be an AUNE core or external member. All committee members must have a doctoral degree. Students should choose their committee chair based on interest and availability and should consult with their chair on appropriate selection of additional committee members. The dissertation committee should be formed after the Dissertation Seminar. The primary workload falls to the Chair, but committee members can play various roles. There are times when people select a committee member based on specific expertise and then work with that committee member (for example, you might have someone on your committee who is especially good at surveys, and you involve them more in that part, or they might have specific content expertise that you rely on). The basic workload for committee members is that members are expected to read the dissertation proposal (which will be sent 2 weeks prior to the proposal meeting) and make comments on that proposal for the proposal defense, which they would attend. Then they would do the same at the final stage (read and comment on the final dissertation and attend the defense prepared to comment). It is always good to give committee members as much time as you can for scheduling, with a minimum of two weeks (recognizing that some periods are harder than others to schedule, like August).

The dissertation must involve research on a topic in the field of couple and family therapy or a closely related field (e.g., family studies, family science, human development, child development, gerontology) and include a comprehensive discussion of implications for the field of couple and family therapy. The dissertation is intended to be the final demonstration of research competence, and may involve either (or both) qualitative or quantitative methodologies.

Students who do not complete the dissertation within three semesters must enroll in dissertation continuation and will be charged a dissertation advising fee.

The final dissertation must be submitted electronically via the OhioLink Electronic Thesis and Dissertation (ETD) process. Information on this process can be found here: <http://libguides.phd.antioch.edu/AUETDCentral>.

The dissertation must be submitted to the ETD center by the end of the semester (the date grades are due) in order for you to graduate that semester. If you do not submit by that date, you will be required to register for an additional semester and will not be able to graduate until the end of that semester. This means that you must defend your dissertation **at least two weeks prior** to the end of the semester in order to have time to make revisions, undergo final formatting checks, and make the deposit. The defense is not the last step in the process, so please plan accordingly.

Potential Dissertation Timeline

Summer Before Dissertation:

You will have two courses in the summer that related to dissertation. The first is the Qualifying Exam seminar, which prepares you for completing your qualifying exams as soon as Fall starts. The second is the Dissertation Seminar, which is a course designed to prepare you for the dissertation process, including getting started on your proposal. You also have an advanced research seminar that can also support your dissertation work, so all of your summer course work is geared toward preparing you for QEs and dissertation.

The Beginning of the Dissertation Process:

Each semester of your third year you will enroll in a 6-credit dissertation course, with the expectation that you would spend at least 20 hours/week working on your dissertation as a full-time student.

You can defend your QEs the first week of the Fall semester (our policy is that you must have completed and passed all course work prior to defending the QE as a capstone, so you have to have passed all summer courses first)

Once your QEs have been passed, you can defend your dissertation proposal. But that does not mean you cannot be working on it prior to that time (in fact, you should be working on it!). You need to give your committee 2 weeks to review the proposal before the defense date, so the earliest you could defend the proposal would be mid-September.

Once you have passed the proposal defense and completed any edits, you can submit for IRB approval (if required). This can take one to three weeks depending on the complexity of the application.

It would be possible to have all of this completed by October 1st if you are aggressive with your time. (So, you could get this done in 5 or 6 weeks with an aggressive timeline).

The Middle:

At this point, you have received IRB approval and you are ready to collect data (you cannot engage in any data collection activities until you receive IRB approval). Depending on your method this could go quickly or slowly.

Once you collect your data, you analyze it, write up the results, write up the discussion (either as separate chapters or as a publishable article in the 2-article format), and work with your chair on getting it in shape to defend.

If you moved quickly, this gives you 9 months to gather data and write it up (see the next section for dates at the end).

The End (working backwards a bit):

End of August – Submit to Electronic Thesis and Dissertation Database (this is the final step for graduation)

You need to defend the final dissertation at least two weeks prior in order to have time for final edits. Note that many faculty are on vacation in the early and middle parts of August, so you should plan to defend no later than the 2nd week of July in order for revisions and university review to take place.

You need to give your committee 2 weeks to review the final dissertation, so your writing needs to be done by the **last week of June** at the latest.

Note: Our Commencement ceremony is in May. What you may not realize is that you can walk in the Commencement **if you are going to be done with your degree requirements by the end of the summer**. We require you to enroll in 3 full semesters of dissertation (fall, spring, and summer), so your dissertation timeline should take that into consideration. So, you do not need to be finished by the start of May in order to walk in Commencement—you just need to be reasonably sure you will finish by August (indicator: having defended your dissertation proposal and submitted your IRB application no later than the **end of January**).

Dissertation Guidelines

There are two options for dissertations in the PhD program at AUNE.

Option One: Traditional Dissertation

The traditional dissertation entails a full-length manuscript that has the following structure:

- Chapter One: Introduction
 - This chapter is a brief introduction that provides an overview of the topic and need for the study. This introduction should include a very general introduction to the dissertation, any operational definitions that will be relevant to the dissertation including a description of each chapter that will be included in the dissertation. The research questions and/or hypotheses must be integrated into this Chapter.
- Chapter Two: Review of the relevant and critical empirical and theoretical literature
- Chapter Three: Methods
- Chapter Four: Results
- Chapter Five: Discussion

The proposal for a traditional dissertation will include the first three chapters listed above (though certain qualitative methodologies require limited review of the literature, so this section will need to be negotiated with one's committee). An abstract must be included in the final document.

Option Two: Publishable Manuscript Dissertation

The publishable manuscript dissertation option entails a structure that includes two (or more) publishable manuscripts. The first manuscript should be a publishable thorough and critical review of the literature (taking the place of Chapter Two in the traditional option), while the second manuscript should be a publishable research report ready to be submitted for publication and meeting the requirements of the particular journal identified for publication in terms of formatting, structure, and page length. Additional manuscripts focusing on additional data might be necessary. The final dissertation for AUNE will have the following structure:

- Chapter One: Introduction
 - This chapter is a brief introduction that provides an overview of the topic and need for the study. This introduction should include a very general introduction to the dissertation, any operational definitions that will be relevant to the dissertation including a description of each chapter that will be included in the dissertation. The research questions and/or hypotheses must be integrated into this Chapter.
- Chapter Two: Manuscript One (critical literature review)
- Chapter Three: Manuscript Two (research report) [with additional manuscript chapters if needed]
- Chapter Four: Discussion (if needed)

The proposal for a Manuscript option should include Chapters One and Two, plus an in-depth description of the proposed methods for review (including design, sample/participants, instruments, proposed data analysis, research questions, and/or hypotheses to be explored in the study, depending on methodology). [Note that the proposal for either version will be very similar and you are not committed to a specific version until you complete the process.]

Publishing the Dissertation:

It is an expectation of the program that students will publish their dissertations upon completion (this is an ethical issue as research should be disseminated or it is not valuable and is not of benefit to society). Typically, the student will be first author, the chair second author, and other committee members may or may not be included as authors (please work this out with your committee members prior to the defense). If you do not publish your dissertation within one year, your chair then has the right to edit and submit for publication as first author, with you as second author.

Common Content:

Regardless of which option the student chooses, the final dissertation must have the following content (in this order):

- Title Page
- Copyright Page
- Signature Page (note that the final deposited version will not have signatures)
- Dedication Page (optional)
- Acknowledgement Page (optional)
- Table of Contents
- List of Tables (tables and figures go at the end of the document, after the references and before the appendixes)
- List of Figures
- Abstract (this is p. 1—all prior pages use lower case roman numerals)
- Body of the Dissertation
- References
- Tables
- Figures
- Appendices
 - must include documentation of IRB approval (it is not necessary to include the IRB application materials, just the approval email)

- must include copies of instruments used (if not copyrighted) or interview protocols utilized

You will work with the Writer's Exchange and the AU Library on formatting and submission to the Ohiolink Electronic Thesis and Dissertation Database.

Dissertation Defense (and Proposal Defense) Guidelines

To avoid any major surprises, your dissertation defense should only be scheduled after consultation with your dissertation chair and committee in regard to the quality and completion of your dissertation. You are responsible for scheduling this meeting and reserving a seminar room, and for inviting your fellow students to attend (in person or via Zoom). The CFT faculty have developed the following guidelines for a defense:

- A. The proposal or final dissertation will be sent to the Committee at least two weeks prior to the defense.
- B. Committee may meet alone at the beginning of the scheduled final examination to discuss evaluation of thesis/dissertation and expected result of oral.
- C. Committee invites students and everyone else who wants to attend into the meeting room.
- D. Student is given uninterrupted time (generally about 30 minutes) to introduce/summarize the dissertation.
- E. After the student presentation, questions may be asked of the student. For the first 30 to 40 minutes, questions are limited to the Dissertation Committee of the student. After this, students, other faculty, and other guests are welcome to ask questions as well.
- F. After about 1.5 hours, the student and all non-committee members leave the room while the committee discusses whether the student should pass or fail and what changes, if any, should be made to the dissertation.
- G. Student returns alone to meet with the committee to find out if they passed or failed and what changes they need to make in the dissertation.
- H. It is recommended that the final examination should last no longer than two hours.
- I. The student will send out an invitation to the CFT community (all students and faculty) to invite them to attend the defense.

Qualifying Examinations

Basic Requirements:

In order to present the qualifying examinations, students must have passed all required coursework prior to the last summer of courses. It is expected that students will present their qualifying examinations after the end of the final semester of courses and portfolios must be available for review at least two weeks prior to the presentation. Students who do not pass the examination on the first attempt will be asked to revise and resubmit their work, and will be given specific feedback on what needs to improve. The faculty must approve the written materials prior to a second presentation, if one is required. Students will be given a specific time frame in which they must produce revisions that are approved by the faculty. Students who do not pass the second presentation will not be able to continue in the program. Qualifying exams will be evaluated by the Core CFT Faculty. Once the student has satisfactorily completed the QE, final grades for CFT 8100 (Qualifying Examination) will be awarded (note that the seminar portion of this course is in the final summer).

Components of Qualifying Examinations for Antioch University New England's Couple and Family Therapy Doctoral Program

Qualifying Examinations take the form of portfolios and presentations. Each portfolio should include a variety of sources of evidence of competence, including course papers, evaluations and evaluative summaries, additional materials developed (e.g., syllabi, research projects, etc.), and a summary and reflection component. Each QE portfolio will include attention to issues of diversity/culture/context/social justice. Some of the materials should document progress toward competence over time while other materials will be developed specifically for this portfolio. See the attached rubric for summary evaluation related to specific competency areas (pg. 44).

Portfolio Areas:

Clinical

The Clinical Portfolio is one of the primary outcome measures for Student Learning Outcome 1: "Students will demonstrate advanced understanding of multiple family and couple therapy models", and 2: "Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding,"

The clinical portfolio will include a variety of materials developed by the student over time. This will include an updated theory of therapy paper, a model exploration paper, a clinical specialization paper, summaries of evaluations of the student's clinical competence from supervisors, documentation of clinical hours to date, documentation of licensure if available, and a final summary/reflection paper summarizing the student's learning regarding clinical competence over the first two years of the doctoral program. The presentation should focus on the student's theory of therapy and should illustrate the student's current thinking and understanding about their clinical work.

Relational/Systemic Applications to Contemporary Challenges

This portfolio area addresses Student Learning Outcome 3: “Students will demonstrate the ability to develop relational/systemic innovations across multiple domains,”

This portfolio will include an innovation paper, a family policy paper, an applications to diverse populations paper, and any other materials that demonstrate relational/systemic innovations (may reference clinical work, teaching/consultation/leadership, supervision and/or research). During the presentation, students will include innovations content in areas that fit (e.g., clinical, supervision, etc.).

Social Justice Applications

Student Learning Outcome 4: “Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity” is evaluated as a component of each portfolio, and is reflected in the rubric. Each area must adequately address issues of social justice. Students will prepare a social justice reflection paper that summarizes their learning and competence in social justice approaches across these areas. Each area during the presentation will include social justice applications. Students will also prepare a paper describing experience during the program with diverse, marginalized, or underserved populations. Experiences may include: professional activities (such as therapy, research, MFT relational/systemic supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or other types of activities (such as projects, service, interviews, workshops, etc.). You will need to demonstrate that the experience is directly related to C/MFT activities, and that you were in interaction with members of these communities.

Research Methods

The Research Portfolio is one outcome measure for Student Learning Outcome 5: “Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis,” (split on rubric to separately evaluate quantitative and qualitative competencies) and 6: “Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation.” The research portfolio will include a variety of materials developed by the student over time. These will include research proposals developed for courses, critiques of literature from coursework, summaries of research work experience (e.g., work done as research assistants, if the student had such experiences), and other research products (e.g., completed research projects, presentations, papers, documentation of research ethics training, IRB applications, grant applications, etc.). Finally, a summary/reflection paper summarizing the student’s learning up to the point of the QE should be included. This summary paper should include information how the pieces of the portfolio fit together and should highlight the student’s areas of strength and competence. It should be recognized that the final evaluation of research competency comes in the form of the dissertation, but the research portfolio illustrates ongoing research competencies developed prior to the start of the dissertation. A draft dissertation proposal may be used to document competency in this area, fitting where appropriate (qualitative, quantitative, or mixed methods) The presentation should focus on highlighting and summarizing the current level of research competency, along with how the student plans to proceed (including preliminary dissertation plans).

Supervision

The Supervision Portfolio is one of the primary outcome measures for Student Learning Outcome 7: “Students will demonstrate competency in CFT supervision.” The supervision portfolio will include a

variety of materials developed by the student over time, including materials developed for supervision coursework and used in supervising students. Specific materials will include a philosophy of supervision paper and other papers relating to supervision, summaries of evaluations of supervision (by supervisees, self, and by the supervision mentors). Students will document hours of supervision provided and supervision mentorship received. Additionally, students will write a summary/reflection paper summarizing their learning from supervision practical experience and discuss their ongoing philosophy of supervision. The presentation will focus on the development of the philosophy of supervision and linking the philosophy to supervision methods employed.

Teaching/Consultation/Leadership (T/C/L)

The T/C/L Portfolio is one primary outcome measure for Student Learning Outcome 8: “Students will demonstrate competency in teaching, leadership, and/or consultation.” The teaching portfolio must include an updated philosophy of teaching/consultation/leadership paper, sample syllabi or program development plans, additional artifacts of teaching, consultation, or leadership activities/learning (e.g., syllabi, assignments, rubrics, prepared lectures, etc.). For teaching, it is expected that students will develop materials for both clinical and non-clinical coursework. For students who have taught, copies of course evaluations and summaries of evaluations should be included. Finally, a summary/reflection paper summarizing the student’s learning up to the point of the QE should be included. Part of the summary paper will address continuing education plans for updating courses throughout the teaching career. In addition, students will address how they see their professional teaching goals being informed by and informing student learning goals within their identified courses. The presentation for the teaching portfolio should focus on integration of the teaching philosophy with teaching methods and materials.

Publication or Presentation

It is expected that students will submit papers for publication and/or engage in conference presentations during their time at AUNE prior to submission of their QE portfolios. Papers or presentations may be in any of the areas noted above. Students will provide an up-to-date vita with their portfolio, as well as a copy of any publications or presentations made.

Presentation Guidelines

Presentation will be 45 minutes with 15 minutes for responding to questions from faculty. The presentation will focus on common themes across these areas of competence. As a prompt, think about answering the question “Who are you as a doctoral candidate? What do you bring to the table?” You should talk some about models that influence you across areas and how that influence can be seen in your work, and you should touch at least briefly on the following areas: clinical work, supervision, teaching, and research. The student is responsible for sending an invitation to the MFT community (students and faculty) to attend the QE presentation.

Portfolio Guidelines

You will submit a portfolio to the faculty that includes all of the following components (summarized above). Your portfolio must be complete 2 weeks prior to your presentation. The portfolio will be reviewed and evaluated by your academic advisor and a second reader (a faculty member selected by the faculty).

Competency Area (SLOs)	Portfolio Components
Advanced Clinical Skills and Clinical Theory	
1. Students will demonstrate advanced understanding of multiple family and couple therapy models	Theory of Change paper demonstrating understanding of multiple MFT models, including specific applications Clinical Reflection paper
2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding	Clinical Specialization paper Clinical Reflection paper (note that only one clinical reflection paper is required, but it should address SLOs 1, 2, and 3)
Relational/Systemic Applications	
3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains	Clinical Innovations paper or other evidence Family Policy paper Clinical Reflection Paper
Social Justice Applications	
4. Students will demonstrate competency in social justice approaches to MFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity (rated across portfolios)	Social Justice Reflection paper
Introductory and Advanced Research	
5a. Students will demonstrate proficiency in quantitative MFT research methods and analysis	Research proposal or project that includes quantitative methods Statistics application paper Research Reflection paper (including reflections on learning re: quantitative methods)
5b. Students will demonstrate proficiency in qualitative MFT research methods and analysis	Research proposal or project that includes qualitative methods Research Reflection paper (including reflections on learning re: qualitative methods)
6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation	Grant proposal, publication, or presentation Evidence of change research (may be covered in proposals or projects submitted for 5a and 5b)
Supervision	
7. Students will demonstrate competency in MFT supervision	Philosophy of Supervision paper Supervision Reflection paper
Teaching/Consultation/Leadership	
8. Students will demonstrate competency in teaching, leadership, and/or consultation	Teaching Philosophy paper Other evidence regarding consultation or leadership areas T/C/L Reflection paper
	Up-to-date vita Additional Evidence (include a section here that addresses summaries of clinical hours, clinical ratings, supervision ratings, teaching evaluations, awards, etc.)

Revised July 2020

QE Major Paper Components

The *Theory of Therapy*, *Philosophy of Teaching*, and *Philosophy of Supervision* all have the following essential elements:

Major Paper Sections

- Relevant literature on the topic to contextualize your viewpoint and situate your philosophy within the field (this part should reflect APA style).

- Discuss more than one major model from the CFT literature or related relational/systemic literature.
- Incorporate literature and resources from doctoral classes and additional literature from other sources.
- Includes citations in every part of this first section—link concepts and content back to literature and situate your philosophy in the literature.
- Name, define, discuss/explain, illustrate, and integrate concepts.
- Address specific regulatory or accreditation requirements (e.g., AAMFT Approved Supervisor requirements for the Personal Philosophy of Supervision Paper, links to evidence-based practice, etc.).
- What in the literature has been most influential in how you practice?
- Critique of that literature (dialogue with the literature)
 - How does the literature fit with what you do, who you are, and what you believe? What role does your personal history play in how you understand the literature and apply it to your practice?
 - How does what you do and believe not fit within the broader literature? Where does the literature not leave room for you? Are there things in the literature that you consciously reject? Why?
 - [Critical Reflexivity]
- Integration of the literature and critique with your practice. Describe what you do at various stages of the process (clinical, supervision, teaching, leadership) and how this is informed by others in the field.
 - Moves from goals to enactment of goals to evaluation of process,
 - Involves an analysis of what you do in the room (therapy room, classroom, supervision spaces, etc.) and where it comes from,
 - Describe how you do or plan to apply aspects of the philosophy to practice.
- Public-facing statement (this part should reflect your language and voice the most and may not be in APA style!)
 - How would you describe your beliefs and practice to your community?
 - What language or style should this be in? Your native language? [include versions in both English and native language if possible]
- Clarity of thought and expression
 - Clear goals and purpose
 - Clear writing – well-organized and free of grammatical errors
 - Adherence to APA style, 7th Edition

The best papers will name, define, discuss/explain, illustrate, and integrate concepts (borrowed from the AAMFT Approved Supervisor Handbook, 2019).

Framing questions:

- What have you learned?
- What will you do with your learning?
- How will you show or demonstrate your learning?

(Revised Summer 2023)

QE Portfolio Evaluation Rubric

Student Name: _____ Rater: _____ Date: _____

Rubric for Evaluation of Portfolio Elements and Presentation

Advanced Clinical Skills and Clinical Theory	Excellent	Acceptable	Requires Resubmission
1. Students will demonstrate advanced understanding of multiple family and couple therapy models			
2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding			
Relational/Systemic Applications	Excellent	Acceptable	Requires Resubmission
3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains			
Social Justice Applications	Excellent	Acceptable	Requires Resubmission
4. Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity (rated across portfolios)			
Introductory and Advanced Research	Excellent	Acceptable	Requires Resubmission
5a. Students will demonstrate proficiency in quantitative CFT research methods and analysis			
5b. Students will demonstrate proficiency in qualitative CFT research methods and analysis			
6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation			
Supervision	Excellent	Acceptable	Requires Resubmission
7. Students will demonstrate competency in CFT supervision			
Teaching/Consultation/Leadership	Excellent	Acceptable	Requires Resubmission
8. Students will demonstrate competency in teaching, leadership, and/or consultation			
Professional Development	Excellent	Acceptable	Requires Resubmission
QE Presentation			
Up-to-date vita			

Required Components of Rating:

Excellent

Idea or concept is fully explored and integrated throughout the paper or presentation. Discrepancies among theories and ideas are explained in a logical manner. Information presented is adequately and appropriately referenced. Student provides an original/creative response that synthesizes existing information. Clearly demonstrates competence above expected level. In terms of style, the paper or presentation is very easy to follow and there is a logical flow throughout. When reading the paper or listening to the presentation, ideas are understood with almost no re-reading or clarification questions. Grammar and spelling error are very minimal. APA style is followed. For publication/presentation,

student has had at least one paper accepted for publication, has submitted multiple papers for publication, and/or has made more than one conference presentation (including posters).

Acceptable

Idea or concept is explored and integrated though out the paper or presentation. Discrepancies among theories and ideas are explained in a logical manner. Demonstrates competence at expected level. Information presented is adequately and appropriate referenced. In terms of style, the paper or presentation is well organized. For publication/presentation, the student has submitted at least one paper for publication and/or has made at least one conference presentation (including posters).

Requires Resubmission to be Acceptable

Ideas and concepts are inadequately explored and integrated but simply listed and defined throughout the paper or presentation. Discrepancies among theories and ideas are minimally explained with no rational provided, or discrepancies are ignored. Does not demonstrate competence at expected level. Information presented is inadequately referenced and some key citations are omitted. In terms of style, the organization of the paper is inadequate. Ideas and concepts are difficult to understand and not presented with a clear logical flow. There are errors in grammar and spelling. There are APA style errors. For publication/presentation, the student has not submitted papers for publication nor presented at any conferences.

Revised July 2020