



COAMFTE

Commission on Accreditation for
Marriage and Family Therapy Education

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Accreditation Standards Version 12: Standards Interpretation Guide

Adopted: July 2015

**Standards Interpretation Guide
Accreditation Standards Version 12**

Eligibility Criterion	Rubric for Response	Examples of Evidence/Documents
Criterion A: Program Identity as Educating MFTs	<ul style="list-style-type: none"> • Provide narrative description with specific references to location and supporting documents 	<ol style="list-style-type: none"> 1. Program's published materials (printed and electronic) 2. Program's website 3. Syllabi
Criterion B: Faculty Identity as MFTs	<ul style="list-style-type: none"> • Provide narrative description of faculty professional identities and affiliations, contributions to the field specifying their contribution to scholarship, teaching, supervision, and practice/service, and provide supporting documentation • Table with faculty (including non-clinical faculty), Program Director, and supervisor's credentials and experience. Include Faculty CV • Provide the number of core faculty in the program and the number who are MFTs 	<ol style="list-style-type: none"> 1. Faculty curriculum vitae 2. Faculty chart listing each faculty's licensure and supervisor status, education, association affiliation, contributions to scholarship, teaching, supervision, and practice/service, and other relevant experience congruent with the Programs Goals and outcomes 3. Copies of MFT organization membership certification 4. Copies of MFT licenses 5. Copies of MFT Approved Supervisor or Candidate designation
Criterion C: Program Leadership	<ul style="list-style-type: none"> • Describe the supervisory status of the Program Director (PD) or whoever has or shares ultimate program responsibilities • Describe the PD's responsibilities as they relate to oversight of curriculum, clinical training, facilities, services, and maintenance and enhancement of program's quality 	<ol style="list-style-type: none"> 1. Documentation showing that the PD or whomever has or shares ultimate program responsibilities has a current credential as an AAMFT Approved or Supervisor Candidate 2. Job description, policy in program/university materials (e.g. program handbook, etc.) for PD 3. If program utilizes two PDs, both must have current credentials as AAMFT or State Approved Supervisors 4. Documentation showing PD and/or designee provides year round program direction 5. If the PD is a Supervisor Candidate, identify when that person assumed the PD role

<p>Criterion D: Institutional Accreditation/Oversight</p>	<ul style="list-style-type: none"> • Narrative of source of authority and supporting documentation 	<ol style="list-style-type: none"> 1. Verification of regional accreditation or charter for degree or certificate authority
<p>Criterion E: Evidence of Program Implementation</p>	<ul style="list-style-type: none"> • Narrative description of graduates from the program and supporting documentation • Narrative description of students in the program and supporting documentation • Programs renewing their accreditation can indicate “Not Applicable” for this criterion 	<ol style="list-style-type: none"> 1. List of graduates 2. Student achievement data 3. Lists of enrolled students and copies of their records 4. Documentation of policies and procedures detailing how doctoral programs verify that students have completed the advanced curriculum and/or advanced experience component 5. Narrative summarizing students’ records 6. Copies of students’ records for on-site visit
<p>Criterion F: Accuracy and Program Transparency in Publications</p>	<ul style="list-style-type: none"> • Narrative describing program transparency in publications and specific supporting documentation (e.g. website links, pages in specific program/university materials, etc.) 	<ol style="list-style-type: none"> 1. Program’s published materials (printed and electronic) 2. Program’s website 3. For all above, a link to a specific page or webpage in the document referenced or specific excerpt from document referenced must be included

<p>Criterion G: Establishment and Accessibility of Policies</p>	<ul style="list-style-type: none"> • List of program policies should include but are not limited to the following: <ul style="list-style-type: none"> ○ Student recruitment ○ Anti-discrimination ○ Admission ○ Retention ○ Graduation ○ Complaints and grievances ○ Remediation and dismissal ○ Grading/assessment ○ Codes of Conduct (if applicable) ○ Portability of degree ○ Technology Requirements ○ Authenticity of Student Work ○ Technical training for students, faculty, and supervisors 	<ol style="list-style-type: none"> 1. Program’s published materials (printed and electronic) 2. Program’s website 3. Chart depicting the referenced policy 4. For all above, a link to a specific page in the document referenced or specific excerpt from document referenced must be included
<p>Criterion H: Diversity in Program Composition</p>	<ul style="list-style-type: none"> • Description of program diversity, program plan for recruitment of diverse students and faculty, where diversity of program is published, and supporting documentation 	<ol style="list-style-type: none"> 1. Program diversity plan (recruitment/retention of diverse students and faculty) 2. Published diversity information
<p>Criterion I: Student Concerns, Complaints, and Grievances</p>	<ul style="list-style-type: none"> • Narrative description of program policies regarding student concerns and supporting documentation • Maintaining of documentation of compliance with policies and procedures regarding student concerns • Description of process of collecting data regarding student concerns and how data contribute to program improvement 	<ol style="list-style-type: none"> 1. Program materials related to student concerns 2. Make available on-site copies of student complaints and process for resolving them 3. Minutes of meetings where student concerns were addressed or program changes were discussed in relation to student concerns

<p>Accreditation Standards: Programs must demonstrate compliance with each of the Accreditation Standards, Key Element by Key Element.</p>		
<p>Standard I: Outcome-Based Education</p>		
Key Element	Rubric for Response	Examples of Evidence/Documents
<p>I-A: Outcome-Based Education Framework</p>	<ul style="list-style-type: none"> • Identify institutional mission • Identify program’s mission • Describe how the program’s mission fits with the institutional setting of the program • State Program Goals (the program, students and graduates) and how they support the program’s mission and support the development of MFTs • Link measurable Student Learning Outcomes (SLOs) to appropriate Program Goal • Identify SLOs that measure Student/Graduate Achievements • Identify Evaluation/Assessment mechanisms for each SLO • Identify Targets and Benchmarks for each SLO • Specify measurements for students’ academic and professional competencies 	<ol style="list-style-type: none"> 1. Chart linking institutional mission with the program’s mission 2. Student Learning Outcomes Chart aligning Program Goals, Benchmarks and Targets, Assessment and Evaluation Mechanisms 3. Contextual explanation for how Program Goals and SLOs support the mission and the development of Marriage and Family Therapists 4. Course syllabi that include SLOs 5. Program’s electronic and printed materials 6. Location of Program Goals and SLOs in the program’s materials

<p>I-B: Assessment Plan with Mechanisms and Timeline</p>	<ul style="list-style-type: none"> • Program has a clear assessment plan: <ul style="list-style-type: none"> ○ Discuss how data is collected for each SLO and Student/Graduate Achievement, by whom, aggregated, analyzed and how findings are used to promote program improvement ○ Plan addresses assessment of student support services, curriculum and teaching/learning practices, resources, and discusses sufficiency of these to attain program outcomes • Describe the review and revision process for the program’s outcome-based education framework and assessment plan • Plan includes description of how feedback from identified Communities of Interest (COI) will be utilized 	<ol style="list-style-type: none"> 1. Chart depicting when the Program Goals and SLOs were reviewed, what was reviewed, by whom and how the program was advanced as a result and timeline 2. Examples of Faculty/Supervisors meeting minutes evidencing this process took place 3. Flow chart depicting assessment plan, mechanisms, timeline, and review process 4. Examples of how Infrastructural/Environment Supports and Curriculum and Teaching/Learning Practices have been revised as a result of the assessment process 5. Documents illustrating examples of ways Program Goals and SLOs, assessments, etc. are incorporated in the assessment plan
<p>I-C: Communities of Interest</p>	<ul style="list-style-type: none"> • Identify COI, including diverse, marginalized, and/or underserved groups within these communities • Discuss how informal and formal feedback are used to facilitate the review of the program’s mission, goals and outcomes and for program improvement 	<ol style="list-style-type: none"> 1. Meeting minutes evidencing how and when COI are involved to facilitate achievement of the program’s mission, target goals, and SLOs 2. Examples of ways goals and outcomes have been revised to reflect COI feedback

<p>Standard II: Commitment to Diversity and Inclusion</p>		
<p>Key Element</p>	<p>Rubric for Response</p>	<p>Examples of Evidence/Documents</p>
<p>II-A: Multiculturally-Informed Education Approach</p>	<ul style="list-style-type: none"> • Provide a definition of diversity • Link the program’s definition of diversity to the Mission Statement, Program Goals and Student Learning Outcomes • Link the multiculturally-informed Course Offerings, Didactic and Clinical Teaching/Learning Practices to the Program Goals and outcomes 	<ol style="list-style-type: none"> 1. Curriculum Map depicting elements of diversity covered 2. Program Manual/Handbook 3. Course Syllabi 4. Curriculum Elements, Clinical/Internship, Practice Components 5. Faculty Meeting Minutes

<p>II-B: Program Climate of Safety, Respect, and Appreciation</p>	<ul style="list-style-type: none"> • Identify policies and procedures for supporting a climate of safety, respect and appreciation for all learners • Describe the process of evaluating the program climate • Provide examples of how the program has responded to feedback as applicable. 	<ol style="list-style-type: none"> 1. Program Handbook/Manual 2. Program Website 3. Course Syllabi 4. Aggregated evaluations for assessing program climate & data 5. Faculty meeting minutes
<p>II-C: Experience with Diverse, Marginalized, and/or Underserved Communities</p>	<ul style="list-style-type: none"> • Identify Student Experiences with Diverse, Marginalized and Underserved Communities 	<ol style="list-style-type: none"> 1. Aggregated Data reflecting client diversity or communities 2. Faculty meeting minutes 3. Program manual/handbook 4. Program website 5. Student Evaluations by Supervisors, Advisors, Supervisees, etc.

<p>Standard III: Infrastructure and Environmental Supports</p>		
<p>Key Element</p>	<p>Rubric for Response</p>	<p>Examples of Evidence/Documents</p>
<p>III-A: Fiscal and Physical Resources</p>	<ul style="list-style-type: none"> • Describe the program’s fiscal and physical resources • Explain how these resources are sufficient to achieve the program’s mission, Program Goals and SLOs • Describe the process of review, revisions, and improvement of these resources 	<ol style="list-style-type: none"> 1. Program’s budget 2. Faculty meeting minutes 3. Aggregated data from surveys 4. Policies regarding fiscal and physical resources review
<p>III-B: Technological Resources</p>	<ul style="list-style-type: none"> • Describe program’s technological resources • Documentation of policies and procedures and assessment of security and privacy, including compliance with HIPAA (if relevant) • Explain how resources are sufficient to achieve the program’s mission, Program Goals and SLOs • Describe the process of review, revisions, and improvement of these resources 	<ol style="list-style-type: none"> 1. Types of technology in offices and classrooms 2. Faculty meeting minutes 3. Aggregated data from surveys 4. Program/Clinic Handbooks 5. Institutional Policies and Procedures for Data Management

III-C: Instructional and Clinical Resources	<ul style="list-style-type: none"> • Describe Instructional and Clinical Resources • Explain how resources are sufficient to achieve Program Goals and SLOs • Describe the process of review, revisions, and improvement of these resources 	<ol style="list-style-type: none"> 1. Types of instructional and clinical resources 2. Aggregated data from surveys 3. Faculty meeting minutes 4. Program/Clinic handbooks 5. Institutional documents 6. Program budget
III-D: Academic Resources and Student Support Services	<ul style="list-style-type: none"> • Describe Academic and Student Support Services and how these are accessible to students • Explain how resources are sufficient to achieve Program Goals and SLOs • Explain how faculty and students provide feedback • Describe how the program takes action and/or advocates for institutional change based on review of resources/services 	<ol style="list-style-type: none"> 1. Aggregated data from surveys 2. Faculty meeting minutes 3. Meeting minutes with students 4. Program/Clinic handbooks 5. Institutional documents 6. Provide examples of program action/advocacy for change
III-E: Faculty Qualifications & Responsibilities	<ul style="list-style-type: none"> • Describe faculty roles in teaching, scholarship, service and practice • Link faculty roles to mission, Program Goals and outcomes • Describe faculty academic professional qualifications and expertise in areas of teaching and content delivery • Explain mechanisms for reviewing and evaluating faculty effectiveness and link faculty evaluations to mission, Program Goals and SLOs 	<ol style="list-style-type: none"> 1. Faculty CVs 2. Evaluations of faculty 3. Job description that describes faculty roles in specific courses taught 4. Scholarship 5. Service 6. Practice expectations and/or involvement
III-F: Faculty Sufficiency	<ul style="list-style-type: none"> • Identify faculty:student ratio and how this is deemed sufficient • Describe the process for identifying ongoing sufficiency of faculty resources, as well as how these are reviewed and revised as needed to support program effectiveness • Link faculty sufficiency to achievement of mission, Program Goals and SLOs • Identify core faculty and how they are involved in ongoing program development, delivery and evaluation • Describe how all faculty are engaged in the program and involved in the achievement of SLOs 	<ol style="list-style-type: none"> 1. Aggregated Data from evaluations and surveys 2. Faculty meeting minutes 3. Program budget 4. Program handbook 5. Examples of how sufficiency of faculty enables the program to achieve program effectiveness

<p>III-G: Governance of Program</p>	<ul style="list-style-type: none"> • Describe faculty members and students roles in the governance of the program • Demonstrate how faculty and student governance roles contribute to meeting the program’s mission, Program Goals, and SLOs • Demonstrate that both the program and institution have in place decision-making processes/procedures specifically for the purpose of supporting program operations and effectiveness 	<ol style="list-style-type: none"> 1. Copies of meeting minutes where faculty and student governance was executed 2. Job descriptions 3. Program manual/handbook 4. University policies and procedures 5. Examples of program improvement directly linked to student and faculty governance 6. Examples of program improvement directly involving program and institutional levels
<p>III-H: Supervisor Qualifications & Responsibilities</p>	<ul style="list-style-type: none"> • Display required supervisor qualifications in a table that aggregates data from Supervisor CVs. • Demonstrate that the supervisor’s role is presented as separate from the role of classroom faculty • Describe how the program determines adequate academic, professional, and experiential supervisor qualifications • Demonstrate that the supervisor’s role and qualifications are linked to the program’s mission, goals, and SLOs • Explain how the program determines supervisor equivalency and congruency with applicable Program Goals and SLOs • Describe how students receive full disclosure about Supervisor Equivalency and linked to the program’s published policies and procedures 	<ol style="list-style-type: none"> 1. AAMFT Approved Supervisor Certificate and/or Documentation of Supervisor’s Candidacy 2. Documentation for each Supervisor Equivalent 3. Supervisors’ CVs 4. Document that describes supervision roles and responsibilities 5. Job description that describes Supervisors’ roles and linked to the program’s mission, Program Goals and SLOs 6. Program/Practicum/Internship Handbook

<p>III-I: Supervisor Sufficiency</p>	<ul style="list-style-type: none"> • Description of how the program determines supervisor sufficiency • Description of how the program uses a supervisor-student ratio as a factor in determining supervisor sufficiency to meet its mission, Program Goals, and SLOs • Demonstration that supervisory resources both in number and performance are reviewed and revised as needed specifically to support program outcomes • Demonstration of a stated process for evaluating ongoing supervisor sufficiency • Demonstration of program mechanisms to assure all supervisors are involved in the program’s efforts to accomplish its SLOs 	<ol style="list-style-type: none"> 1. Aggregated Data from evaluations and surveys 2. Meeting minutes 3. Program budget 4. Program handbook 5. Examples of how sufficiency of supervisors enables the program to achieve program effectiveness
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Standard IV: Curriculum		
Key Element	Rubric for Response	Examples of Evidence/Documents
<p>IV-A: Curriculum and Teaching/Learning Practices</p>	<ul style="list-style-type: none"> • List Professional Marriage and Therapy Principles (PMFTPs) that the program selected to influence the program. See page 5 of Standards and Eligibility Criteria A page 11 • Include selected PMFTPs and SLOs in each course syllabi • Provide a curriculum map with aggregated course syllabi #s-PMFTPs-SLOs • Explain how the curriculum and the practice component are logically sequenced and how this allows the program to achieve relevant Program Goals, outcomes, and SLOs. Describe the processes and procedures the program uses to monitor student progress across the curriculum and practice components. Describe the process and procedure for the governance of the program and how 	<ol style="list-style-type: none"> 1. Course Syllabi 2. Curriculum Map 3. Table linking Practice Components to Curriculum Map, Program Goals and Outcomes 4. Written Policies/Procedures for designing approving, implementing, reviewing and changing the curriculum in Program manual/handbook 5. Faculty meeting minutes 6. Evaluations of an on-site and off-site supervisors, practicum’s and internship’s sites, capstone projects or other program requirements

	<p>these are used for designing, approving, implementing, reviewing, and changing the curriculum</p> <ul style="list-style-type: none"> • List the program's key teaching/learning practices • Describe how the key teaching/learning practices assist in the accomplishment of Program Goals, outcomes and SLOs 	
<p>IV-B: Foundational and Advanced Curricula</p>	<ul style="list-style-type: none"> • Identify within the curriculum where the content learning takes place and explain how it is comprehensive and substantive • Link the above to specific SLOs and Program Goals and outcomes each course supports • Link Foundational Curriculum Areas (FCAs) and Advanced Curriculum Areas (ACAs) to evaluation for competency • Include description of and rationale for the program's required integrative/capstone experience (master's programs) 	<ol style="list-style-type: none"> 1. Syllabi 2. Chart connecting content areas to where learning in each content area takes place 3. Policies and procedures for determining how doctoral and post-degree programs evaluate if students have fulfilled the Foundational Curriculum and evaluate competence. 4. Aggregated evaluations for each teaching/learning practice for program
<p>IV-C: Foundational and Advanced Application Components</p>	<p>Foundational Practice Components</p> <ul style="list-style-type: none"> • Link the FCAs to Foundational Practice Component (FPC) • Link the above to which SLOs and Program Goals and outcomes they support • Describe how the application components support the achievement of the program's SLOs and Program Goals and outcomes • Describe how the standard's minimum clinical contact requirements are determined, accomplished, and related to the program's mission, Program Goals, and outcomes • If the program chooses an equivalent competency level, describe how the equivalency is defined and measured, how consistency of outcomes is assured across all students, how it relates to the program's mission, goals, and outcomes, and how students are 	<p>Foundational Practice Components</p> <ol style="list-style-type: none"> 1. Curriculum map linking FCA's to FPC 2. Program manual/handbook <p>Advanced Practical Experience Component (APEC)</p> <ol style="list-style-type: none"> 1. Curriculum map linking ACA's to APEC

	<p>informed about possible licensure portability issues related to the equivalency</p> <ul style="list-style-type: none"> • Describe the program's commitment to relational/systemic-oriented supervision and how the standard's minimum supervisory requirements are accomplished, including specific description of digital technology's use when applicable • Describe how the program's agreements with practice sites accomplish the minimum requirements presented in the standard <p>Advanced Practical Experience Component</p> <ul style="list-style-type: none"> • Link the ACAs to APEC • Link the above to which SLOs and Program Goals and outcomes it supports • Describe how the application components support the achievement of the program's SLOs, Program Goals, and outcomes • Describe the Advanced Practice component areas utilized by the program and verify that they include at least two from those presented by the standard with a duration of at least 9 months for a doctoral degree, or at least one with duration of 6 months for a post-graduate program • Demonstrate how students are mentored during the APC 	
<p>IV-D: Program and Regulatory Alignment</p>	<ul style="list-style-type: none"> • Provide program documentation and regulatory requirements for entry-level practice in the state or location the program resides • Describe how students are informed of these requirements • Describe how students are informed of the regulatory requirements in the state or location they plan to practice. 	<ol style="list-style-type: none"> 1. Program manual/handbook 2. Documentation to show that students have been informed 3. Course assignments or projects

IV-E: Curriculum/ Practice Alignment with Communities of Interest	<ul style="list-style-type: none"> • Identify COI relevant to curriculum and practice • Describe how feedback from these COI is obtained • Describe how the needs and expectations of these COI are considered in curriculum/practice revision • Provide examples of how the review process has led to curriculum/practice improvement 	<ol style="list-style-type: none"> 1. Chart of relevant COI and methods for collecting feedback 2. Timeline for requesting feedback
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Standard V: Program Effectiveness and Improvement

Key Element	Rubric for Response	Examples of Evidence/Documents
V-A: Demonstrated Student/Graduate Achievement	<ul style="list-style-type: none"> • Identify the areas of student achievement selected by the program for data collection • Identify the areas of graduate achievement selected by the program for data collection • Describe ongoing data collection process for each student/graduate achievement • Analyze and present aggregated data for student and graduate achievement 	<ol style="list-style-type: none"> 1. Evaluation templates/rubrics for SLOs 2. Aggregated SLO data (sample if a large document) 3. Narrative information of SLO and graduate achievement data analyses 4. Faculty and/or committee minutes 5. COI meeting minutes
V-B: Demonstrated Achievement of Program Goals	<ul style="list-style-type: none"> • Present aggregated data produced by the Outcome Based Education framework and assessment measures described in Standard I with clear targets benchmarks for each Student Learning Outcome • Describe ongoing processes for analyzing aggregated data • Demonstrate how data from SLOs meet Program Goals 	<ol style="list-style-type: none"> 1. Aggregated Program Outcome data (sample if a large document) 2. Narrative information of Program Outcome data analyses

<p>V-C: Demonstrated Achievement of Faculty Effectiveness</p>	<ul style="list-style-type: none"> • Describe the ongoing evaluative process and measures used to determine PD effectiveness in achieving the program's mission, goals, and outcomes • Present aggregated data of PD effectiveness • Describe the ongoing evaluative process and measures used to determine program faculty and supervisor effectiveness in achieving the program's mission, goals, and outcomes • Present aggregated data of program faculty and supervisor effectiveness 	<ol style="list-style-type: none"> 1. Aggregated PD data 2. Narrative information of PD data analyses 3. Aggregated faculty and supervisor effectiveness data (sample if a large document) 4. Narrative information of faculty and supervisor effectiveness data analyses
<p>V-D: Demonstrated Program Improvement</p>	<ul style="list-style-type: none"> • List evidence program utilizes for evaluation of program outcome achievement along with associated target benchmarks • Describe how the program engages in on-going analysis of the collected data • Describe how the analysis of data has led to program improvement • Describe plans for future program improvement based on the analysis of data • Describe attainment of specific target benchmarks and how that has influenced the program 	<ol style="list-style-type: none"> 1. Summary table 2. Aggregated program improvement data (sample if a large document) 3. Narrative information of program improvement data analyses

Maintenance Criteria: Programs must demonstrate ongoing compliance with the following Maintenance of Accreditation Criteria.		
Maintenance Criterion	Rubric for Response	Examples of Evidence/Documents
Criterion A: Ongoing Fiscal and Physical Resources	<ul style="list-style-type: none"> Describe the program's fiscal and physical resources Describe the programs other resources: technological, instructional and clinical, academic, and student support Explain how these resources are sufficient to achieve the program's mission, goals, and outcomes Explain how sufficiency is determined Explain how the resources are reviewed 	<ol style="list-style-type: none"> Chart depicting each resource and its level of sufficiency for viability of the program and achievement of the outcome based education Program's budget Faculty meeting minutes Evidence for determining sufficiency of resources to facilitate achievement of outcome based framework
Criterion B: Ongoing Evidence of Student/Graduate Achievement	<ul style="list-style-type: none"> Describe the program's collection procedure of student/graduate achievement information Show evidence that the data is published Provide link to program's landing/homepage which identifies the student achievement criteria 	<ol style="list-style-type: none"> Program's published materials Program website
Criterion C: Substantive Changes	<p>See Accreditation Manual for list of substantive changes required to be reported prior to implementation</p> <ul style="list-style-type: none"> Description of proposed change Describe how it complies with applicable accreditation standards 	<ol style="list-style-type: none"> Completion of Substantive Change Form Appropriate documents to support proposed change