

MFT

DEPARTMENT OF MARITAL AND FAMILY THERAPY



PROGRAM HANDBOOK • 2024-2025

MFT faculty, supervisors, and students are responsible for reading and reviewing the CSUDH MFT Handbook. Further, the MFT Department may update the curricular or fieldwork requirements contents herein as needed based on state licensing and in alignment with accreditation requirements. The MFT Department will communicate updates via email to MFT faculty, supervisors, and students.

Students may also visit <https://www.csudh.edu/student-conduct/> and <https://www.csudh.edu/student-conduct/other-student-policies/> for general University policies.

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CSUDH Department of Marital and Family Therapy

Introduction

Welcome to California State University, Dominguez Hills (CSUDH), and the Marital and Family Therapy (MFT) Department. The Department is delighted to participate in students' training and development of clinical competence in MFT. This program handbook advises prospective and current students about the Department's mission, organization, curriculum, fieldwork guidelines and procedures, and relevant policies at California State University, Dominguez Hills. Content within the handbook supports students in their decision-making throughout the Program. Students are encouraged to regularly reference the handbook to ensure they meet program requirements and adhere to program policies.

The MFT Department requires all new students to complete and submit the Handbook Acknowledgement of Receipt form included in the appendix to the MFT program administrative assistant @ mftdept@csudh.edu

Marital and Family Program Overview

The Department of Marital and Family Therapy, housed in the College of Health, Human Services, and Nursing (CHHSN), offers a qualifying Master of Science (MS) degree program evaluated by the Board of Behavioral Sciences (BBS) required to pursue a license as a marriage and family therapist in California. This three-year, 64-unit MFT degree program is structured to provide curriculum and clinical training that meets MFT licensure requirements, according to California Business and Professions Code (BPC) §4980.36. Moreover, the Program aligns with the educational and clinical standards outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The robust and comprehensive educational program of study includes family therapy theories, techniques, research in couples, marriage, family, and therapy, emphasis on diversity and social justice, and 300 client contact hours of supervised clinical traineeship in the greater Los Angeles area communities. The Program adheres to a full-time cohort model to complete the Program requirements within three years. Students' actual study length is contingent upon adherence to the Program's established plan of study. The courses are offered in the evening to accommodate those who work during the day.

Disclosure for Academic Programs Leading to Licensure or Credentialing and Licensing Regulations Across States and Provinces

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the California State University (CSU) system, and requirements can change at any time. For example, licensure or credentialing

requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer-identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs to students who determine that they cannot meet licensure or credentialing requirements subsequent to admission. Information concerning licensure and credentialing requirements are available in the [BBS Handbook for Future MFT](#)

The BBS evaluated and determined that the Master of Science degree obtained from the CSUDH MFT program meets state requirements to pursue marriage and family therapy (MFT) licensure in California. However, it is essential to note that each state determines the licensure of MFT. Licensure in California does not denote licensure in other states, provinces, or US territory. The MFT Department advises students to be aware of the limits of portability. The American Association for Marital and Family Therapy (AAMFT) states that portability addresses the “ability to take an individual’s qualifications for a license in one state and apply them for licensure in another state.” As licensure requirements vary from state to state, students interested in pursuing licensure in a state other than California must consider the state licensure requirements. The Department policy on informing students about limits of licensure acquired before students enrolling in the Program. The Program explains and requires acknowledgment of licensure limitations across state-lines in the applicant’s Cal State Apply application to the Program and during New Student Orientation (NSO) before students enroll in any classes. The MFT Department requires all prospective students, before enrolling in Semester one (1) courses, to sign and submit the Disclosure For Academic Programs Leading to Licensure or Credentialing and Licensing Regulation Across States and Provinces included in the appendix to the MFT Department at mftdept@csudh.edu. Additional information concerning variations and limits in licensing regulations across states, provinces, or US territories is available from the [California Association of MFT](#)

MFT Department/Program’s Diversity Statement

The Marital and Family Therapy Department welcomes and encourages students in inclusive and equitable practices to work with diverse, marginalized communities. The Program values and is committed to diversity as reflected in its mission, students, faculty, supervisors, and community engagement. It recognizes diversity as being inclusive but not limited to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual beliefs, religious or spiritual affiliation, national origin, and veteran status. The MFT department aligns with the University and Global CSU system. The Department does not discriminate based on any of the diversity mentioned statuses indicated above in its activities, programming, education, or training relating to students, faculty, supervisors, or professional program staff. We maintain that diversity allows for a robust and productive learning environment for faculty and students and provides the experiences needed to serve diverse communities better through socially just practices. The Department readily embodies diversity, and records and publishes materials regarding the diversity composition of

its students, faculty, and supervisors unless prohibited by law. The Department's diversity statement is informed by and follows the mission statements throughout the CSUDH system.

Mission Statements

CSUDH Mission Statement

We provide education, scholarship, and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

CHHSN Mission Statement

The mission of the College of Health, Human Services, and Nursing (CHHSN) is to prepare knowledgeable, competent, and effective professionals, committed to improving lifelong health and wellness, development and overall adaptability in a diverse and evolving society. We emphasize excellence in teaching, scholarship and practice.

Graduate Studies Mission Statement

The mission of graduate programs at California State University, Dominguez Hills is to promote advanced study, scholarly activity, and research. Through traditional and non-traditional ways of learning, students earn master's degrees, advanced certificates, credentials, and life enrichment. Graduate students make up a distinctive and highly valued segment of the university community, and graduate programs support the dedication of California State University, Dominguez Hills in educating a student population of unprecedented diversity for leadership roles in the twenty-first century.

MFT Department Mission Statement

We prepare students in systemic theory, research, and relational practice, to critically and ethically engage concerns of intersectionality, equity, and social justice, to improve systems of oppression and promote wellness among individuals, couples, and families of diverse and underserved communities.

The mission of the MFT Department is linked to the university's mission and guides the program goals and student learning outcomes which inform course content and assessments. Students graduating from the CSUDH MFT Department achieve competency in the field of couples, marriage, and family therapy, evidenced by the achievement of a collection of distinct program learning outcomes. Please refer to the course MFT Program Curriculum Map containing the flow chart for the Program's courses and associated educational outcomes.

Program Goals, Program Learning Outcomes & Student Learning Outcomes

Program Goals (PG)

PG 1: Knowledge/Research - Apply foundational and relational knowledge from a wide range of family and systemic theories and treatment techniques that are informed by research.

PG 2: Diversity- Demonstrate awareness of intersectional identities and contextual influences within diverse communities, social systems, and marginalized groups in clinical practice.

PG 3: Ethics- Apply legal, ethical, and professional standards required for clinical, systemic, and relational practice.

PG 4: Practice- Demonstrate competence in systems/relational practice according to MFT professional standards, as reflected in implementing, articulating and writing up on clinical cases.

Program Learning Outcomes (PLO)

PG 1: Knowledge/Research - Apply foundational and relational knowledge from a wide range of family and systemic theories and treatment techniques that are informed by research.

PG 2: Diversity- Demonstrate awareness of intersectional identities and contextual influences within diverse communities, social systems, and marginalized groups in clinical practice.

PG 3: Ethics- Apply legal, ethical, and professional standards required for clinical, systemic, and relational practice.

PG 4: Practice- Demonstrate competence in systems/relational practice according to MFT professional standards, as reflected in implementing, articulating and writing up on clinical cases.

Student Learning Outcomes (SLO)

SLO 1: Knowledge- Students demonstrate working knowledge of traditional, contemporary and evidenced-based MFT theories to clinical case conceptualization and treatment planning that are informed by research.

SLO 2: Diversity- Students demonstrate how intersectional identities influence family functioning

SLO 3: Diversity- Students self-reflect on the implications of own and others' social location in clinical practice.

SLO 4: Ethics- Students apply ethical standards, consistent with the current California MFT statutes and regulations, and the American Association of Marriage and Family Therapy Code of Ethics, in diverse clinical contexts.

SLO 5: Practice- Students implement appropriate and accurate clinical competencies and skills (e.g., biopsychosocial assessment, diagnosis, treatment planning and implementation) from a systemic/ relational perspective.

MFT Department's Admission Policy

The Department of Marital and Family Therapy adheres to the California State University, Dominguez Hills, and the Graduate Studies admissions policies.

Admissions Requirements

Applicants must apply to the University (Cal State Apply: <https://www.calstate.edu/apply>), which contains the Department of Marital and Family Therapy Supplemental Application. The MFT Department provides detailed application instructions in the Cal State Apply Application. In addition, the MFT Department requires the following credentials and materials of all applicants:

1. A bachelor's degree is completed from an accredited college or university
2. A grade point average of 3.0 (B) or better in the most recent 60-semester units of upper division course work undertaken as a student
3. Completion of all prerequisite courses prior to applying to the program.
4. Completion of the Graduate Record Examination General Aptitude (GRE) Test. *An average GPA of 3.5 or attainment of a previous master's degree waives this requirement.
5. Complete a Cal State Apply Application online (with a non-refundable fee at the time of submission) before the term deadline, February 1st, at <https://www.calstate.edu/apply>. In addition, applicants must upload the following material to Cal State Apply:
 - Personal Statement /Autobiographical Essay
 - Writing Sample
 - Three letters of recommendation on professional letterhead, including address, phone number, and the recommender's signature
 - Professional CV/Resume
 - GRE Test Score (if applicable)
6. Submit ALL Official transcripts from ALL previously attended institutions to the CSUDH Office of Admissions by the posted Document Deadline (Feb 1). Electronic official transcripts from domestic institutions are encouraged and preferred.
 - If you are sending e-transcripts to the University, please note that for it to be considered official, your institution must send them directly to admissions@csudh.edu • If you are mailing transcripts to the University, please note that for it to be considered official you institution must send them directly or personally delivered to: CSUDH Admissions and Records Office 1000 E. Victoria St. Carson, CA 90747
7. Interview with the Admission Committee upon invitation.

Please refer to the MFT and the Graduate Studies web-pages for helpful information.

- <https://www.csudh.edu/mft/>
- <https://www.csudh.edu/gsr/graduate-studies/>.

Admissions Procedures and Policies

- Applications for the MFT program opens on October 1st.
- The DEADLINE for applications is February 1st
- The Administrative Coordinator serves as a resource to assist prospective applicants in completing applications
- The Department Chair serves as a liaison between the Program, prospective applicants, and other University offices and directs applicants for additional information as needed
- The Department Chair oversees the Information Sessions and coordinates interviews
- The Department Chair and the MFT core faculty members review all completed applications and interview qualified applicants
- The Department Chair invites applicants who meet the University and Program's admission requirements to the interview session hosted during February/March
- The Department requires all applicants to attend interviews if invited. Formats for interviews are typically in person, however can be altered at the discretion of the Department Chair
- The MFT Department hosts prospective student interviews in a group format designed to emulate a typical classroom experience that will enable faculty to evaluate whether applicants' educational goals are congruent with the Department's mission
- The MFT Department strongly encourages all applicants to self-reflect about the group interview that can serve as essential data in the decision-making process about the Program's fit with applicants' goals
- Once the Department accepts or declines an applicant for Program admissions, the University's Office of Enrollment sends the official letter
- When the applicant accepts the university's offer, the MFT Department Chair and Administrative Coordinator can communicate and engage admitted students about orientation and other program-related needs
- All prospective students must complete all prerequisites before beginning the first semester of the Program

Please note that the MFT Department actively considers the diversity of each class and makes an intentional effort to create both qualified and diverse cohorts via ongoing recruitment, regionally and nationally, events at academic and non-academic institutions and organizations by various faculty and staff. Moreover, the MFT program's Plan of Study includes curricula and training specifically designed to highlight diversity at content and process levels, notably around contextual differences, intersectionality, power inequities, and privilege.

Cost to Attend CSUDH MFT Program

The CSU system stipulates tuition for rates and cost of attendance. The CSU makes every effort to keep student costs to a minimum. Please refer to [Cost to Attend CSUDH](#) for additional and the most current information. Students should regard all CSU fees listed as estimates that are subject to change upon approval by the Board of Trustees, the Chancellor, or the Presidents, as appropriate. The CSU will make changes in mandatory systemwide fees in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 - 66028.6 of the Education Code).

AAMFT Minority Fellowship Program (MFP)

The MFT Department strongly encourages prospective applicants and students to apply for the AAMFT Minority Fellowship. The MFP aims to provide financial support and professional guidance to graduate students pursuing master's and doctoral degrees in Marriage and Family therapy, committed to research and service to ethnic minority and underserved populations. The MFP is open to applicants annually. Please refer to the Minority Fellowship Program.

Scholarship and Grant Opportunities

Please refer to the [Scholarship and Grant Opportunities](#) in the CSUDH MFT webpage

MFT Department/CHHSN and University Directory

MFT Department: csudh.edu/mft/

Name/Title	Location	Telephone	Email
Karen Quek, Ph.D., LMFT Associate Professor, Department Chair	WH A-320	(310) 243-2126	kquek@csudh.edu
Jennifer Jackson, MA, LMFT Director of Clinical Training	WH A-320	(310) 243-2334	jejones@csudh.edu
Ronecia Lark, Psy.D., LMFT Core Faculty	WH A-320	(310) 243-2032	rlark@csudh.edu
Chaka McAlpin, Psy.D., LMFT Assistant Professor	WH A-320	(310) 243-2032	cmcalpin@csudh.edu
Courtney Rago, Psy.D., LMFT Assistant Professor	WH A-320	(310) 243-2032	crago@csudh.edu

Administrative Coordinator	WH A-320EE	(310) 243-2032	mftdept@csudh.edu
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CHHSN: www.csudh.edu/cps/

Name/Title	Location	Telephone	Email
Mi-Sook Kim, Ph.D. Dean	WH A-310	(310) 243-2046	kimms@csudh.edu
Enrique Ortega, Ph.D., MPH Interim Associate Dean	WH A-310	(310) 243-2046	eortega@csudh.edu

University: www.csudh.edu

Department	Location	Telephone	Website/Email (E)
Admissions and Records	WH, C-290	(310) 243-3645 Administrative Services: (310) 243-3608	https://www.csudh.edu/records/registration/
Bookstore	LSU	(310) 243-3789	https://www.bkstr.com/csudominguezhillssstore/home E: bookstore@csudh.edu
Disabled Student Services	WH, D-180	Voice: (310) 243-3660 TDD: (310) 243-2028	https://www.csudh.edu/sdrc/
Office of Graduate Studies	I&I 3102	(310) 243-3693	https://www.csudh.edu/gsr/graduatestudies/
Student Psychological Services	SHC	(310) 243-3818	https://www.csudh.edu/sps/

Student Health Services	SHC	(310) 243-3629	https://www.csudh.edu/shps/
Leo F. Cain Library	LIB	(310) 243-3715	https://www.csudh.edu/library/
Division of Information Technology		(310) 243-2500	https://www.csudh.edu/it/

WH - Welch Hall

LSU-Loker Student Union

LIB-Library

SCH-Student Health Center

MFT Department Organizational Structure

Roles and Responsibilities

Chair

The Chair's primary responsibility is to provide administrative oversight of the MFT Department and monitor the MFT program, faculty, and students to ensure compliance with the Department, College, and University. The MFT Chair holds a faculty appointment, is a MFT core faculty member, and is an AAMFT Approved Supervisor. MFT Students are encouraged to contact the Department Chair for any unresolved matters at the Program Director level.

Specified Duties:

- Convene meetings of Department/Program committees as needed
- Ensure compliance with department, college, and university policies, procedures, and requirements
- Oversee the admission process, the graduation process, the plan of study and compliance with the Program's culminating project
- Oversee the Department's program review
- Serve as the formal representative of the MFT program at all university and public functions
- Actively recruit a diverse student body to sustain the MFT program
- Oversee implementation of the MFT curriculum, including but not limited to scheduling of courses and assigning instructors
- Oversee the fiscal and physical resources of the MFT Program.
- Serve as point of contact for hiring faculty and staff

Program Director

The Program Director's primary responsibility is for the curriculum's oversight and the overall clinical training program and planning in conjunction with the Director of Clinical Training. The Program Director is responsible for ensuring that the Program adheres to the MFT Program's mission, goals, and educational objectives while maintaining and enhancing the Program's

quality determined by a collaborative group of MFT faculty, Department Chair, and the Dean of College of Health and Human Services and Nursing (CHHSN). Additionally, the Program Director is ultimately responsible for the MFT program's compliance with the Board of Behavioral Sciences (BBS), achieving and aligning the Program with the Commission on Accreditation of Marital Family Therapy Education (COAMFTE) standards. The Program Director holds a faculty appointment, is an MFT core faculty member, and is an AAMFT Approved Supervisor. MFT Students are encouraged to contact the Program Coordinator for any programmatic questions, issues, and concerns.

Specified Duties:

- Serve as the formal representative of the university's Graduate Council
- Oversee the development, implementation, and evaluation of the MFT curriculum.
- Collaborate with faculty, students, and communities of interest to review and revise and improve the Program policies and procedures
- Collaborate with the Department Chair to ensure that fiscal and physical resources are efficient and adequate
- Collaborate with the faculty and students to review, revise, and improve program resources as needed
- Collaborate with faculty students and communities of interest to monitor academic support services for effectiveness in meeting the Program's and students' needs
- Collaborate with the CSUDH Alumni Association to ensure continuing relationships with program graduates
- Collaborate with Department Chair and Faculty to review the achievement of program outcomes
- Provide direction and implementation of curriculum and fieldwork placement in collaboration with the Department Chair and Director of Clinical Training.
- Review continued collection and analysis of accrediting data and implementation of programmatic improvements
- Review, monitor, and document student's concerns and issues in conjunction with the Department Chair

Director of Clinical Training

Under the Department Chair's supervision and collaboration with the Program Director, the Clinical Training Director serves as the liaison between students, community agencies, and the MFT program. The Director of Clinical Training has direct oversight of fieldwork placements and monitors students' community agencies and the relationship between community agencies and the MFT program. Additionally, the Director of Clinical Training is responsible for developing and maintaining clinical placement sites that emphasize systemic therapy and diverse populations. The Clinical Training Director is an MFT core faculty member and is an AAMFT Approved Supervisor or Candidate. MFT Students are encouraged to contact the Director of Clinical Training for reports, evaluations, unresolved questions, issues, or concerns related to community placement agencies and clinical hours.

Specified Duties:

- Organize fieldwork orientations and regular meetings with practicum students
- Host in collaboration with the Department's Administrative Coordinator Fieldwork Mixers
- Recruit new community placements that emphasize systemic therapy with diverse populations
- Evaluate community agencies for appropriateness, quality of practicum experiences, and systemic treatment available to students that align with the Program's mission, goals, and educational objectives
- Visit community placements to establish and maintain working relationships with the placement site
- Establish Contracts and agreements between the Program, student, community placement supervisor, and community placement site
- Address students' fieldwork needs, including supervision and clinical training with community placements
- Responsible for managing and monitoring the Tevera platform
- Oversee the fieldwork practicum process of students upon entry until completion.
- Collaborates with students to suggest and identify appropriate fieldwork placements based on fit and interest
- Collaborate with the Program Director to monitor student's clinical and administrative progress at the community placements
- Address mediation/conflict resolution between students, MFT program, and community placements
- Assist students with completing, adding, or terminating a community placement site
- Monitor students' progress towards clinical hours and audits in conjunction with the Department's Administrative Coordinator

MFT Faculty

The CSUDH MFT Department comprises five core faculty: faculty members who retain annual contracted positions or adjunct faculty recruited to support administrative matters. The MFT faculty are responsible for developing and supporting the MFT department's outcome-based educational framework and working closely with program students. Additionally, the core faculty members advise students, teach core courses, and may provide practicum instruction. The core faculty are active MFTs and are competent in the assigned subject matter they teach.. Brief bios of the MFT faculty members follow:

Karen Quek, PhD., LMFT, LPCC, is the associate professor and department chair of the Marital & Family Therapy program at CSUDH, Carson, CA. Karen is a licensed marriage and family therapist. She has extensive teaching, clinical, and supervisory experiences in the States and other parts of the world, including China, Singapore, and the Philippines. Her innovative research reflects her expertise and interests in multicultural clinical work, cross-cultural family dynamics, and gender equality. These have resulted in numerous journal publications and

research presentations, including these book publications: *Intersectionality in Family Therapy Leadership - Professional Power, Personal Identities and Transition and Change in Collectivist Family Life: Strategies for Clinical Practice with Asian Americans*.

Jennifer Jackson, MA., LMFT, is a graduate of Antioch University Master of Art program in Clinical Psychology with an emphasis in Marital & Family Therapy. Professor Jackson is a licensed MFT and clinical supervisor; she is also certified in PCIT (Parent-Child Interaction Therapy). Her research interest focuses on early parent-child relationships, generational trauma and generational healing, and becoming anti-racist and cultivating compassion through the art of storytelling. Professor Jackson is a full-time lecturer and serves as the MFT Director of Clinical Training.

Ronecia Lark, Psy.D., LMFT, is a graduate of Alliant International University (COAMFTE accredited) MS and PsyD program in Marriage and Family Therapy. Her clinical interests include the professional and personal growth of MFT trainees. Dr. Lark is a core adjunct lecturer and clinical instructor.

Chaka McAlpin, Psy.D., LMFT, is a graduate of Alliant International University (COAMFTE accredited) MS and PsyD program in Marriage and Family Therapy. Her clinical expertise includes Child/Parent Psychotherapy, Trauma Focused CBT, and Emotionally Focused Couples Therapy. Dr. McAlpin is a tenure-track assistant professor.

Courtney Rago, Psy.D., LMFT, is a licensed Marriage & Family Therapist. Dr. Rago received their MA and PsyD in Couple and Family Therapy from the California School of Professional Psychology at Alliant International University in Los Angeles. Their clinical, research, teaching, and supervision practice are all driven by social justice values. Their research centers the voices and unique experiences of diverse SGM individuals and endeavors to advocate for everyone's right to exist in the world exactly as they are. Dr. Rago is an active member of AAMFT in the Queer and Trans Advocacy Network and aims to expand their research on social safety models and SGM identity formation.

Adjunct faculty members

Adjunct faculty teach on a part-time basis for the MFT program. These faculty are practicing MFTs and are competent in the assigned subject matter they teach; They also provide course-related questions for the Program's comprehensive exam. Adjunct faculty are considered Community of Interest (COI) and attend monthly meetings and program-related activities. Students are encouraged to contact adjunct faculty for questions or issues related to their course.

Course Clinical Instructors

Course Clinical Instructors facilitate MFT Practicum in Fieldwork courses. These instructors are AAMFT Approved Supervisors or Candidates and can be core faculty. The clinical course instructors are responsible for the Practicum in MFT Traineeship course and consult with

agency supervisors about trainees' clinical progress. Additionally, the instructors utilize the students' clinical case experiences to assess clinical competence and progress. The clinical course instructors do not serve as the student's supervisor for the agency's clinical cases. Students are encouraged to contact the Course Clinical Instructors for questions or issues related to their clinical course, clinical progress, clinical hours, and community placement agencies.

Specified Duties:

- Complete site consults with trainee's off-site supervisors at least 2 times a semester
- Facilitate case discussions with emphasis on systemic and relational approaches to therapy
- Review and assess the students' case reports and monitoring clinical competence
- Provide theoretical, sociocultural awareness, clinical, legal, ethical, and professional development feedback
- Evaluate students using the BSED* modified to include sociocultural clinical skills
- Serves as the liaison between the MFT program and clinical agency with oversight and consultation with the Director of Clinical Training

Administrative Coordinator

The Administrative Coordinator performs complex administrative tasks for the MFT Department. Responsibilities include supporting the core and adjunct faculty and interfacing with currently enrolled, graduated, and prospective students in the Department. The administrative coordinator assists with managing admission matters, graduation matters, faculty contracts, assists the Chair with administrative tasks, and coordinates all program-related events. Additionally, the Administrative coordinator attends, takes minutes and participates in department and faculty meetings.

MFT Student Association (Student Representative)

The MFT Student Association serves to organize student events to bridge cohorts and expand awareness of MFT. The MFT department hosts elections for student representatives. Elected students' representatives represent each academic year, gather informal feedback from students, and attend MFT faculty meetings to disseminate student feedback for program development and maintenance. MFT Student Association and Student Representatives are considered Community of Interest (COI).

Community Placement Agencies

Community Placement Agencies are practicum sites approved by the MFT department to provide clinical fieldwork training to students during their second or third year. Agencies agree to meet program, BBS requirements, and COAMFTE standards in students' training experiences. Community Placement Agencies are considered Community of Interest (COI) and attend MFT Program Mixers.

Specified Duties:

- Complete and abide by the CSUDH MFT Department 4-Way Agreement according to Business and Profession Code Excerpt from Section 4980.43 (d1) and within Marital and Family Therapists Scope, provide a practicum setting that is deemed appropriate for an MFT Trainee
- Evaluate the qualifications and credentials of any employee who provides supervision to MFT trainees
- Orient MFT trainees to the policies and practices of the agency
- Involve students in agency training
- Safeguard confidentiality and permits trainees to video, audio, or live supervision and or co therapy
- Notify CSUDH Director of Clinical Training/ Practicum Instructor about student concerns and develop options for support when appropriate

Off-Site Community Placement Clinical Supervisors

Off-Site Community Placement Clinical supervisors serve as student's primary supervisors during their second or third year at their field site. Off-site supervisors meet program's and BBS requirements, and COAMFTE standards in students' training experiences. Off-Site Community Placement Clinical Supervisors are considered Community of Interest (COI) and provide feedback and evaluations for student and program development and improvement.

Specified Duties:

- Complete and abide by the CSUDH MFT Department 4-Way Agreement
- Complete and abide by the Responsibility Statement for Supervisors of a Marriage and Family Therapist Trainee or Intern before the beginning of supervision
- Maintain sufficient experience training, education, and licensure required to supervise trainees and interns competently as verified by the Director of Clinical Training and measured by Clinical Supervisor Survey
- Adhere to the ethical standards promulgated by the professional association to which the supervisor belongs (e.g., AAMFT, CAMFT, APA, NASW, AMA, etc.)
- Provide the trainees with one (1) hour of face-to-face individual or two (2) hours of face-to-face group supervision for each five (5) hours of direct client contact provided
- Review and signs the MFT Hour Log and Summary of Hours of Experience log required by Section 1833 (e) of the CCR and MFT Department's log weekly
- Evaluate and assess students' clinical competency level, case management, theoretical knowledge, crisis management, ethics, and professionalism
- Collaborate periodically with the Practicum instructor regarding students' progress
- Complete the Basic Skills Evaluation Device, and discuss their progress with the student at the end of each semester supervised

- Collaborate with the Practicum Instructor about student difficulties and develop options for remediation
- Conduct supervision in designated formats that include audio, video, case notes, or live supervision and provide students with feedback. Emphasizes audio, video, or live supervision when possible

MFT Program & Degree Requirements

Graduate Standing: Classified and Conditional Classified

The MFT department will admit students applying for the MFT program under conditional classified status, pending meeting all program admission requirements. The Department customarily grants classified standing when students complete all prerequisites satisfactorily for admission to the MFT Program. Students must have classified standing to qualify for advancement to candidacy.

Time Limit for Completion

According to university policies, all requirements for the master's degree, including all coursework on the student's approved program of study, must be completed within five (5) years. This time limit commences with the semester of the earliest course used on the student's study program.

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain academic competency commensurate with completing degree requirements. Upon advancement to candidacy, the MFT Department clears eligible students for the final stages of the graduate program, which, in addition to any remaining coursework, will include the capstone comprehensive examination.

The following requirements outline the requirements for Advancement to Candidacy: Because the Department also requires a Culminating Activity, all students must follow the Department guidelines, procedures, and deadlines. The student must also comply with the university's policies and adhere to all the deadlines specified in the Thesis and Project Guide (if needed), available in the university bookstore and on the Graduate Studies website. Students must complete and submit the Graduation Advisement and Advancement to Candidacy form to the Office of Graduate Studies (I&I 3102 & www.csudh.edu/gsr/graduate-studies/) before the final semester of the comprehensive exams.

The Master in Marital and Family Therapy program requirements include the following degree components:

- Complete all required coursework with a B (83%) or better for each course

- Complete 64 units of course work with a minimum cumulative 3.0-grade point average
- Complete all required clinical requirements with a least 300 face-to-face client contact hours, 100 of which are relational, client contact with couples or families
- Demonstrate curriculum and clinical competencies specified in the Program's student learning outcomes
- Success completion of the culminating experience include the final signature assignment in the Advanced Therapeutic Approaches and Applications course and Comprehensive Exam

Specified Clinical Instruction and Training Requirements

Students must complete three semesters of fieldwork (Practica), during which each student must complete 300 client contact hours, 100 of which are relational, client contact with couples or families . Moreover, students must enroll in Practicum: MFT Traineeship each semester they are active in clinical practice. State law and BBS requirements for licensure mandate 3,000 hours total of clinical experience, training, and supervision for licensure (which requires passing two written examinations); the CSUDH MFT program allows students to earn 300 to 1,300 hours towards the 3,000. Students are placed and overseen by the MFT Director of Clinical Training, and receive clinical supervision from their on-site supervisors. Traineeship experience occurs at community agencies in the greater Los Angeles area and other surrounding communities in Orange County. Clinical instruction, provided during Practica, offers students with regulation and assessment of clinical competencies through case presentation, observation, and consultation of cases.

Cohort Program

The CSUDH MFT program is a cohort program. The cohort program model brings students together with shared goals and skills to learn, develop, and collectively progress through the MFT program. This model allows students to learn from a planned sequence of coursework and effectively monitor personal growth and development.

Required Course Sequence

As part of the MFT Department admission, all students agree to adhere to the Program's Class Sequence. The Program organizes the curriculum to ensure that fundamental courses address foundational knowledge, and subsequent coursework is dependent on the prerequisite semester's experience. Therefore, failure to take classes in sequence may delay admission into Practica and or graduation. Under exceptional circumstances, students who are permitted to attend the Program part time accept that their expected graduation date will differ from the established study plan.

Plan of Study

The MFT program adheres to a full-time, three (3) year plan of study. The Plan of Study denotes the courses and how students will progress throughout the Program. Students should use the required sequence Program Degree Roadmap. After initial advisement and first term, students must complete, sign, and submit the MFT Plan of Study. Students who modify or deviate from the required Plan of Study due to unexpected circumstances must consult with their faculty academic advisor. The Department only permits exceptions for a part-time or accelerated study plan with advisement and approval from their Department's Academic Advisor and Chair. Students must complete, sign, and submit any changes or deviations to their plan before making any changes. The Department maintains all Plans of Study in the student's file.

Technology

In furtherance of California State University, Dominguez Hill's overall mission of accessibility and commitment to excellence through diversity, equity, and inclusion, the MFT department aligns with the university and strives to ensure that its information and communication technology is accessible to everyone. Please refer to the Accessibility Compliance at California State University, Dominguez Hills, for additional information.

The MFT Department supports the use of technology in and out of the classroom for educational purposes. However, the Department expects students to consistently conduct themselves according to the professional code of ethics established by the university and their professional guilds (California Association of Marriage & Family Therapy (CAMFT) and the American Association of Marriage & Family Therapy (AAMFT), specifically to Technology-Assisted Professional Services Standard 6 (6.1-6.6). During class instruction, students may utilize technology for note-taking or for accessing material relevant to the course. However, if a student engages in inappropriate use of technology (e.g. chatting, texting, or browsing content unrelated to the class), faculty instructors may revoke the use of and or disable chat features in any format of class instruction in in-person or on-line course formats.

Information Literacy Expectation: The MFT Department, in alignment with the university, expects all students enrolled in courses to have computer skills to:

- Utilize Toro email
- Access Canvas and the CSUDH Library database
- Basic information and computer literacy in computer formats such as Windows, Microsoft
- Conduct scholarly literature searches, paraphrase concepts without plagiarism
- Maintain minimum hardware and software requirements

Please refer to Academic Technology Instructional Technology Resources for minimum technology requirements. For additional library resources, please see the University Library Information Literacy Program for further information. Additionally, enrolled students must have the computer skills needed to access the Department's program management software, Tevera.

Please refer to Tevera’s Contact Us on their website or Help in the Tevera App for additional technological support.

Tevera

The CSUDH MFT program utilizes Tevera, a program management software intended to advance program review, assess competencies, course document management, and field experience. The MFT program maintains program and student forms and other relevant documents in Tevera. As a result, the Department, faculty, students, site placements, and supervisors can access appropriate documentation with increased ease. Students will gain access to Tevera for a one-time fee upon entry into the Program. Students requiring support in utilizing Tevera can utilize the Tevera Help feature available in the Tevera app.

MFT Program Degree Roadmap

3-Year Course Sequence

YEAR 1

SEMESTER 1 AND SEMESTER 2

MFT 515	Pre-practicum I: Introduction to Therapy Skills	2	MFT 525	Pre-practicum II: Advanced Therapy Skills	2
MFT 560	Life Span, Family Development and Aging	3	MFT 572	Theories and Techniques of Marital Family Therapy II	3
MFT 570	Theories and Techniques of Marital and Family Therapy I	3	MFT 583	Research Methods in Marital & Family Therapy	3
MFT 584	Law, Ethics & Professional Practices	3	MFT 565	Assessment in Mental Health Treatment	3

YEAR 2

SEMESTER 3 AND SEMESTER 4

MFT 575	Relational Therapy & Human Sexuality	3	MFT 530	Community Mental Health	3
MFT 578	Treatment Approaches with Children and Adolescents	3	MFT 566	Mental Health, Diagnosis and Systemic Treatment	3
MFT 580	Sociocultural Diversity and Marginalized Communities	3	MFT 582	Psychopharmacology and Mental Health Treatment	3

MFT 596	Practicum: MFT Traineeship	3	MFT 596	Practicum: MFT Traineeship	3
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SUMMER

MFT596	Practicum MFT Traineeship	3
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YEAR 3

SEMESTER 5 AND SEMESTER 6

MFT 520	Group Therapy	3	MFT 596	Practicum: MFT Traineeship	3
MFT 585	Treatment of Substance Use, Addiction, and Dependence	3	MFT 586	Current Issues in Marital & Family Therapy	3
MFT 588	Treatment of Trauma with Individuals, Couples, and Families	3	MFT 589	Advanced Therapeutic Approaches and Application Comprehensive Exam	2
MFT 596	Practicum: MFT Traineeship	3	MFT 599	Comprehensive Exam	1

ELECTIVES

*MFT 400	Foundations in MFT	3
*MFT 590	Career Counseling	3

* These courses do not count as part of the required 64 units for the MS in MFT degree.

** The Program does not require this course in the summer term, but students must enroll if active in a summer traineeship. Students are permitted to take traineeship in the summer, only after completing a year in the Program

Practicum and Clinical Training Requirements and Procedures

The requirements and procedures in this section of the Program Handbook provide a framework for students' clinical training experience. The CSUDH MFT Department, derived from the Board of Behavioral Science (BBS) regulations, aligned with the Commission on Accreditation for Family Therapy Education (COAMFTE) standards, determines the policies herein. Therefore, students are responsible for understanding and adhering to this section's clinical training requirements and procedures.

Students must meet the minimum expectations throughout the process to move towards completion of the Practicum in fieldwork. Failure to abide by the requirements and procedures

for fieldwork may preclude students from completing the MFT program's clinical training experience and program requirements.

Tevera Software

The CSUDH MFT program utilizes Tevera, a program management software intended to manage and assess students' clinical training experience throughout the Program. Introduction to Tevera begins early in the Program to allow students access to information associated with their progress in acquiring proficiencies and competencies required to initiate Practicum and clinical training. Once in fieldwork, the MFT department uses the Tevera management system to streamline fieldwork tasks beginning with Orientation and Application to an Audit of clinical hours. The MFT program manages all students' fieldwork clinical documentation and tracks students' clinical progress and hours across placements and supervisors within the platform. MFT faculty, students, clinical sites, and supervisors must utilize Tevera to process relevant clinical training documents. Upon completing the MFT program, students will maintain continued access to Tevera and track hours towards licensure for the BBS.

Advancement to Practicum

The CSUDH MFT Program strives to develop competent and ethical clinicians. As students advance through fieldwork, the Program's priority is to enhance students' ability to develop clinical skills and competencies required to work with clients effectively. Furthermore, the MFT Department takes pride in preparing students with knowledge of MFT theory and research to address diverse communities' ever changing needs. Students will be under close supervision by qualified supervisors who will support them as entry-level clinicians throughout their clinical training in the MFT program.

MFT Traineeship marks an important milestone for students to obtain practical training in the clinical field to develop foundational clinical skills. After completing the first academic term and clinical orientation held during the second term, students will complete the Student Fieldwork Practicum Placement Application and Agency List (Top 3) in Tevera. Eligible students must complete the application process wherein the Program asks that they reflect critically on their progress to date and self-evaluate their readiness to enter Fieldwork Practicum.

What is Practicum?

Practicum, referred to as a fieldwork placement, is a practical instruction of the MFT training course of study in which students apply the technical skills they have learned during their studies with clients.

The philosophy of the CSUDH MFT Department, California Board of Behavioral Sciences (BBS), and Commission on Accreditation for Family Therapy Education (COAMFTE) is that field experience supplements and reinforces classroom instruction through the utilization of applied clinical training. Fieldwork practicum offers students an opportunity to work directly with various populations with diverse needs to prepare students for future practice. In the fieldwork practicum, the students serve the community's client population, provide clinical service, and

help meet individuals, families, groups, organizations, communities, and societal needs. Practicum plays a vital role in the preparation of competent future mental health professional practitioners.

In addition to the theoretical knowledge and skills needed for direct service with various client systems, students will gain a hands-on understanding of the Marriage and Family Therapy principles, professional expectations, codes of conduct, communication, and protocols.

The practicum process, specific to MFT Clinical Training, begins during the student's first year of the Program with prerequisites, orientation, and application to fieldwork. This process starts in the first semester course Pre- Practicum training with MFT 515: Introduction to Therapy Skills. Pre-practicum class, MFT 525: Advanced Therapy Skills, follows the MFT 515: Introduction to Therapy Skills course during the second term.

Collectively these courses provide instructional seminars and demonstration of supervised therapy skills in the classroom and mental health settings with individuals, couples, and families. Students learn basic clinical skills such as therapeutic alliance, the self-of-the-therapist, collaboration, assessments, diagnosis, treatment planning, case management, safety planning, clinical documentation, and evaluation of legal and ethical issues. In addition, these courses help develop skills that the Program evaluates during MFT 525: Advanced Therapy Skills to determine Practicum and clinical training readiness in the field. Students must successfully achieve a level four (4) or better on the Clinical Readiness to begin fieldwork in Practicum.

Prerequisites

The Program permits entry into fieldwork once a student completes all first-year courses totaling 21 units with a B or better. A student earning a B- or lower in any prerequisite class will be required to repeat the class.

YEAR 1 SEMESTER 1 AND SEMESTER 2

MFT 515	Pre-practicum I: Introduction to Therapy Skills	2	MFT 525	Pre-practicum II: Advanced Therapy Skills	2
MFT 560	Life Span, Family Development and Aging	3	MFT 572	Theories and Techniques of Marital Family Therapy II	3
MFT 570	Theories and Techniques of Marital and Family Therapy I	3	MFT 583	Research Methods in Marital & Family Therapy	3
MFT 584	Law, Ethics & Professional Practices	3	MFT 565	Assessment in Mental Health Treatment	3

Orientation and Application

Students are required to attend the Fieldwork Orientation at least one term before desired entry into Fieldwork Practicum. Students failing to participate in the orientation are not permitted to apply or enroll in MFT 596 Practicum in Fieldwork. Students must review the Practicum and Clinical Training Requirements and Procedures section of this handbook and sign the Clinical Training and Fieldwork Policy Acknowledgement of Receipt in Tevera, certifying that they have read and agree to abide by the policies and procedures. Students must submit the signed acknowledgment and their application for fieldwork review in Tevera to the Director of Clinical Training. Upon review of the application, the Director of Clinical Training, if determined appropriate, will provide students with approval to acquire a site. Please note that students may be concurrently taking prerequisite courses for MFT 596 at the time of application.

Students need authorization from the Director of Clinical Training, completion of ALL prerequisite courses for fieldwork with a B or better grade, and level four (4) achievement or better on their Clinical Readiness Assessment to begin fieldwork in Practicum.

Background and Fingerprinting

The CSUDH MFT department does not require students to complete background checks or fingerprinting. However, some sites necessitate trainees to conduct background checks or fingerprinting as a part of their application process. Those agencies requiring background checks or fingerprinting may use Live Scan to determine if a student can serve as a trainee. Additionally, the BBS requires criminal background checks of associate applicants. California law authorizes the BBS to conduct criminal record background checks to regulate a person's eligibility for a license or registration. Students with a felony or misdemeanor conviction, including a DUI or nolo contendere (no contest) pleas, may encounter impediments upon application for MFT licensure or other similar organizations. Often, this becomes apparent when a student or applicant progresses through the Live Scan fingerprinting process. Please note that the BBS requires that applicants provide information about their felony or misdemeanor convictions at the time of application.

Consequently, each student's responsibility is to become informed about how their convictions may affect the license they are pursuing and or their placement in a practicum site. Students should consult the BBS website or other state MFT regulatory bodies on Criminal Convictions for specific information.

Practicum Site Placement Procedures

The MFT program provides its students with a directory of sites with approved sites accessible in Tevera to eligible students after completing the Fieldwork Orientation(s), held during the Fall and Spring terms. This directory includes agencies with current contracts or previous partnerships with the MFT department with inactive contracts. Students are free to select sites from this repository and contact the designated person listed to determine if the site is currently accepting students and the procedures to apply for the internship. Students are also permitted

to pursue placements at an agency not listed on the directory; please see below for further details regarding petitioning for a new site. Students should select three (3) agencies of interest at a minimum and engage in the interview process before choosing one agency. The MFT program does NOT permit students to complete traineeships at their employer. Students must select and accept their agreement with an agency before beginning Practicum. Students must be actively seeing clients by week three to maintain enrollment in Practicum.

Petition for a New Site

Students seeking to add a placement site must petition to add a new fieldwork site and complete the MFT Student Petition for New Fieldwork Site form. Additionally, the prospective site must complete the Practicum in Fieldwork Site Application and a site visit is to be completed by the Director of Clinical Training. Upon receipt of the petition and site application, the process for the Director of Clinical Training to vet the site and potentially establish a contract can take approximately 6-8 weeks. If approved by the Director of Clinical Training and the MFT Department, the Program will officially add the new site.

Site Contract Approval

Once a student has selected an approved fieldwork practicum site, the Director of Clinical Training will receive and review the completed requests and conduct a site visit if the site is deemed appropriate. Please note that the site approval process can take approximately two (2) months from the initial request to approval.

If the request is approved, the MFT department will initiate a request for a General Affiliation Agreement from the site. Students are responsible for starting the 4-Way Agreement and the BBS Responsibility Statement in Tevera; the task will be directed to the site director or supervisor and subsequently the Director of Clinical Training depending on the task requirements. Once all forms are complete, the Program advises students to retain copies of the 4-Way Agreement and the BBS Responsibility Statement. Students may track their progress and receive notification of approval for each site applied and approved. Tevera will register students' start and the term of the contract. Students are not permitted to start at the agency until Tevera marks approval reflecting the entire placement process. Tevera will notify students through their communications hub in the upper right of their screen by the mail icon that the improvement process is complete.

The official start date for practicum students new to fieldwork must be on or after the CSUDH Class start dates for the term the student is ready to start. Students and the site will access enclosed documents, including the 4-Way Agreement and BBS Responsibility Statement. Once more, the Program encourages students to maintain a copy of these forms for their records.

Practicum Training

The practicum training marks the midpoint of the student's clinical practice in the MFT program. Thirteen of the 64-units required for the Program are devoted to Practicum. Practicum consists

of pre-training, wherein students engage in-class labs. Subsequently, students engage in training to complete 300 hours in an educationally focused fieldwork experience at an agency lawfully and regularly providing mental health counseling in the Los Angeles area. CSUDH includes all students enrolled in the MFT 596: Practicum: MFT Traineeship in the comprehensive university policy for malpractice and professional liability insurance. The MFT program advises its students to carry personal liability insurance and membership with AAMFT or CAMFT.

MFT Professional Association Membership

The American Association for Marriage and Family Therapy (AAMFT) is the largest national professional association representing the interests of more than 50,000 marriage and family therapists throughout the United States, Canada, and abroad. Local to the State of California, the California Association of Marriage and Family Therapists is an independent professional organization that represents the interests of 32,000 licensed marriage and family therapists. The Program strongly advises students to develop a professional identity through membership with AAMFT and or CAMFT and maintain their membership throughout the Program. Both organizations provide student members with benefits during the Program, as an associate, and through licensure. These services and resources include but are not limited to professional liability, special interest groups, conferences, training, legal consultations, publications, etc. Before beginning fieldwork, students should establish membership and submit proof of membership in any family therapy organization to the MFT department. Please consult the organization and Program Coordinator to learn more information about these and other MFT professional organizations.

Practicum Clinical Training Requirements

Once a student has selected a fieldwork practicum site, students will begin their clinical training with individuals, couples, and families under an approved licensed clinician's supervision during their third semester. The Clinical Training Glossary is available in the appendix to clarify elements of clinical training. Furthermore, Students must adhere to the following requirements during their practicum clinical training:

1. Enroll in, attend, and earn a B or better grade in one MFT fieldwork course during the term seeing clients (MFT 596).
 - a. A student earning less than a B will be required to retake the course.
 - b. Student's hours earned during a course in which they receive less than a B will not count towards the Program's hour requirement.
2. At a minimum, enroll in the fieldwork courses for one year.
3. Engage in a minimum of 10-15 hours per week required; additional hours as placement agency requires.
4. Total approximately 100 (7-10 hours a week, three hours of which should be relational) face-to-face hours a semester to complete the 300 hours needed to graduate in three

- years 5. Engage in on-site supervision weekly. Students must maintain the 5:1 ratio of clinical hours and individual or triadic supervision or 5:2 ratio clinical hours and group.
5. Complete and have the Weekly Summary of Experience Hours.
 6. Complete the MFT Student Evaluation of Site and Supervisor (and other evaluations) due at the end of each term. Please see the course Syllabus for details.
 7. Meet with the site supervisor and review the end-of-the-semester evaluation, BSED Supervisor Evaluation of Student, completed by the site's clinical supervisor due at each term. Please see the course Syllabus for details
 8. Maintain copies of all documents required for fieldwork including MFT hours logs and evaluations.
 9. Keep regular contact with the Course Clinical Instructor and Director of Clinical Training to discuss any practicum issues that may arise during placement.

The MFT program will dismiss students who receive more than two deficient performance evaluations or leave more than two field placements due to unprofessional practice or behaviors from the MFT program.

Any student who elects to terminate the site contract approval process at any time must consult with the Director of Clinical Training. Choosing to terminate a site contract is a serious matter, and ethical and professional client care is crucial. Students must work closely with their supervisor(s) and site representative(s), giving ample time to ensure a smooth transition. The Program expects students and their sites to honor the Site Contract and 4-Way Agreement once all parties have signed the document. In addition, students seeking additional fieldwork sites must complete the Site Contract Approval in Tevera as described above and allow approximately three (3) months to obtain approval.

Practicing Without a License

No student may advertise or perform marriage and family therapy or psychological counseling in private practice without the proper State license. In California, the licensure for professional counselors includes Marriage and Family Therapy (MFT) License, Licensed Professional Clinical Counselor (LPCC), and Licensed Clinical Social Worker (LCSW). However, organizations that include a government agency, school, profit, or non-profit counseling organization (not CSUDH) may gainfully employ a student as a trainee. Students can provide therapy under the supervision of a licensee of any of the organizations mentioned above. The MFT Department will immediately dismiss a Student from the MFT program if the Program finds that any student violates this law (Section 17800.2 California and Professional Code) and their names forwarded to the Board of Behavioral Sciences for discipline and prosecution.

Portability of Training Experience

The CSUDH MFT program provides curriculum and clinical training commensurate with BBS requirements and aligns with COAMFTE standards. Nevertheless, the Program advises that licensure requirements vary from state to state.

Students interested in pursuing licensure in a state other than California must consider the state licensure requirements before enrollment in the Program. These standards ensure that students completing the Program are eligible for licensure in the state of California. If a student elects to move outside of California, the student should become familiar with the state’s MFT licensure regulations. Students will identify and investigate licensure regulations for states or provinces of interest in the final semester during MFT 598: Advanced Therapeutic Approaches and Application. Students with additional inquiries may meet with the Program Coordinator for further information on portability. The Program maintains Students’ intent for portability in Tevera.

Personal Therapy

While personal therapy is not a requirement of the CSUDH MFT Department or a licensure requirement, the Department strongly recommends that Students engage in individual therapy.

Marriage and Family Therapists work with others’ problems, and life history can impact a student’s clinical work. Sometimes clients’ lives parallel or reflect that of the clinician, and it is difficult to tell where the client’s story ends, and the clinician’s experience begins. Therapy can help clinicians understand their emotions and problems concerning their clients. Furthermore, it is also challenging to treat others if the clinician has not experienced the process themselves.

Fieldwork Calendar

The table below provides students with the permissible schedule for traineeship throughout the academic school year. If students plan to engage in fieldwork activities during the summer, they must enroll in the fieldwork class.

MFT PROGRAM 2024-2025 Calendar Year	
Fall Semester August 19 th through January 16 th (*August 25 th) Includes Winter break	
Week 1	August 19, 2024 - August 25, 2024
Week 2	August 26, 2024 - September 1, 2024
Week 3	September 2, 2024 - September 8, 2024
Week 4	September 9, 2024 - September 15, 2024 (±September 2 nd Holiday)
Week 5	September 16, 2024 - September 22, 2024
Week 6	September 23, 2024 - September 29, 2024
Week 7	September 30, 2024 - October 6, 2024
Week 8	October 7, 2024 - October 13, 2024

Week 9	October 14, 2024 - October 20, 2024
Week 10	October 21, 2024 - October 27, 2024
Week 11	October 28, 2024 - November 3, 2024
Week 12	November 4, 2024 - November 10, 2024
Week 13	November 11, 2024 - November 17, 2024 (\pm November 11 th Holiday)
Week 14	November 18, 2024 - November 24, 2024
Week 15	November 25, 2024 - December 1, 2024 (\pm November 28 th Holiday)
Week 16	December 2, 2024 - December 8, 2024
Week 17	December 9, 2024 - December 15, 2024
*Auxiliary Week(s)	December 16, 2024 - December 22, 2024
	December 23, 2024 - December 29, 2024 (\pm Dec. 25 th - Jan. 1 st Holiday)
	December 30, 2024 - January 5, 2025 (\pm January 1 st Holiday)
	January 6, 2025 - January 12, 2025
Spring Semester January 16 th through May 23 rd (*January 19 th) Includes Spring Break	
Week 1	January 13, 2025 - January 19, 2025
Week 2	January 20, 2025 - January 26, 2025 (\pm January 20 th Holiday)
Week 3	January 27, 2025 - February 2, 2025
Week 4	February 3, 2025 - February 9, 2025
Week 5	February 10, 2025 - February 16, 2025
Week 6	February 17, 2025 - February 23, 2025
Week 7	February 24, 2025 - March 2, 2025
Week 8	March 3, 2025 - March 9, 2025
Week 9	March 10, 2025 - March 16, 2025
Week 10	March 17, 2025 - March 23, 2025

Week 11	March 24, 2025 - March 30, 2025
Week 12	March 31, 2025 - April 6, 2025 (±March 31 st Holiday)
Week 13	April 7, 2025 - April 13, 2025
Week 14	April 14, 2025 - April 20, 2025
Week 15	April 21, 2025 - April 27, 2025
Week 16	April 28, 2025 - May 4, 2025
Week 17	May 5, 2025 - May 11, 2025
Week 18	May 12, 2025 - May 18, 2025
*Auxiliary Week(s)	May 19, 2025 - May 25, 2025
Summer Semester May 27 th through August 16 th Includes Sessions I & II	
Week 1	May 27, 2025 - June 1, 2024
Week 2	June 2, 2025 - June 8, 2025
Week 3	June 9, 2025 - June 15, 2025
Week 4	June 16, 2025 - June 22, 2025
Week 5	June 23, 2025 - June 29, 2025
Week 6	June 30, 2025 - July 6, 2025 (±July 4 th Holiday)
Week 7	July 7, 2025 - July 13, 2025
Week 8	July 14, 2025 - July 20, 2025
Week 9	July 21, 2025 - July 27, 2025
Week 10	July 28, 2025 - August 3, 2025
Week 11	August 4, 2024 - August 10, 2024

As outlined above, these dates reflect the current calendar year and the *first dates of class, which correlates with the Program's approved start date for new students eligible to begin their clinical experience. Use the week's outline above to organize your weekly logs each week.

The MFT department maintains the holidays issued by the university. During such holidays, the Department provides no coverage for students. Therefore, students cannot see clients, receive

supervision, or engage in site-related activities during scheduled holidays. As the site placement requires a similar commitment to a typical job, the MFT department expects students to ensure that clients receive continuity of care during any time off and not be without clinical support for substantial breaks between semesters. During scheduled breaks, CSUDH is open, and the Program expects students to continue functioning at their sites and receive supervision even though there are no scheduled classes. Students are permitted to schedule time off from their placements and must coordinate their absence with the site.

Students must engage in supervision and adhere to BBS regulations ratios during breaks/recesses. During breaks, the MFT department expects students to receive the weekly supervision that follows the BBS regulations 1:5 ratio of supervision to client contact hours. Moreover, the CSUDH MFT department provides oversight throughout these periods in which designated clinical course instructors are on-call in the event of a clinical need or emergency that a site supervisor cannot address. Be aware that consultation/mentorship with a course clinical instructor does not replace the agency's supervision. All clinical care matters are under the site supervisor's guidance, and students must adhere to supervisors' directives about their clients. Please see the CSUDH 2024-2025 Academic Calendar for details of the university's Holidays and Breaks.

***Special Note for Graduating Students Only: Students graduating from the MFT program must conclude all fieldwork experiences at the end of the semester of enrollment. Effective on the last day of the semester, university coverage and the Four-Way Agreement are no longer valid. Please see the CSUDH 2024-2025 Calendar for the end of the Semester Dates. After the end of the semester, graduated students are under the purview of the BBS and must adhere to the BBS guidelines.**

Documentation and Evaluation

While in fieldwork, students must document their work and complete relevant evaluations. Students must confirm their hours for the Program using the MFT Hours Logs in Tevera while also tracking the BBS hours in the BBS Summary of hours also available in Tevera. Students, Site Supervisors, and Course Clinical Instructors must complete Site/Supervisor Evaluations, Student Evaluations- Site Supervisor, and Student Evaluations-Course Clinical Instructor in Tevera at the end of the term.

Managing Site Problems

In the event students encounter problems with their site, the following procedure provides direction:

1. The student should attempt to resolve the issue with the Primary Site Supervisor.
2. The student should seek out the Agency Coordinator and discuss the concern if the problem persists.
3. If direct consultation does not solve the problem, the student can seek consultation with Practicum Clinical Course Instructor to explore options to address the issue. (Note:

Practicum Clinical Course Instructor's role is not to amend site contracts but rather to support students and sites for consultation purposes only).

4. If the problem persists, the student may seek out a consultation with the Director of Clinical Training.
5. As a last resort, the student may seek out consultation or set up a meeting with the Director of Clinical Training. Your Academic Advisor, Department Chair, and Fieldwork Site.
6. In the event of an ongoing unresolved problem, the student may submit a letter of intent stating reasons for leaving the site with at least a 30-day advance notice (as stated in the 4-way agreement contract) and request a release from your contract with the Director of Clinical Training's approval. The student should submit copies of the letter to the Primary Site Supervisor and the CSUDH Director of Clinical Training.

Once the site has contacted the v regarding the termination of a student's contract, the student must schedule a meeting with the Director of Clinical Training to assess the situation. Students should ensure client care and transition cases in consultation with the site supervisor. At no point is it appropriate to abandon clients. Terminating at a fieldwork site is a serious matter. It can affect a student's ability to pass the fieldwork course, the required sequence of fieldwork courses, and the graduation timeline.

Clinical Skills Review and Student Support Plan

Suppose a student is not meeting their clinical training skills expectations, as evidenced by their MFT 596 clinical skills assessment, Basic Skills Evaluation Device (BSED) completed by the fieldwork site supervisor or Clinical Course Instructor at the end of the semester. In that case, students will meet with the Clinical Course instructor and discuss the areas of concern. When the problem reflects clinical or professional development deficiencies, the Director of Clinical Training will notify the student and Clinical Course Instructor to develop a strategy to rectify the issue. However, if there are issues around conduct, professionalism and the clinical skill development continues to fall below expectations, as evidenced by the BSED or other clinical or professional measures of assessments, the student will meet with the Director of Clinical Training and will devise a Student Support Plan. This meeting will evaluate matter(s), create a Student Support Plan, set goals related to specific challenge(s), and determine future encounters with the Director of Clinical Training to monitor progress towards goals. The MFT Department encourages students to include a written statement that provides their account of their clinical and professional performance.

Conclusion of Practicum in Training

After practicum in training, students will complete a minimum of 300 hours of clinical experience, of which 100 hours of this total must be providing relational therapy that, at a minimum, must occur in three (3) semesters of fieldwork practicum courses. Students who fail to complete the 300 hours of clinical experience in three (3) semester units must enroll in additional fieldwork practicum courses until they meet the Program's clinical hours requirement. Suppose a student completes the required hours before completing the three (3) semesters of practicum courses.

In that case, the student will need to continue enrolling and engage in clinical training at an agency until they meet nine (9) units of practicum requirement. Once a student meets all fieldwork practicum requirements, they must request an Official Audit from the Director of Clinical Training during their expected graduating semester.

Student Fieldwork Audit

The program periodically audits students Clinical Hours throughout the practicum training in Tevera; students can run reports to monitor their clinical progress at any time. During the expected graduation term, eligible students will complete their final audit. They will receive notification during the expected graduation term detailing the audit appointment process. In preparation for the audit, eligible students should ensure that all hours and supporting documents are logged and signed in Tevera, including logs and evaluations, up to the term of graduation. The program processes all clinical training documents electronically in Tevera. Students completing their hours before the term of graduation can run a report of their progress in Tevera to determine their progress in achieving the practicum requirements. Furthermore, students may request an informal review in a term before their graduation term if they complete their hours before their final semester in the program. Clinical Course Instructors grade each practicum course after completing all course requirements, including assignments, hours, and evaluations at the end of the semester. Students must earn a B or better to complete the course successfully. Students must consult with the Director of Clinical Training to determine if they are eligible for a Final Audit outside of their graduating term. Students are NOT permitted to leave their placement site until they have received confirmation and verification that all hours and requirements are complete. Any student requesting an early Final Audit must remain at their agency until they achieve their agreed-upon end date reflected in the 4-Way Agreement.

Culminating Activities

Students graduating with a master's degree from the CSUDH MFT program must demonstrate competency in the field of Marital Family Therapy (MFT). The MFT program utilizes culminating activities to assess the understanding and application of all the material covered throughout this Program. Students will complete the MFT 598: Advanced Therapeutic Approaches and Applications course and require culminating signature assignments during their final term. The program's culminating experience also includes the MFT Comprehensive Examination.

MFT Comprehensive Examination

Students can take the Comprehensive Exam in the sixth semester after meeting all prerequisites requirements, completing ALL program courses, and three Practica. See the section of the catalog entitled Required Courses. The program only offers the Comprehensive Exam during the Spring Term and does not administer the comprehensive exam during the summer term.

The Department offers the 2 hours 30 minutes comprehensive exam in April for the Spring semester. This cumulative, 100-point exam includes multiple-choice questions and or short answers. If a student does not pass the written exam, they may attempt a second written exam. Students who fail to pass the second written exam may take the Oral Examination. Two or more members of the faculty will conduct the Oral Exam. This one-hour examination will consist of Case Presentation and Vignette with questions from the course instructors based on the program's material. The program schedules the oral exam for one hour; therefore, if the student is late, they will only be given the remaining time to complete the exam. If a student is more than 30 minutes late, the program will disqualify the student from the Oral Exam.

Eligibility:

- To be eligible for the Comprehensive Examination, a student must complete all course work with a B grade or better, with no incompletes or work in progress
- Students may maintain enrollment in Fieldwork Practica and continue their clinical training

Evaluation. Students must earn 83% on the exam to pass. A student who does not achieve an 83% or better on the Written Comprehensive Exam may take the Written exam for one additional attempt. If they do not pass the second Written Comprehensive Exam, they may take the Oral Comprehensive exam (83% or better) during the next offering in the Spring semester. The program will dismiss students who fail to pass the Oral Examination after one attempt.

University Requirements for The Master's Degree

In addition to the major requirements, students must meet all university requirements for the master's degree. Therefore, students should consult the section of the catalog entitled University Requirements For The Master's Degree.

Graduate Standing: Conditionally Classified

The CSUDH MFT Department may admit students who apply to the MFT program but do not satisfy all program requirements with conditionally classified status. All conditions for the attainment of classified status must be met before the start of the Fall semester.

Commencement/Graduation

Upon completing all course requirements for the MFT degree with at least 64-semester units, students will obtain departmental MFT Culminating Requirements Certification required for clearance for graduation. Students must arrange for a grad check within the MFT department a year before their graduation date.

Each prospective graduate must also file with the University's Admissions and Records Office for graduation. To facilitate the required filings for the University's Admission and Records process, the Marital and Family Therapy Program will issue all necessary departmental documentation to prospective graduates needed for the Application for Graduation. Students

must apply for graduation through <https://my.csudh.edu>. Students should direct all questions regarding graduation procedures to the MFT Department.

The University invites graduating students to participate in the University's annual commencement ceremony held in May. If students plan to participate in commencement, they must wear academic regalia, which students can purchase from the University Bookstore. Students can begin purchasing the academic regalia at the 3-Day Commencement Fair held annually. Students cannot order academic regalia before February 28.

As students prepare and apply for employment, they may request a letter that verifies that the Department expects them to complete all requirements and receive the MFT degree. In cases where employers require an official verification statement that confirms the student has obtained the degree, the student must contact the Registrar's Office. The Registrar's Office maintains the sole authority to confer degrees and provide verification letters. When the registrar obtains all departmental and campus clearances, the registrar's office can provide a verification letter before the date of availability of actual paper degrees. Students and prospective employers should directly contact the registrar for degree verification.

Post-Graduation: BBS FORM B

Once a student graduates from the CSUDH MFT program, students must apply for the BBS Associate Marriage and Family Therapy Registration for Applicants with a California Degree to pursue MFT licensure. As a part of the BBS application, students will have the Department's authorized designee complete and sign the BBS Degree Program Certificate, FORM B. The Department designee can verify the paper form and provide it to the student "IN AN ENVELOPE SEALED BY THE EDUCATIONAL INSTITUTION." The MFT Department Chair and Clinical Training Director are the University's designees who certify the form.

The BBS stipulates that the student should have the school complete the In-State Degree Program Certification, Form B if either of the following apply to you:

- You began graduate study on or after August 1, 2012, OR
- You began graduate study before August 1, 2012, AND you graduated from a degree program that meets BPC section 4980.36.

Program Policies

Academic Assignments

The MFT department requires students to use APA format for all papers submitted across the program unless otherwise noted in the course syllabus or the specific assignment description. Program faculty will assess all submitted assignments according to the latest edition manual. All written assignments must be typed in APA format (the latest edition), free of spelling, grammar, and typographical errors. Additionally, references must be from professional journals and

textbooks and written in APA format (7th edition). All students should purchase the Publication Manual of the American Psychological Association (the latest Edition). Failure to use this manual or lack of knowledge of its contents does not constitute a legitimate defense. Faculty reserve the right to lower the grade of any student failing to adhere to this policy.

Additionally, students must submit all papers and assignments electronically via Canvas, even if the course assignment requests a hard copy. Faculty reserve the right to lower the grade of any student failing to adhere to this policy. The program advises students to review the grading criteria and submission requirements for all assignments before submission.

The University offers writing support. The program encourages students to contact the Writing Center for additional assistance or attend any University APA workshops or consult Library services for guidance.

Communication

The MFT Department advises all students to adhere to its communication policies to ensure that they receive correspondence from the Department. In addition, students are responsible for checking their CSUDH email regularly for any correspondence received.

Department to Student Communication. The MFT Department exclusively utilizes the CSUDH email system to communicate with registered students. Communication may include policy and procedure changes, announcements, events, new developments, and other program-related business. Thus, students must check their university email regularly. CSUDH provides free email and Internet access to students, and all students are assigned an email address on the system.

The Student to Department Communication. Students must transmit emails with the Department ONLY via University email. Faculty and staff contacts (i.e., phone number, email address) are in the MFT Department/CHHSN & University Directory. For speedy and efficient responses, it is highly encouraged for students to email faculty and staff. **Given the email volume, the Department asks students to allow at minimum 72 hours (3 business days) to receive responses to non-urgent emails. Please speak with the faculty about their preferred mode of communication.**

Change of Address or Name

Students must report all address, contact information, or name changes to the Coordinator of Admissions, Admissions and Records/Registration, Student Services, and the Marital and Family Therapy Program as soon as possible. The program is not responsible for communication not received due to a change in a home address. Furthermore, students must note that the University IT department cannot change students' names in Canvas without a formal name change to submit to the University.

Class Scheduling

MFT courses are typically scheduled on Monday through Thursday evenings after 4 P.M. with occasional classes on Friday. The Department expects students to be available for classes on the scheduled days. The Department may schedule the summer term on different days and inform the students of the schedule before the summer session.

Vacations

The MFT department expects students to plan leaves, vacations, and non-attendances per the University Academic Calendar. Any student requesting significant attendance disruptions that impede class attendance or clinical training must seek approval from the MFT Department Chair, Director of Clinical Training, course instructor, and fieldwork site/supervisor. Students active at a site must consult with their site to determine if they can take time off from their placements during University's holidays/recess to ensure clients' consistent care. The department advises students to consult with the Academic Calendar for University Holidays and their sites to discuss any breaks from traineeship. See the program's Fieldwork Calendar Procedure for details.

Student Concerns, Complaints, or Grievances

The Marital and Family Therapy Department strives to maintain a safe environment amongst all students, faculty, and staff. On occasions where students may have concerns, complaints, or grievances, the program retains distinctive processes for each.

The MFT Department defines complaints as unsatisfactory or unacceptable issues (i.e., complaints about a grade), which have a notable impact on the students' educational process. Complaints about an issue generally require that a student document the complaint in written communication to the Department using its Student Complaint Form. The Department will review formal complaints at the Department level and maintain petitions and resolutions for seven years.

Concerns. Student concerns are typically informal and apply to minor issues that persons can resolve between themselves (i.e., concerns about a professor's untimely response). Concerns are generally communicated verbally in person, by phone, or through informal written communications such as email. The Department advises students to consult the MFT Department Organizational Structure to determine the appropriate person to direct their concern (i.e., Chair, Academic Advisor, Director of Clinical Training, or MFT Faculty). Students who elevate concerns to the Department receive a response within seven to ten business days contingent upon the matter's nature. Records of students' concerns, however, are not generally maintained by the Department.

Grievance. The MFT Department considers grievances to be formal in which students file a complaint with the Department and or the University through the designated grievance procedure. The Department deems grievances as warranted in response to a violation of students' rights, i.e., discrimination or harassment. Students can find additional information

regarding CSUDH appeal and grievance procedures at <https://www.csudh.edu/student-conduct/other-student-policies/>.

University Student Policies

Student Grievance Policy

This policy aims to provide a mechanism to resolve student complaints against other members of the campus community. This procedure does not handle grade appeals for which there is a separate process (see the University Catalog – Grade Changes and Appeals).

In all cases, the University's commitment to the student is to resolve their complaint fairly and reasonably. Students can view a complete copy of the Student Grievance Procedure at <https://www.csudh.edu/class-schedule/fa19/university-policies/student-grievance-procedure>. You may also obtain a copy of that procedure from the Office of the Vice President for Enrollment Management & Student Affairs, WH A410.

Complaints regarding discrimination, harassment, and retaliation by students and applicants for admission against the CSU and or CSU employees are separate from the grievance procedure noted above. Instead, students should refer to Executive Order 1096 and 1097.

Nondiscrimination Policy

California State University, Dominguez Hills is an equal opportunity/affirmative action institution that does not discriminate based on race, color, religion, national origin, gender, sexual orientation, age, disability or handicap, disabled veterans or Vietnam Era veteran's status. This policy applies to all employment practices, admission of students, and educational programs and activities.

Only the following factors may be used to make distinctions among individuals: merit, ability, talent, knowledge, and achievement as they relate to the goals and missions of this institution. We reaffirm that full support will be given to affirmative action programs which seek to overcome the under utilization of ethnic minorities, women, Vietnam-era veterans, special disabled veterans, and persons with disabilities.

California State University, Dominguez Hills is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. Students can view the University's complete nondiscrimination statement in the University Catalog. Inquiries concerning this policy's application may be referred to the Special Assistant to the President for Equity and Internal Affairs.

Policies Prohibiting Discrimination, Harassment, and Retaliation

California State University, Dominguez Hills, and the Marital and Family Department's policy is to maintain a working and learning environment free from harassment of its students, employees, and those who apply for student or employee status and take action to eliminate sexual harassment.

CSUDH's Office of Equity and Inclusion promotes inclusive excellence by ensuring equal access to education and employment for the CSUDH community. In addition, the Office of Equity and Inclusion promotes prevention education and responds to incidents that occur and complaints made by students and employees.

The California State University, including CSUDH, does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation, in its education programs or activities. Furthermore, Title IX and certain other federal and state laws prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by its universities (both on and off-campus).

CSUDH is committed to creating and sustaining an educational and working environment free of sexual misconduct, dating violence, domestic violence, and stalking. Therefore, if students experience any of these forms of misconduct, they are strongly encouraged to visit the university's Report an Incident or inform the Office of Equity and Inclusion by filling out the CSUDH Online Form or calling (310) 243- 1025.

Students may view the universities Policies and Procedures Prohibiting Discrimination Harassment, and Retaliation & Procedures for Responding to Complaints for the complete policy. Furthermore, students who are victims of sexual assault may use resources available on the campus to help deal with the situation. Students can view the additional information on the university's Rights and Resources.

Accommodation of Disability

The Marital and Family Program is committed to making the University's programs, activities, and facilities fully accessible to all students. Therefore, a student must complete verification and arrangements for necessary accommodation(s) through Disabled Student Services.

Students who do not utilize the Disabled Student Services process will not be entitled to accommodations. Students must also inform classroom instructors of their need for accommodations and present Disabled Student Services documentation. Students can view forms, procedures, and contact persons at <https://www.csudh.edu/sdrc/>.

Resources

Students can use the following resources to answer commonly asked questions regarding the University, College of Professional Studies, School of Health and Human Services, and Marital

and Family Therapist Program. The MFT department urges students to use these resources to find the answers to their queries promptly.

Campus Resources	Website/Email (E)	Telephone/ Location
Academic Calendar	https://www.csudh.edu/academic-affairs/academic-calendar	
Admissions and Records	https://www.csudh.edu/records-registration/	310) 243-3645 Administrative Services: (310) 243-3608/ WH, C-290
Canvas	https://toro.csudh.edu/ CSUDH Learning Management System (LMS); educational and management platform.	
Bookstore	https://www.bkstr.com/csudominguezhillstore E: bookstore@csudh.edu	(310) 243-3789/ LSU
Class Schedule	http://www.csudh.edu/schedules/ Up-to-date information about class schedules	
Disabled Student Services	https://www.csudh.edu/sdrc/	Voice: (310) 243-3660 TDD: (310) 243-2028/ WH, D-180
Division of Information Technology	https://www.csudh.edu/it/	(310) 243-2500
Leo F. Cain Library	https://www.csudh.edu/library/	(310) 243-3715/ LIB
My CSUDH	https://my.csudh.edu/ Class registration, records, grades, transcripts, financial aid, account balance, course search, etc.	
Office of Graduate Studies	https://www.csudh.edu/gsr/graduate-studies/	(310) 243-3693/ WH, D-445
Student Health Center	https://www.csudh.edu/shps/	(310) 243-3629/

		SHC
Student Psychological Services	https://www.csudh.edu/sps/	(310) 243-3818/ SHC

Student Support	https://www.csudh.edu/student-support/ General information about the University students supports services	
Testing Office	www.csudh.edu/testing/	(310) 243-3909
University Catalog	https://www.csudh.edu/university-catalog/ General information about the University, policies, and procedures	
University Police	www.csudh.edu/dhpd/	(310) 243-3639
Writing Center	https://www.csudh.edu/writing-center/writingcenter@csudh.edu	3rd Floor, Library North

*LIB-Library *LSU-Loker Student Union
*SCH-Student Health Center * WH- Welch Hall

PROGRAM RESOURCES

MFT Student Manual

The manual provides students with an overview of the program, including departmental policies and procedures.

Student Services

An array of comprehensive student services exists to provide students with the necessary resources to navigate and succeed in the MFT program.

Advising

The MFT Department Chair, Assigned Academic Advisor, Director of Clinical Training, and other Full-time faculty serve as faculty advisors to students in the Marital and Family Therapy Program. The Faculty Advisors are responsible for answering questions about academic requirements and advising students with issues and problems that may impact a student's success in the program (i.e. academic probation).

Course Descriptions

Core Courses

MFT 520 Group Therapy: This course provides practical instruction and seminar in theory, therapy process and the use of empirically supported practice in group therapy. Attention is paid to group and contextual factors including age, ability, gender, sexual orientation, culture, and economic status.

MFT 530 Community Mental Health: Instruction, seminar and activity in community mental health and case management skills. Emphasis includes competencies in mental health recovery-oriented care and resiliency in community mental health from both traditional and nontraditional MFT practices applying case management and systems of care.

MFT 560 Life Span, Family Development and Aging: Instruction in family development and human sexuality across the lifespan; includes contextual factors (age, ability, gender, sexual orientation, culture, race/ethnicity, gender, class, socioeconomics). Addresses elder and dependent adults including biopsychosocial impacts of aging, long-term care, and treatment of abuse/ neglect.

MFT 565 Assessment and Mental Health Treatment: A survey and supervised practice in empirically supported assessment to treat primary mental health conditions and common presenting problems in individuals, couples, and families. Includes six hours on suicide prevention, evidence-based suicide risk assessments, treatments, and interventions.

MFT 566 Mental Health, Diagnosis and Systemic Treatments: Description: Studies and analysis of human mental health as it affects the individual, couple, and family functioning. Development, identification, assessment, diagnosis, treatment planning, and techniques of various and serious mental illnesses will be explored.

MFT 570 Theories and Techniques of Marital Family Therapy I: Major Marital and Family theories, research and practice used in the treatment of individuals, couples and families from a systemic and biopsychosocial perspective.

MFT 572 Theories and Techniques of Marital Family Therapy II: A continuation of the major MFT theories, this course includes postmodern and evidence-based practices and techniques in marriage and family counseling applied to the treatment of individuals, couples, and families.

MFT 575 Relational Therapy & Human Sexuality: Instruction in treatment and assessment strategies necessary to treat couple/partner problems or sexual issues in conjoint therapy. Addresses issues related to age, ability, gender, sexual orientation, culture, race/ethnicity, socioeconomics, and spousal or partner dynamics associated with abuse assessments and

interventions. Includes a minimum of ten (10) hours of coursework in the study of physiological, psychological, and social-cultural variables associated with sexual behavior, sexual dysfunctions, sexual orientation, gender identity, and gender dysphoria.

MFT 578 Treatment Approaches with Children and Adolescents: Treatment focuses on diagnostic and treatment needs of children and adolescents from a systemic perspective to include familial and sociocultural considerations. Emphasis is placed on empirically supported and evidence-based treatment modalities. Includes seven clock hours on child abuse assessment and reporting.

MFT 580 Multi-diversity and Marginalized Communities: Diversity factors (age, ability, gender, sexual orientation, culture, race/ethnicity, religion, spirituality, socioeconomics) affecting human behavior in family and the larger community situated in complex societies. Additional emphasis is placed on clinical competency with diverse, marginalized, and underserved populations in California.

MFT 582 Psychopharmacology and Mental Health Treatment: The impact of psychotropic medications on the behavioral and emotional states of individuals and their relationships is addressed. Emphasis is placed on the development of vocabulary, basic knowledge of medications, how to assess effects and consultation/collaboration with prescribing physicians.

MFT 583 Research Methods in Marital Family Therapy: Emphasis will focus on developing competencies in critical analysis and evaluation of published research, examining evidence-based research to improve practice, and conducting/ independent research. Generating hypothesis, research design, data collection, interpretation, and utilization of findings in clinical practice will be summarized.

MFT 584 Law, Ethics, and Professional Practices: Current legal and ethical professional issues in marital and family therapy. Examination and application of BBS and AAMFT ethics and legal responsibilities.

MFT 585 Treatment of Substance Use, Addiction and Dependence: Studies of the theories of substance abuse as they affect and relate to the family system. Explore advanced interviewing techniques, assessment procedures, recovery and relapse prevention, and implementation of evidence-based treatment modalities in family therapy.

MFT 586 Current Issues in Marital Family Therapy: Current and emerging issues in the field of MFT relevant to advancements in practice and influences on family, local and larger global community. Includes 3 hours of training in Telehealth. Emphasis is placed on contextual factors such as economic status, culture, gender, race, ethnicity, class, sexual orientation, and ability.

MFT 588 Treatment of Trauma with Individuals, Couples, and Families: Treatment of trauma with individuals, couples, and family. Beginning and advanced techniques in assessment,

diagnosis, treatment, and crisis intervention of child and elder abuse, domestic violence, rape, disaster, crime, and other trauma will be explored.

MFT 589: Advanced Therapeutic Approaches and Application: An inclusive survey of major theoretical approaches, integrative psychotherapies, evidenced-based practice, research, legal and ethical issues applied to individuals, couples, and families. Case conceptualization, diagnosis, assessment, treatment planning, and interventions are demonstrated utilizing vignettes, role play, and video demonstration.

Practicum

MFT 515 Pre-Practicum II Introduction to Therapy Skills: Instructional seminar and demonstration of supervised basic clinical skills, clinical interviewing, assessment, and clinical intervention in the classroom. Emphasis is placed on the therapeutic alliance, the self-of-the-therapist, and collaboration.

MFT 525 Pre-practicum II: Advanced Therapy Skills: Instructional seminar and demonstration of supervised advanced therapy skills in the classroom and mental health settings with individuals, couples, and families. Includes assessments, diagnosis, treatment planning, case management, safety planning, clinical documentation, and assessment of legal and ethical issues.

MFT 596 Practicum: Marital Family Therapy Traineeship is a multi-semester course that includes fieldwork training, on-site supervision, and classroom participation. Traineeship occurs over a minimum of 12 months, totaling a minimum of nine-semester units required for graduation.

Culminating Activity

MFT 599 Comprehensive Exam: Registration in MFT 599, Comprehensive Examination is limited to students who have advanced to candidacy and completed all degree coursework requirements with a grade of B or better and a cumulative GPA of at least 3.0. Registration in the course is required to complete the comprehensive examination. The examination evaluates content that includes theories, assessment, diagnosis, treatment, crisis intervention, and law and ethics and requires evidence of application of theory, practice, and research.

Graduate Continuation

MFT 600 Graduate Continuation Course: Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Electives

MFT 400 Foundations to Marital Family Therapy: This course examines the theoretical underpinnings and fundamental concepts of marriage and family therapy. Focus will address a

breath of foundational information in Marital and Family Therapy in the following areas: research methods, theories, and psychopathology.

MFT 590 Career Development, Theory and Practice: Emphasis will focus on career development throughout life, to include theory, techniques, and counseling practice. The interrelationship among social relationships, diversity including gender, culture, ethnicity, social class, sexual orientation, ability and other factors, workplace, and career development, will be examined.

Course Syllabi

Each class in the curriculum has a syllabus on record with the MFT Department, and faculty must have the syllabus for the students no later than the second class. A syllabus outlines the course expectations between the University, Instructor, and Student. The syllabus serves as a guide for the current course. It includes the course description, goals, objectives, assignments and due dates, policies and the procedures for grading, class attendance, expectations, and rules and standards set by the faculty. Students are responsible for the Syllabus contents. Faculty cannot change their assignments, expectations, or grading criteria if they have not documented them in the class syllabus. Circumstances and events, such as student progress, may necessitate the faculty to modify or amend the course schedule and materials during the semester. The faculty will announce any changes made to the syllabus in advance and document amendments deemed necessary.

The University and College Curriculum Committee review and approve the curriculum, and Professors/Lecturers have academic rights over course content and how they teach the course.

Student Catalog Rights

Catalog Rights Requirements Under Which a Student Graduate

A student remaining in continuous attendance at CSU Dominguez Hills, at any California community college or any combination of California community colleges and campuses of The California State University, for purposes of meeting graduation requirements, may elect to meet the requirements in effect either:

1. At the time such attendance began; or
2. At the time of entrance to CSU Dominguez Hills; or
3. At the time of graduation.

A student with a graduate degree objective must maintain continuous attendance, defined as attendance in regular or special session terms each Fall and Spring semester of the academic year. Attendance in the summer session is not required. Catalog rights may be maintained when you are absent through a Planned Educational Leave. Even though degree requirements may remain constant due to catalog rights, students must meet the prerequisites of courses as stated in the current catalog.

Election of Curriculum (Catalog Rights)

A student maintaining continuous attendance in regular or special sessions and continuing in the same Program may elect to meet the degree requirements in effect either when entering the program or completing degree requirements. However, the graduate program chair must approve substitution for discontinued courses.

Catalog Rights and The Board of Behavioral Sciences Educational Requirements

A Marital and Family Therapy Trainee may earn their Master of Science Degree in Marital and Family Therapy under their catalog rights and yet not receive their associate status from the BBS after the University posts a student's degree. However, the California Board of Behavioral Sciences (BBS) has the authority to change the educational requirements at any time, and trainees must meet those requirements to receive an associate number to finish their intern hours after graduation and be eligible to take the licensing examinations. Therefore, it is up to the student to be constantly aware of the California Board of Behavioral Sciences Marital and Family Therapy Educational Requirements.

University Policies Academic Integrity, Plagiarism, and Cheating

As stated in the 2023-2024 Catalog, the core of a university's integrity is its scholastic honesty. Honesty is valued across all cultures and is a fundamental value in the academic culture. There are, however, cultural differences regarding the ownership of ideas and the importance of individual efforts.

Nonetheless, the University expects all students and other campus members to document the intellectual contributions of others and to ensure that the work they submit is their own. When you incorporate materials or resources developed by other individuals, be sure to cite the authors or developers appropriately. Please refer to the University Catalog for the complete statement of the University's policies. As defined in the CSU Dominguez Hills University Catalog, Plagiarism is considered a gross violation of the University's academic and disciplinary standards. Plagiarism includes the following: copying of one person's work by another and claiming it as his or her own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, falsely representing oneself as the source of ideas or expression, or the presentation of someone else's language, ideas or works without giving that person due credit. It is not limited to written works. For example, one could plagiarize music compositions, photographs, works of art, choreography, computer programs or any other unique creative effort.

Plagiarism is cause for formal university discipline and is justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed. In addition, the University may impose its own disciplinary measures.

Penalties for academic misconduct, including plagiarism, can range from a verbal reprimand to the revocation of a degree. Please know that academic integrity and plagiarism are taken very

seriously at CSUDH. The MFT department jointly views academic misconduct, inclusive of plagiarism, as a serious matter, whether the infraction is minor or significant at the first instance of identification. Plagiarism violates the policies of the University and the codes of ethics AAMFT, CAMFT, and APA. Students determined to present ideas or content not of their own, even for an initial violation, may not receive credit for the assignment or fail the course. All students who engage in academic misconduct will be referred to the Department's Students Ethics and Academic Integrity Committee. The program will automatically fail and might dismiss a student's second act of academic misconduct. The program reserves the right to utilize plagiarism detection tools or software to evaluate students' work's authenticity. The Department encourages students to self-evaluate their work using plagiarism detection tools or software before submitting assignments.

Credit by Examination

As per University Policy, the MFT program does not allow credit by examination for any MFT Master's Degree classes.

Credit for Life Experience or Previous Work

The MFT program does not grant Marital Family Therapy course credit for life experience or previous work experience.

Credit for Transfer Graduate Work

For matriculated students who transfer from another MFT accredited graduate Marital and Family Therapy program or from a from an accredited graduate program that is not Marital and Family Therapy work, the MFT program has a policy stipulating credits transfer as follows: Students who want to transfer credits must request and present relevant syllabi and transcripts six (6) weeks before the beginning of the first semester of enrollment. The Curriculum Committee of the program reviews the syllabi and transcripts to determine the equivalency of the course. Suppose the course(s) is determined to be appropriate and comparable, and the student has received a "B" or better in the course(s) and is in good standing at the previously attended institution. In that case, the program will grant the student's transfer of credit(s).

Students may only transfer a maximum of 9-semester units for the degree to preserve the integrity of their education at the degree-granting institution. The program will not transfer practice and field practicum credits per the University's credit policy for transfer graduate work. Further, the program will not transfer courses from a completed Graduate Program into a new graduate program as per California State University Policy.

Classroom Attendance

The Department of MFT designed the MFT program's curriculum so that students learn through direct experience. Thus, classroom attendance is of utmost importance to a student's ability to retain and apply course knowledge.

Moreover, consistent attendance and punctuality reflect a student's commitment to the desirable professional behaviors of time management and planning and demonstrates responsibility and reliability to instructors and student colleagues.

Therefore, the program expects students to attend all class sessions with no less than 80% attendance. Missing more than two full or four half sessions, chronic tardiness, or leaving early, as determined by the instructor, may lower the final grade or fail the course.

Grade Requirement/Grading

Grades are an evaluative tool for instructors to measure students' performance and attainment in courses fairly and accurately. Students should not assume that they will generally receive an "A" in every class. Following is the rubric to determine student grades.

Grade	Quality
A	Reserved for work that is considered outstanding in every respect, including, but not limited to, originality, clarity, completeness, etc
A	Reserved for work that is considered exceptional with some particular shortcoming(s)
B+	Reserved for work that is solid, though less than exceptional work
B	Reserved for work that is average at a graduate level
B-	Reserved for work that is adequate but below desirable standards
C+, C	Given for work, which is passing, but considerably below average
D	Not used at graduate levels
F	Given to indicate a failure to meet the minimum standard for passing a course
W	Given when class is dropped after the designated drop period
WU	Given if official withdrawal from the class is not done in the Admissions Office equal to an F

The following grades are to be used for approved courses only:

AU	Audit (Not counted in grade point average; no units allowed)
CR	Credit (Not counted in grade point average, but units count for bachelor's degree)

NC	No credit (Not counted in grade point average; no units allowed)
RP	Report in Progress (Credit is deferred until completion of course)
CR	Graduate Continuation Course

Explanation of Grading Symbols: I, IC, WU, W, CR, NC, RP, RD

Incomplete Grade (I). A grade of “Incomplete” may be assigned if a student is unable to complete a definable portion of course work and indicates that there is still a possibility of credit upon completion of this work.

Typically, the student is responsible for applying for an “Incomplete” Grade [PDF] and obtaining instructor approval for the grade assignment. In exceptional circumstances, the instructor may assign an “Incomplete.” For each “Incomplete” grade assigned, the instructor will complete an Incomplete Grade Form on which they will indicate:

1. The reason for granting the “Incomplete.”
2. The amount or nature of the work to be completed.
3. The date by which the student must make up the work – the earliest day possible but no longer than one academic year.

The university will not accept any requests for “Incomplete” grades without the approved form indicating the information above as these are required to assign this grade type.

The student is responsible for contacting the instructor regarding the provisions for the completion of course work. If the instructor of record will be unavailable when the student completes the work, the student must obtain the department chair’s approval before the instructor assigns a grade of “Incomplete.” This approval will indicate that the Department has made provisions for assuring that the Department will grade the student’s work and that the Department will submit a Change of Grade to the Office of Admissions and Records.

The university will record a definitive grade for the term when the student completes the required work, and the instructor submits a Change of Grade (or department’s chair, as noted above). An “Incomplete” grade will be automatically recorded as an “IC” (if the student took the course for credit) or “NC” (if the student took the course for credit/no credit) if the student does not complete the work and the instructor does not submit the Change of Grade within an academic year. “IC” is counted as a failing grade for grade point average and progress point computations.

The Department may not permit students who have received an “Incomplete” to enroll in successive courses until the “Incomplete” grade the student satisfies the course requirement. In addition, the Department will drop students from the subsequently registered class for which they have received an “Incomplete.”

The instructor or department must submit a Change of Grade to remove "Incomplete" grades in courses required for graduation by the last day of the semester or session of anticipated graduation. Change of Grade forms is available electronically or in academic departmental offices.

Instructors or the Department are not permitted to change grades for any reason after the university grants the degree.

Incomplete Charged (IC). The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

Withdrawal Unauthorized (WU). The symbol "WU" shall be used when a student enrolled on the census date did not withdraw from the course and failed to complete course requirements. It is used when the instructor's opinion, completed assignments or course activities, or both were insufficient to make a standard evaluation of academic performance possible. The "WU" is used where letter grades are assigned. For purposes of grade point average computation, it is equivalent to an "F." Unlike the "I" grade, the "WU" grade may not be changed by submitting additional work. Rather, the student must re enroll in the course and, if appropriate, use the repeat and cancel process.

Withdrawal (W). Students who withdraw in accordance with the procedures outlined in the preceding section on official withdrawal will have the administrative grade "W" recorded on their transcripts if the withdrawal is approved and occurs between the 4th and 15th weeks of instruction. The symbol "W" indicates that the student was permitted to withdraw from the course after the 3rd week of instruction with the instructor's approval and appropriate campus officials. It carries no connotation of student performance quality and is not used in calculating grade point average or progress points.

A student who does not officially withdraw shall receive "F," "WU," or "NC" grades for all courses on their official schedule.

Credit/No Credit Grades (CR/NC)

1. Graduate courses graded on a "CR/NC" basis are limited to courses specifically designated in the University Catalog for nontraditional grading and certain 400 and 500 level courses in the School Of Education.
2. At the graduate level, "CR" is the equivalent of an "A," "A-," "B+," or "B"; and "NC" is the equivalent of "B-," "C+," "C," "C-," "D+," "D" or "F."
3. At least 24 of the units used to fulfill the requirements for a master's degree shall be graded on a traditional basis. The remaining units may be graded "CR/NC" if the course is offered only on that basis.

4. Graduate-level students are allowed to elect to receive Credit/No Credit grades in courses numbered below 500 that will not be used to satisfy the requirements of a graduate degree program.

Report in Progress (RP). The “RP” symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress, but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

The “RP” symbol shall be used to connect with thesis, project, and similar courses in which assigned work frequently extend beyond a single academic term and may include enrollment in more than one term. The “RP” symbol shall be replaced with the appropriate final grade within one year of its assignment except for master’s thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize an extension of established time limits.

Report Delayed (RD). The “RD” symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An “RD” shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department’s chair within two weeks of the assignment of RD grades.

Auditing a Class

A student not admitted to nor enrolled in the University must file a Statement of Residence prior to auditing a course. A residence determination must be made so that the appropriate fees may be charged. Auditors must pay the same fees as would be charged if the courses were taken for credit. A student who wishes to audit a course must obtain the approval of the instructor on the Approval for Audit form available in the Office of Admissions and Records. The approval may not be obtained prior to the first day of instruction. Enrollment as an auditor is subject to permission of the instructor, provided that enrollment in a course as an auditor shall be permitted after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students, and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the third week of instruction. Credit for courses audited will not subsequently be granted on the basis of the audit. An audited course should be taken into consideration when planning a program so that the study load will not be excessive. The symbol AU will appear on the student’s record for audited courses.

Grade Point Average

The grade point average at CSU, Dominguez Hills is computed on a 4-point scale. A specified number of grade points is associated with each grade listed in the “Grades and Grade Points” section. “CR/NC” grades have no grade point value and are not calculated in the grade point average.

The total grade points are calculated by multiplying the number of grade points associated with the grade assigned by the number of units for each class. The grade point average is computed by dividing the total number of grade points earned by the total number of units attempted.

Grade Point Average Required for Continuing Student Status

Master’s Degree Students.

A grade point average of 3.0 is required in the master’s degree program and for all courses (related and unrelated, lower-division, upper-division, and graduate) taken concurrently with the master’s degree program (i.e., all courses taken beginning with the date of admission to the program). In order to be eligible for graduation, students must be in good academic standing, must have an overall GPA of 3.0 or above, and must have a grade point average of 3.0 in all courses used to fulfill the degree requirements. See “Graduate and Post Baccalaureate Academic Probation and Disqualification” for specific grade point averages required for ongoing enrollment.

Grade Changes, Grade Appeals, and Repeat & Cancel Change of Grade

In general, all course grades are final when filed by the instructor at the end of the semester. A change of letter-to-letter grade (excluding changes by petition and administrative grades of “AU,” “I,” “RD,” “RP,” “W,” and “WU”) may occur only in cases of a clerical error, administrative error, or as a disciplinary sanction or when the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. Change of letter-to-letter grades must be filed by the instructor within one semester after the original grade was submitted. If the change of grade is initiated after the semester following the assignment of the original grade or is being submitted for any reason other than those above, a petition must be filed along with a Change of Grade card. The Change of Grade card must contain the signatures of the instructor, department chair, and school dean. It must be submitted with the signed petition to the Student Academic Petitions and Appeals Committee (SAPAC) for action. Supporting documentation must accompany the petition.

In some cases, students may wish to petition to have grades changed to retroactive withdrawals. Retroactive withdrawals must be complete withdrawals from the university. The acceptable reasons for granting retroactive withdrawals are limited to (a) documented accident or illness, (b) other serious and compelling reasons which prevent withdrawal from the university before the scheduled deadline, and/or (c) evidence of timely submission of proper forms for withdrawal. Requests for retroactive withdrawals must be submitted by petition to the

Student Academic Petitions and Appeals Committee within two years of the end of the semester in which the grade was assigned.

“WU” or “F” grades may be changed to “W” by petition only. This process generally requires documentation of extenuating circumstances, such as physical inability to appear on campus to withdraw properly. The petition requires the recommendation of the instructor involved and of the appropriate school dean. A final action is taken by the Student Academic Petitions and Appeals Committee based upon the recommendations provided.

No grades can be changed for any reason after a degree has been granted, including administrative grades of “I,” “RD,” “RP,” “W,” and “WU.” The university shall make every effort to remove “RDs” from the student’s transcript.

Grade Appeals

Students may appeal to grades that they believe resulted from an instructor’s computational or clerical error, contrary to procedures established in course syllabi, or prejudicial or capricious. Before initiating a formal grade appeal, students will seek informal resolution with the instructor or department chair. The informal resolution requires the student to meet with the faculty member or department chair no later than 30 calendar days immediately following the assignment of the original grade. This timeline may be extended if the student requests and receives an extension from the College Dean or can demonstrate extenuating circumstances for submitting a grade appeal beyond 30 calendar days. Suppose the matter is not resolved with the instructor or department chair. In that case, the student may submit a formal grade appeal, in writing, to the Dean of the College within 21 calendar days after receiving the decision of the instructor or department chair. Please consult the MFT Department for additional information and required grade appeal forms.

The College Dean will investigate the student claim and attempt to resolve the appeal within 21 calendar days. If the matter is not resolved in the college, the appeal is forwarded to the Student Grade Appeals Board. The review process and procedures of the Student Grade Appeals Board are detailed in the Student Rights and Responsibilities Handbook. First, a panel of two faculty members and one alumni member from the Board reviews the appeal materials. Then, it determines by majority vote whether or not cause exists for a grade change. Finally, the panel’s written decision will be sent to the student appellant and all individuals involved in the appeal.

Repeat and Average Policy

Graduate and post-baccalaureate students may repeat courses; however, the two grades will be averaged into the total grade point average. Credit for the classes will be granted only once, and courses may be repeated only once. The department does not permit any policy to repeat and cancel.

Academic Probation

The grade requirements are per the policies as set forth by the University. For students in the MFT program to remain in good academic standing, the program requires a 3.0-grade point

average in the master's degree program and all courses taken (related and unrelated; lower-division, upper-division, and graduate). If a student's cumulative grade point average falls below 3.0-grade point in all post-baccalaureate units attempted, the Department will place the student on academic probation. Any student on probation will be required to see their faculty advisor for consultation and advisement and sign a plan regarding what the student agrees to do to raise their GPA. If a student remains on academic probation for two or more semesters, the Office of Graduate Studies student will be determined to be "subject to disqualification." The student will receive a registration hold and MFT Department Chair approval to register for courses the following semester. If the student does not bring up their grade point average to 3.0 in the next semester in residence, the Department will disqualify them from the program. A student whom the Department disqualifies has the option to submit a Petition for Reinstatement available in the Office of Graduate Studies.

The Department will not consider the student reinstated until the student has not attended one semester (please see The Graduate Policy Handbook for more detailed instructions regarding this policy). Once the Office of Graduate Studies reviews the petition, they will forward it to the MFT department. Then, in conjunction with the MFT Department Chair, the Student Services Committee will review the petition and provide formal notification to the student regarding the final decision.

Students who are recipients of outside stipend programs may be subject to other consequences, e.g., stipend suspension and program disqualification, immediate reimbursement of stipend, etc. Please consult with the administrators of any stipend for the guidelines of the award.

The grade point average of 3.0 is calculated for graduation on all courses taken, beginning with admission to the program. No course with a grade lower than a "B-" will be applied to the degree program. In addition, the university will not grant any student who is on academic probation. Students must take all classes for a letter grade unless offered only on a CR/NC basis. Final grades will be posted on Canvas or in the Student Center at <https://my.csudh.edu/>.

Policy Regarding Termination for Academic and Nonacademic Reasons

The MFT Department is structured to prevent and avoid terminating a student from the program for academic and nonacademic reasons when possible. However, when prevention efforts have not been successful, the Department may dismiss students from the program.

Reasons for which the MFT Department may terminate a student from the MFT program are:

1. Having a grade point average which is less than 3.0 for more than one semester
2. Receiving a failure or "no credit" in the fieldwork practicum or being asked to leave two field placements

3. Harassing coordinators, faculty, or staff for questions and answers on course examinations or the comprehensive exams
4. Exhibiting behavior in class or fieldwork assessed by the faculty indicating an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory Marital and Family Therapy practice
5. Behaving unethically in a situation where the student knew or should have known that the behavior was unethical (e.g., taping other students and lectures without written releases/consent)
6. The student has serious difficulties accepting supervision in fieldwork, thereby undermining their learning and placing clients' well-being in jeopardy
7. The student has unresolved emotional problems that make it difficult for them to develop and maintain effective working relationships with clients
8. The student cannot develop a viable helping relationship with clients due to extreme shyness with or prejudices or negative predispositions towards clients
9. The student decides that a career in Marital Family Therapy is not really what they want and are not motivated to complete fieldwork requirements
10. Violations of any aspects as outlined in the AAMFT and CAMFT Code of Ethics
11. Breaking any Statute or Regulation enforced by the California Board of Behavioral Sciences Department of Consumer Affairs, e.g., practicing without a license. See the BBS Statutes and Regulations for additional information
12. As class lecturers are the university's proprietary material, any taping/recording without university permission will be considered a reason for termination from the program and University

Procedures for Implementing the Termination

Any member of the program's faculty, a fellow student or site supervisor, or representative may initiate a review by communicating their concerns to the MFT Director of Clinical Training, Program Coordinator, or MFT Department Chair. The procedure for implementing the termination process for academic and non-academic reasons include advising the student in writing of their status, a decision by the Student Services Committee of the Department of Marital and Family Therapy, and an opportunity for the student to appeal. Specific steps in the termination procedure include:

1. Informing the student of performance or professional concerns
2. Obtaining the student's perspective or any other relevant information
3. Determining if the termination is warranted
4. Ascertaining if the student might wish to withdraw

When a faculty recognizes the concern, the faculty prepares a written report presented to the student and the MFT Program Coordinator or Department Chair. The Program Coordinator or MFT Department Chair, with faculty consultation, refers the matter to the chair of the Student Affairs committee. The Student Services Affairs committee chair will consult with any persons with relevant information, including but not limited to the student, the student's advisor, faculty member, site supervisor or representative, or the student bringing the matter to the program's

attention. The Student Affairs then decides on termination, no termination or remedial action. The MFT Department Chair or Program Coordinator will then confer the outcome to the student. Finally, the MFT Program Coordinator or the Department Chair implements the Committee's decision with a written notice issued to the student. The MFT Department will maintain the notice in the student's file.

The student may appeal the decision to the Department Chair in writing to consider the appeal and issue a final decision. The MFT Department will maintain the student's written appeal and the program's final decision in the student's file.

Graduate Enrollment Policies

Registration

Enrollment and registration in courses at CSUDH are available from the CSUDH Registrar's Office via my.csudh.edu. [My.csudh.edu](http://my.csudh.edu) allows students to access their records (schedules, grades, transcripts), check their financial aid status, account balance, search for classes, etc. If you need technical assistance with registration, students can reach the IT helpdesk at (310) 243-2500.

Students may add classes during the first three weeks of instruction with the instructor's written approval. Students, however, may not switch fieldwork in practicum classes once the semester begins. Students who wish to drop a class must do so themselves. Verbally informing the instructor is not sufficient. If the student does not drop the course within the prescribed period, they may receive a failing grade for the course.

The student must officially make any changes to their program (e.g., adding/dropping a class, changing from one section to another of the same course) before the deadline date listed for each semester in the official University Academic Calendar. See the Academic Calendar for specific deadline dates for the semester. In addition, all students must enroll in an appropriate course sequence that correlates to the course semester. Failure to register in the proper courses may result in a delay in graduation.

For students who must submit a petition to change for a previous semester (retro-enrollment), the student must obtain the MFT Program Coordinator's or the MFT faculty advisor's approval, who must write a letter of support. Retro-enrollment requests are not automatic, and there must be an extenuating circumstance. If approved at the Department level, retro-enrollment requests are processed through the Office of Graduate Studies for additional approval before filing with the registrar. Students enrolling in the wrong course section or failing to register are not sufficient reasons for retro-enrollment and may delay graduation.

It is the student's responsibility to ensure enrollment in the correct courses by the appropriate deadlines. Students should see their Faculty Advisor or the Coordinator of Admissions and Student Services if they have any questions about enrollment.

Continuous Attendance Requirement

In following university policies, all MFT students must maintain continuous attendance, defined as attendance in regular sessions each fall and spring semester of the college year. Students who have completed their course work but not their advanced community/research project may maintain continuous enrollment by registering for MFT600 Grad Continuation Course with the Coordinator or Chair of the MFT program's permission. MFT students who fail to maintain continuous enrollment interrupt their residency and must reapply to the university; they are subject to the university or program's new requirements.

Students who break continuous attendance are not guaranteed readmission to the program, and if readmitted, lose their residency credit (courses they may apply to the degree) and their catalog rights. Loss of residency units means there is no guarantee that more than nine (9) units of previous work may apply to the degree requirements upon readmission to the program. For more information about the continuous attendance requirement, refer to the University Catalog.

Leave of Absence

In rare instances or extenuating circumstances, a good academic standing student may request a leave of absence. The student must be conditionally classified or a classified graduate student with a grade point average of 3.0 or better. The student must apply for the Planned Educational Leave with the Coordinator of Admissions and Student Services before the first day of classes of the semester, during which the leave is to begin. Appropriate documentation must accompany the application. When approved, the student must register for MFT 600. All students requesting a leave of absence must complete an exit survey before leaving the program.

The minimum leave is one full term, and the maximum is one calendar year. Under compelling circumstances, a student may request an extension of the leave of absence in writing. The total number of approved leaves may not exceed two calendar years, and the duration of leaves may not total more than two calendar years.

The Department Chair/Program Coordinator has sole discretion to approve a student's leave of absence. The Department may require a student to submit periodic reports while on leave. Approval of the leave does not constitute an extension of the period for completing all coursework and other MFT degree requirements.

The university will consider students who do not return to the university after their planned leave withdrawn from the university at the end of their last semester of regular enrollment at CSUDH. Students meeting all approved leave conditions shall be required to complete an application for readmission on returning from the leave. The Department shall guarantee reentry and retention of registration priority of a student if the student meets all approved leave conditions at the conclusion of the leave.

Any student on a leave of absence that does not comply with all provisions of departmental and university policies and conditions of the leave is subject to forfeiture of this program's advantages. Please refer to the University Catalog for more detailed information.

Request for Program Change

The MFT program has a procedure for students who wish to change their program status formally. For example, suppose a student wishes to deviate from the full-time plan of study. In that case, they must request this change in writing to their academic advisor at least one academic semester before the beginning of the program change. The student must be in good academic standing and provide documentation to support the amendment, e.g., work schedule changes, family circumstances, etc. The MFT Department Chair/Program Coordinator will determine whether to grant the request based upon documentation presented, cohort size, and date the student submitted their request. If the Department permits the request, the student is responsible for adhering to the new program's program requirements.

Note: Students who fail to keep up with the Required Course Sequence may experience course conflicts and graduation delays.

Record Keeping

The MFT Department strongly recommends that all students retain a copy of all official university paperwork, such as financial aid forms, transcripts, graduation applications, etc. In addition, students should also keep a copy of coursework documents such as course syllabi, papers, field evaluations, weekly program logs, verification of hours signed by off-site supervisors, transcripts, and any other documents that may prove helpful later.

Clinical Training Glossary

Case Report Supervision: Supervised review based on a written or oral case report.

Client: Client unit self-defined as partners in clinical treatment.

Direct Service Hours: Synchronistic clinical contact with individuals, children, couples, or families. A minimum of 300 direct client contact hours are required by the CSUDH MFT program.

Family Client: The client unit is self-defined as a family consisting of at least two blood or non-blood related members engaged in clinical treatment.

Group Supervision: Face-to-face systemic, professional support, development, and assistance of one supervisor, experienced in MFT practice, with three and no more than eight supervisees.

Group Therapy: Clinical treatment consisting of unrelated individuals to address a joint clinical focus.

Individual Client: The client unit consists of one person in clinical treatment.

Individual/Triadic Supervision: Face-to-face systemic, professional support, development, and assistance consisting of one supervisor experienced in MFT practice and supervisee or two supervisees (triadic counts under the law as an individual in California statute BPC section 4980.43.2).

Interactive Client-Centered Advocacy: Non-direct clinical experiences include research, identification of resources, and services supporting the client's clinical treatment. Interactive experiences include direct exchanges with family, health professionals, or other vital persons relevant to the client's care. A minimum of 50 interactive client-centered advocacy hours must be interactive as required by the CSUDH MFT program.

Live Supervision: The professional support, development, and assistance via supervised observation of live sessions, video, or audio recordings of a trainee's therapy session. A minimum of 100 hours are required by the CSUDH MFT program.

MFT Relational/Systemic Supervision: The practice and professional support aimed to develop competencies and support the growth of a supervisee in MFT/Systemic theory, ethics, and training in the professional or couples, marriage, and family therapy.

Non-Interactive Client-Centered Advocacy: Non-direct clinical experiences include research, identification of resources, and services supporting the client's clinical treatment. A minimum of 50 hours of CCA are required by the CSUDH MFT program.

Observable Data: Live (real-time reflective teams, mirrored or video observation), video or audio recorded data or direct therapy data with existing clients. A minimum of 50 hours of supervision must be live observation, video or audio recorded as required by the CSUDH MFT program.

Relational Hours: Direct clinical contact in which therapy experiences includes two or more persons (i.e., couples, families, long-term friends or community support partners, residence in residential treatment) involved in a sustained relationship independent of the therapeutic involvement. Clinical contact may include using technology (i.e., phone, video, etc.) with a member. A minimum of 100 direct client contact hours must be relational as required by the CSUDH MFT program.

Short-term Placement Hours: Direct clinical contact hours accrued at time-limited crisis centers or camps. Hours accrued at these placements will count toward client contact hours according to the service type provided, i.e., individual, couple, family, group.

Teletherapy: A synchronistic method of therapeutic services delivered via communication technologies (i.e., secure video platform or phone).

Virtual Supervision (BBS Limitations): A synchronistic method of supervision delivered using a secure video platform. Special Note: Due to COVID-19, the BBS granted temporary provisions for virtual supervision for trainees. The MFT program will update this policy as the BBS offers additional guidance and advises students to consult the current BBS provisions.

Appendix A
CSUDH MARITAL AND FAMILY THERAPY DEPARTMENT HANDBOOK
ACKNOWLEDGEMENT OF RECEIPT

I, _____, acknowledge that I have received a Marital and Family Therapy Program Handbook and have been allowed to ask questions regarding the Program and other related policies. I also understand that the laws and ethics that govern Marriage and Family Therapy in California, the AAMFT codes of ethics, CSUDH, and MFT Department policies guide the Program's requirements. I further acknowledge that throughout my program enrollment, that I may ask the Department Chair, Program Director, Director of Clinical Training, other department faculty, or administrator questions about the Program's requirements. I recognize that it is my responsibility to ask questions that enhance my learning and understanding of these policies. Further, I acknowledge that it is my responsibility to arrange to meet with either the Department Chair, Program Director or Clinical Training Director if I need additional assistance in understanding or have concerns about critical requirements written in this guide.

Printed Name

Signature (May Be Electronic)

Date

Appendix B

Disclosure for Academic Program Leading to Licensure



Disclosure for Academic Programs Leading to Licensure or Credentialing and Licensing Regulations Across States and Provinces

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU, and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer-identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs to students who determine that they cannot meet licensure or credentialing requirements subsequent to admission. Furthermore, Couples, Marriage, and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its law and regulations about what is needed to become licensed as an MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Therefore, you are encouraged to review license requirements in the state you intend to practice as soon as possible so that you understand what different states may and may not accept. Here is the link to each state's licensure resources MFT State/Provincial Resources: [MFT License Portability](#).

The coursework for the MFT Department at California State University, Dominguez Hills, was designed to meet MFT licensure requirements in the state of California. You may read more about the state requirements for MFT licensure in California by clicking this link: [BBS HANDBOOK FOR FUTURE MFTs](#).

Information concerning licensure and credentialing requirements is available from the MFT Department. If you have questions about the program's alignment with professional licensure, you may contact the MFT Department Chair: Dr. Karen Quek, at kquek@csudh.edu

Please attest to this form before enrolling in and starting any MFT courses.

I acknowledge that I have been informed and am aware that admission into programs leading to licensure and credentialing does not guarantee licensure, and licensing regulations differ across states and provinces. I understand that the CSUDH MFT program is designed to meet the licensure requirements in California and that an MFT degree from this program may not meet MFT licensing requirements in a different state.

Name

Signature

Date

APPENDIX C

MARITAL & FAMILY THERAPY DEPARTMENT CURRICULUM MAP

Proficiency-Based Curricular/Clinical Skill Development I (Introductory); D (Developed), P (Proficiency: Final Summative Assessment)	Program Outcome Upon completion of the M.S in MFT, students will be able to:				
	PLO 1	PLO 2		PLO 3	PLO 4
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
*	*Knowledge/ Research	*Diversity		*Ethics	*Practice
Semester 1					
1. MFT 515: Pre-practicum I: Introduction to Therapy Skills	I	I			I
2. MFT 560: Life Span, Family Development and Aging	I	I			I
3. MFT 570: Theories and Techniques of Marital and Family Therapy I	I	I	I		I
4. MFT 584: Law, Ethics and Professional Practices			I	I	I
Semester 2					
5. MFT 525: Pre-practicum II: Advanced Therapy Skill			I	I	I
6. MFT 572: Theories and Techniques of Marital Family Therapy II	I	I			I
7. MFT 583: Research Methods in Marital Family Therapy	I				
8. MFT 566: Mental Health, Diagnosis, and Systemic Treatment	I	I			
Semester 3					
9. MFT 575: Relational Therapy: Treatment of Couples and Partners	D	D			D

10. MFT 578: Treatment Approaches with Children and Adolescents	D	D			D
11. MFT 580: Sociocultural Diversity and Marginalized Communities	D	D		D	D
Semester 4					
12. MFT 530: Community Mental Health		D			D
13. MFT 565: Assessment in Mental Health Treatment		D			D
14. MFT 582: Psychopharmacology and Mental Health Treatment	D				
Semester 5					
15. MFT 520: Group Therapy	D	D			D
16. MFT 585: Treatment of Substance Use, Addiction, and Dependence	D	D			D
17. MFT 588: Treatment of Trauma with Individuals, Couples, and Families	D	D			D
Semester 6					
18. MFT 586: Current Issues in Marital Family Therapy	D	D			
19. MFT 589 Advanced Therapeutic Approaches and Application	P	P	P	P	P
20. MFT 599: Comprehensive Exam	P	P		P	
Practicum: MFT Traineeship (Semester 3, 4, 5, *6, *Summer – as needed)					
21. MFT 596: Practicum: MFT Traineeship	D, P	D, P	D, P	D, P	D, P

Note: All PLOs should be addressed within the curriculum. All PLOs should ideally be addressed at each level (I,D,P).

Appendix D

Graduation Advisement & Advancement to Candidacy



Graduation Advisement and Advancement to Candidacy

Advancement to Candidacy must be certified by the department and sent to the Office of Graduate Studies (WH 445) prior to the final semester, prior to the semester of the comprehensive exams, and prior to enrolling in thesis or project.

Last Name	First Name	M.I	Student ID #
Email		Telephone #	
Program with Option			Term Admitted
Have you applied for Graduation (circle one): Yes No Graduation Term: _____			

Graduation Writing Assessment Requirement:

GWE EPC-17-13 GRE ENG 350

Capstone Activity: Thesis Project Comprehensive Exam Department Project

Upon completion of this program by the student, all course requirements for the above degree will be met.

Student: _____ Date: _____
Signature

Program Coordinator: _____ Date: _____
Signature

Appendix E

MFT PROPOSED DEGREE ROADMAP

3-Year Course Sequence

YEAR 1

SEMESTER 1 AND SEMESTER 2

MFT 515	Pre-practicum I: Introduction to Therapy Skills	2	MFT 525	Pre-practicum II: Advanced Therapy Skills	2
MFT 560	Life Span, Family Development and Aging	3	MFT 572	Theories and Techniques of Marital Family Therapy II	3
MFT 570	Theories and Techniques of Marital and Family Therapy I	3	MFT 583	Research Methods in Marital & Family Therapy	3
MFT 584	Law, Ethics & Professional Practices	3	MFT 565	Assessment in Mental Health Treatment	3

YEAR 2

SEMESTER 3 AND SEMESTER 4

MFT 575	Relational Therapy & Human Sexuality	3	MFT 530	Community Mental Health	3
MFT 578	Treatment Approaches with Children and Adolescents	3	MFT 566	Mental Health, Diagnosis and Systemic Treatment	3
MFT 580	Sociocultural Diversity and Marginalized Communities	3	MFT 582	Psychopharmacology and Mental Health Treatment	3
MFT 596	Practicum: MFT Traineeship	3	MFT 596	Practicum: MFT Traineeship	3

SUMMER

MFT596	Practicum MFT Traineeship	3
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YEAR 3

SEMESTER 5 AND SEMESTER 6

MFT 520	Group Therapy	3	MFT 596	Practicum: MFT Traineeship	3
MFT 585	Treatment of Substance Use, Addiction, and Dependence	3	MFT 586	Current Issues in Marital & Family Therapy	3
MFT 588	Treatment of Trauma with Individuals, Couples, and Families	3	MFT 589	Advanced Therapeutic Approaches and Application Comprehensive Exam	2
MFT 596	Practicum: MFT Traineeship	3	MFT 599	Comprehensive Exam	1

ELECTIVES

*MFT 400	Foundations in MFT	3
*MFT 590	Career Counseling	3

* These courses do not count as part of the required 64 units for the MS in MFT degree.

** The Program does not require this course in the summer term, but students must enroll if active in a summer traineeship. Students are permitted to take traineeship in the summer, only after completing a year in the Program

Appendix F Student Complaint Form

Please complete the Complaint Form entirely for the complaint to be processed.

Student's Name:

Student's ID #:

Student's Email:

Academic Clinical Programmatic

Does this complaint directly involve another person (student, faculty, staff, or administrator)?

Yes No

Provide a narrative description of the complaint(s).

If the complaint directly involves another person, have attempts been made to address the problem?

Yes No

Provide a narrative description of the attempts made to address the problem.

Please state the desired outcome, if any, following the consideration of this complaint.

Student's Signature:

Date:

For Administrative Use Only			
Date Received	Narrative Review of Resolution	Final Determination	
		<input type="checkbox"/> Successful Resolution <input type="checkbox"/> Unsuccessful Resolution	Faculty Signature: