

COAMFTE Self-Study Narrative Template

Accreditation Standards Version 12.0

Institution	Indiana Wesleyan University
School	School of Social Behavioral Sciences and Business
Department	Division of Graduate Counseling
Degree (ex. MA, PhD, etc.)	MA
Program Title (ex. Marriage and Family Therapy)	Marriage and Family Counseling/Therapy- Marion & Indianapolis
Program Director	Nenetzin Stoeckle
Application for Accreditation (Initial/Renewal)	Renewal

The purpose of the Self-Study is to present information demonstrating program's substantial compliance with the current Accreditation Standards. Programs applying for accreditation are reviewed according to this process and based on *Version 12.0 Accreditation Standards*. These standards are outcome-based and require that programs applying for COAMFTE accreditation identify and demonstrate the following:

- Program Goals and corresponding Student Learning Outcomes
- Assessment process already in place to measure each Student Learning Outcome and evaluate student support services, curriculum and teaching/learning practices, fiscal and physical resources, technological resources, and instructional and clinical resources
- Aggregated Data for each Student Learning Outcomes
- How the aggregated data from the assessment plan feeds back into the program to enhance and improve the program

The purpose of the Self-Study Review is to identify gaps in the program's Self-Study and to provide the program with feedback necessary to address those gaps.

Resources for preparing a Self-Study are available on the [COAMFTE webpage](#)

COVER PAGE FOR SELF-STUDY**MA in Marriage and Family Counseling/Therapy
Indiana Wesleyan University****I. Introduction**

Provide a general introduction regarding the program. Include information on the creation of the program and how the program has evolved. Include the philosophy of the program and a brief overview of how the program trains its marriage and family therapists: from student selection through course completion. Provide a synopsis of how the program is managed and include the names of program faculty, clinical faculty and other personnel involved with the MFT program.

Program Response:**Creation and Evolution of the Program**

The MFC/T program is a two and a half (2.5) year program for full-time students and provides the training and coursework to sit for the AMFTRB Marital and Family Therapy National Exam and be eligible for licensure in the State of Indiana. The MFC/T Program originated at the Indiana Wesleyan University (IWU) main campus in Marion, Indiana in 1995 and then expanded to the Indianapolis West Education and Conference Center (often referred as Indy West) in 2002. While offered at two different sites, the MFC/T program functions as one program. The program is offered in its entirety at both locations each with their own clinic that enable recording of client sessions, are housed within the Division of Graduate Counseling, have the same core faculty that teach at both sites, and share some courses with other Divisional programs. The clinics are where practicum students see clients beginning in their second year. Three internships follow practicum and use community sites; however, many interns continue seeing clients in the clinic to facilitate recording of sessions for supervision.

The MFC/T program was initially designed to meet AAMFT's educational guidelines which was the basis for Indiana's certification and later licensure law. While the program no longer meets all of the elements of the standard curriculum, it is still part of the foundation of the program. The program was initially accredited under COAMFTE version 11 standards and has within the last year shifted to version 12. This shifting in versions lead the MFC/T program to select new Professional Marriage and Family Therapy Principles from the AAMFT Core Competencies, AAMFT Code of Ethics and the AMFTRB Examination Domains.

The program meets all the clinical and supervision hours as outlined in Key Element IV-C and Indiana State Licensure Law by requiring a minimum of 500 client contact hours (at least 40% relational), and a minimum of 100 supervision hours. In 2018 the State of Indiana reduced the minimum number of relational hours from 50% (250 hours) to 40% (200 hours) and there by aligning with COAMFTE standards; however, students are highly encouraged to accrue of 250 (50%) relational hours as many states across the country still have the 250 relational hour requirement.

There has also been an evolution from teaching primarily classic MFT theory in the mid to late 1990s to incorporating more postmodern theory in the curriculum as well as dovetailing additional current trends in the field as well as multicultural information and opportunities for our students to be well informed in a diverse and changing world.

Program Philosophy

It is the program's philosophy to uphold the program's mission statement in our "commitment to training entry level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families." We do this by providing our students with the didactic information and practical skills with competent supervision in a safe environment where they can not only explore their personal integration of faith and therapy but can be challenged and grow into strong ethical clinicians.

Overview of Training: Student selection to course completion

From Application to Acceptance: The Division of Graduate Counseling has a full-time recruiter/admission officer. Interested individuals initially can contact the Graduate Counseling Admissions office for information or begin their application online. The Graduate Admissions office works with applicants to ensure applications are complete and answer any questions prospective students might have. This often includes phone calls, emails, and meetings with the prospective student. Also, the Graduate Admissions office connects and schedules informational meetings between prospective students and core faculty. Once the application file is complete, it is sent electronically through Slate (our electronic admissions platform) to the division where one of the administrative assistants reviews the GPA, GRE, prerequisites, recommendations and writing sample. If the candidate meets the requirements, they are invited for a faculty interview. Interviews are conducted individually on-site or virtually utilizing Zoom for those prospective students who come from out of state. Based on all of the information gathered (GPA, GRE, prerequisites, writing sample, interview, recommendations, impromptu questions and intellectual virtues assessment), the candidate is accepted, provisionally accepted (if they have any pending pre-requisites), or denied. The Division of Graduate Counseling's goal is to make a decision and inform the candidate with an unofficial email within two (2) weeks of their interview. An official letter is mailed to the candidate's address. If accepted, the official letter contains information on next steps, name of their assigned advisor, a list of classes to be taken the first semester, information on any outstanding pre-requisites and their completion (if they are provisionally accepted) as well as an Intent to Enroll form and information on housing, new student orientation and Textbook Butler.

First Semester: Several key guiding events happen during a student's first semester. Students are enrolled in an orientation class and meet with their advisor for the first time. The new students' orientation (CNS 500) is a zero (0) credit online orientation course. This orientation course provides all the introductory information needed to guide students through the expectations and guidelines of the division, their selected program, courses, clinical experiences, student handbook, etc. It also includes a series of quizzes to verify understanding of content, a Bible exam for those students who did not complete their Bible pre-requisite and assessment pieces. An orientation video to the MFC/T program outlines the importance of accreditation, the mission, program goals and student learning outcomes as well as general information on joining AAMFT, IAMFT and licensure.

During their first advisor meeting, students complete an individualized course plan of study ensuring all classes are taken in the appropriate order and noting the tentative graduation date. This meeting also provides an opportunity for the advisor to get to know the student, learn of their professional goals and plans for licensure- whether they are staying in Indiana or thinking of seeking licensure at another state. The advisor can then provide information and guidance on the road to licensure.

Course progression and clinical experience: Courses are taught on a semester basis generally once a year in the same semester at both sites. Two online courses offered by the division have been approved for MFT/C spring admission students so they can graduate in the advertised 2 ½ years.

Clinical experience begins on the second year of study. All students start with practicum which requires 50 hours of direct client contact under supervision and are completed in the IWU Graduate Counseling Clinics. Three (3) semesters of internship follow the practicum experience. During internships students see clients in different community settings and accumulate an additional 450 hours of direct client contact and receive 3 hours of supervision per week (1 hours from their site supervisor and 2 hours from their university supervisor).

Evaluation through course progression: Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member prior to the beginning of the practicum class. This evaluation includes ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Coursework, practicum and internships provide both students and faculty opportunities to determine “professional goodness-of-fit.” In addition to assessing academic performance, faculty utilize these times to evaluate students’ suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction. To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Furthermore, all course grades must be “C” or above. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester. Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Last semesters: During the last semesters prior to graduation students have several important tasks to complete that are linked to successfully finishing their program, graduation and licensure. In their last MFT didactic course, CNS 546: Major Models of MFT III, students complete their Capstone Project, review licensure information and are required to take a faculty designed MFT Comprehensive Exam and score a minimum of 75% before they graduate. Students are encouraged to complete and submit their application to the Indiana Professional Licensing Board up to three (3) months prior to graduation to ensure they sit for the first available licensure exam. This is advantageous for the student as The State of Indiana allows them to count up 250 client hours towards their full LMFT license if they sit for the first available exam after graduation and pass.

During this time students must apply for graduation (typically 1-2 semesters prior). Starting Spring 2020, IWU will reduce the number of graduation ceremonies from three (3) a year to two (2) a year there by doing away with Summer graduations. Students scheduled to complete their program in the Spring and

Summer semesters, must walk in the Spring graduation Commencement ceremony. Those completing their program in the Summer semesters receive their diplomas after all courses have been successfully completed. Students completing in the Fall semester can walk in the Fall. If Summer graduates wish to walk during at the Fall Commencement Ceremony, they must submit a petition.

Last semesters evaluation (final internship): Students are evaluated again during their final internship. This evaluation includes evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field. In addition, students must successfully complete their program's corresponding comprehensive exam.

synopsis of how the program is managed and include the names of program faculty, clinical faculty and other personnel involved with the MFT program.

Program Management

The organization of the Division of Graduate Counseling consists of a Chair (Rob Atchison) who oversees the division, Program Directors for each of the programs and faculty. Each Program director is responsible for assessment of their individual program and participating in the assessment of the overall counseling program.

MFC/T Core Faculty for Marion and Indianapolis:

- Nenetzin Stoeckle, PhD, LMFT, AAMFT Approved Supervisor (MFC/T PD)
- Denise Nicholas Williams, PhD, LMFT, AAMFT Approved Supervisor
- Rob Atchison, PhD, LMFT, AAMFT Approved Supervisor (Director of Clinical Training and Supervision; Division Chair)

Primary teaching faculty for Marion and Indianapolis:

- Nenetzin Stoeckle, PhD, LMFT (MFC/T PD)
- Denise Nicholas Williams, PhD, LMFT
- Rob Atchison, PhD, LMFT, AAMFT Approved Supervisor (Director of Clinical Training and Supervision; Division Chair)

Primary Clinical Faculty

Marion and Indianapolis:

- Nenetzin Stoeckle, PhD, LMFT, AAMFT Approved Supervisor (MFC/T PD)
- Denise Nicholas Williams, PhD, LMFT, AAMFT Approved Supervisor
- Rob Atchison, PhD, LMFT, AAMFT Approved Supervisor (Director of Clinical Training and Supervision; Division Chair)

Marion Only:

- Katherine Ruiz, LMFT, AAMFT Approved Supervisor in Training (Adjunct)
- Kay Keller, LCMHC, Supervisor Equivalent

Indianapolis Only:

- Jim Witty, LMFT, D.Min., AAMFT Approved Supervisor (Adjunct)
- Lorrie Neuberger, LMFT, AAMFT Approved Supervisor (Adjunct)
- Kristina Graber, LMFT, AAMFT Approved Supervisor in Training (Adjunct)
- Renee Roberts, LMFT, AAMFT Approved Supervisor

Administrative Assistants

- Julie Myers: Operations Manager (Marion based)
- Tanetra Butler: Office Manager/Indy West/Division Assistant (Indy Based)
- Elizabeth (Libby) Miller: Administrative Assistant (Marion Based)

II. Accreditation History

Provide the COAMFTE accreditation history with regard to initial accreditation and current COAMFTE accreditation status. (Include dates)

Program Response:

The MFC/T program was first granted COAMFTE accreditation in 2015 for an initial period of 5 years (5/1/2015- 5/1/2020) under Version 11. In 2017, along with all COAMFTE programs, the program accreditation was extended by one year. The current accreditation end date now being 5/1/2021. This is the first re-accreditation for the program. The program is currently accredited and in good standing. The MFC/T program has been accredited by CACREP since 1998.

III. Description of the Program

Provide a description of the program and how it fits in with the mission and philosophy of the institution. Include information regarding the history and size of the institution and the population which it serves. Include the academic unit in which the program is housed. Provide information on other mental health/social work programs located within the department/school/college/institution and also what accrediting bodies, if any, accredit those programs.

Program Response:

Brief Program Description and how it fits in with the mission and philosophy of the institution

The MFC/T is a 60-credit hour, 2.5 years program focused on providing the educational requirements for licensure as a Marriage and Family Therapist. The program is one of six (6) programs of the Division of Graduate Counseling. The program helps Indiana Wesleyan University fulfill its mission as “a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership” by coming along side students and helping them develop the foundational skills needed of entry level professionals within the mental health fields who practice with strong foundation knowledge and integrity.

University History and Size

Indiana Wesleyan University (IWU) is a Christian comprehensive university of The Wesleyan Church. IWU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University was founded in 1920 as Marion College and is committed to liberal arts and professional education. Indiana Wesleyan is the largest member of the Council for Christian Colleges and Universities, the largest private college in Indiana, based on enrollment, and is one of the largest employers in Grant County.

In 1920 Marion College began by offering the Bachelor of Arts and the Bachelor of Science degrees. A Master of Arts in Theology was added in 1924 and offered continuously until 1950. Master's degree programs were initiated again in 1979 in Ministerial Education and Community Health Nursing. Master's degree programs were begun in Business in 1988, the same year the name of the institution was changed to Indiana Wesleyan. Master's degrees in Primary Care Nursing and Counseling were added in 1994 and 1995, respectively.

In 1995 counseling was added as one of the graduate programs offered in Marion and in 1998, the counseling program gained CACREP accreditation for its Community Counseling (changed to Clinical Mental Health Counseling in 2013) and Marriage and Family Counseling programs. In 2002, the first counseling class was taught in Indianapolis and the Graduate Counseling Indianapolis Program has continued to grow such that the student population is now larger in Indianapolis than in Marion.

Since opening, IWU has grown to be the largest private university in Indiana. The university has become more diverse, with the percentage of all non-white ethnic and racial students increasing relative to the percent of Caucasian students. Similar trends have been noted among faculty. Over 3000 students live on the residential campus in Marion Indiana and another 10,000 adult learners attend classes at regional IWU Education Centers in Indiana, Kentucky and Ohio, as well as through our online degree programs, including associate, bachelor's and master's degree offerings. More than 80 majors are offered, covering everything from Art to Theology and Ministry. The campus has expanded to more than 350 acres, is valued in excess of \$360 million, and includes more than 25 buildings that have been constructed or expanded in the last two decades. The 3,800-seat Chapel-Auditorium that opened in January 2010 is the largest single building project in University history. In 2020, Indiana Wesleyan University ranked 25 in the 2020 US News & World Report edition of Best Colleges and Regional Universities in the Midwest.

Academic Units Structure and Divisional Programs

In 2009 Indiana Wesleyan University implemented a new academic structure consisting of the following academic units: College of Arts and Sciences (CAS); College of Adult and Professional Studies (CAPS) named National and Global as of 2018; School of Nursing; Wesley Seminary at Indiana Wesleyan University; and the Graduate School. This change removed graduate counseling from an academic structure that was geared towards adult learners in shortened intensive semesters to an academic unit that offered traditional undergraduate education. While difficult at times, this has been a much better fit for graduate counseling.

The Division of Graduate Studies is the primary academic unit and houses six specific programs: Clinical Addictions Counseling (ADD), Clinical Mental Health Counseling (CMHC); Community Care (CC); Marriage and Family Counseling/Therapy (MFC/T); School Counseling (SCH); and Student Development Counseling and Administration (SDA).

Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy and School Counseling Programs are all currently accredited by CACREP until 2021. The School Counseling, Clinical Addictions Counseling and Student Development Administration are only offered as online semester long formats. As of 2017 CMHC program began being offered both as an online program with Summer intensives and onsite with semester long classes. Currently, the MFC/T is the only divisional program that is solely offered onsite in the traditional semester long class format. This will change in Fall 2020, as we plan to

add an online virtual branch and welcome our first online cohort. Application for COAMFTE accreditation of this incoming virtual branch is being submitted concurrently with this self-study.

IV. Program Strengths and Plans for Improvement

Provide a detailed description of what you consider are the strengths of the program and areas that you consider opportunities for improvement or challenges. What is your vision for the program? Include proposed changes in the program and any future plans to change and/or improve the program.

Program Response:

Strengths

There are several strengths of the IWU MFC/T program. One of the foremost is the caring dedicated faculty that work well together and are passionate about what they do. Faculty are encouraged to publish and be involved with professional activities but not over the importance of developing a caring, Christlike relationship with every student. The high level of positive work and comradery among faculty increases our productivity and collaboration and relax atmosphere. This results in a community where students are comfortable approaching the faculty. In addition, this creates close knit student cohorts with long term friendships.

The structure of the division is also a strength. Core classes are taken together with students from other Division of Graduate Counseling programs. This adds vitality to classroom discussions as students gain perspective on varying counseling disciplines and hone their own professional identity. For example, it is quite common to have four different codes of ethics being used to examine one ethical question. The closeness of the faculty encourages dialog around curricular, assessment and programmatic concerns.

Challenges/Opportunities for Improvement

Learning Platform changes. There are also a number of current challenges to program. Since our initial self-study in 2014, the University changed learning platforms several times. In 2014, we shifted from BlackBoard to Pearson's Learning Studio. In 2017, Pearson shut down Learning Studio and we changed once again, this time to BrightSpace. These shifts in online learning management systems disrupt our flow. With our last shift, IWU created and provided a series of workshops to help faculty get acclimated to BrightSpace. While this helped, our program still experienced some stress and confusion among faculty as well as students. There are still many functions within BrightSpace that are being underutilize with the system. On the bright side, this challenge has resulted in our Division gaining specific help for our courses by the addition of an instructional designer (Greg Batic). One of his main duties is to help us create and address BrightSpace issues for our courses.

Dual Accreditation. Another challenge for our program has to do with our current dual accreditation of COAMFTE and CACREP. This has been a hard line to balance. The growth of our MFT program and our need for an additional faculty member as we look forward to expanding and adding a virtual branch has led us to the difficult decision to let our CACREP accreditation run out Fall 2021.

Vision

The vision for the program is first and foremost to extend and continue to maintain our COAMFTE accreditation in good standing. Everything falls in line behind that. It is the vision of the Program Director and the MFT faculty to have a strong MFT program that produces strong clinicians. The MFC/T program faculty is looking to expand our program and add an MFT virtual branch. While we are

currently accredited as two separate programs, our intent is to consolidate these programs so they can be considered as one program with two (2) branches: an onsite branch and a virtual branch.

Changes and future plans

Adding a Virtual Branch. There are a number of exciting changes underway. In the Fall 2019, IWU approved for the addition of an MFT virtual branch set to start in Fall 2020. For many years, we have had many prospective students ask about an online option. Currently the MFT program is the only program within the Division of Graduate Counseling without a virtual branch. Along with our re-accreditation, we are seeking to have the MFT virtual branch be accredited as well. The required paperwork is being concurrently submitted. Given that our division already has five (5) other online programs we expect a smoother transition than other of our programs have had in the past in adding virtual branches. That being said, we are limiting cohorts for the first two (2) years to only 15 students per cohort and only Fall semester starts. We hope this will help us be proactive and maneuver/address any issues quickly as they may arise. With the addition of a virtual branch, IWU administration has also approved the hiring of a new MFT core-faculty member. This new faculty member would not only teach online but will also be active in our other two programs – Marion and Indianapolis. It is our hope to have the three (3) core teaching faculty teach at all 3 sites (Marion, Indianapolis, and Online) to help us ensure we are providing as similar of an experience to all of our students as possible. The search for a new Core-MFT faculty member is currently underway.

Dropping CACREP accreditation. Another major change is the MFT program decision to let CACREP accreditation run out and solely retain our COAMFTE accreditation. The final decision came after years of unofficial discussions among faculty, at a couple of divisional meetings, and more recent official discussions with administration, faculty and a virtual townhall meeting with communities of interest. The final decision to leave was presented by MFT Program Director at the Divisional faculty meeting on [February 17, 2020](#). The decision to let CACREP accreditation was made for several reasons.

- Hardship in being able to find a faculty candidate who would fit requirements for both CACREP and COAMFTE.
- Hardships in being able to maintain the core to non-core faculty requirements by CACREP.
- Professional identity as MFTs within CACREP and COAMFTE are different. The program aligns strongly to COAMFTE professional identity.

On the positive side, our separation from CACREP will open future options for the MFC/T program. Some of these include

- Ability to find strong MFT faculty candidates.
- Changing name of MFC/T program.
- Possibility of dropping some of the Counseling specific courses that are not essential for MFT licensure and replacing them with MFT specific courses. For example, dropping Career Counseling course and adding an extensive course on Psychopharmacology or Medical Family Therapy.

COAMFTE Self-Study Narrative Template

Standard I: Outcome-Based Education

Key Element I-A: Outcome-Based Education Framework

The program has an overall outcome-based education framework that includes the following:

- A description of the program’s mission, and how it fits with the larger institutional setting of the program.
- Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program’s mission and that promote the development of **Marriage and Family Therapists** (including knowledge, practice, diversity, research, and ethics competencies).
- Measurable Student Learning Outcomes (SLOs) for each program goal.
 - Programs must include SLOs that measure **student/graduate achievement** appropriate to the program’s mission and goals.
- Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including **targets and benchmarks**. Measurement includes assessment of students’ academic and professional competencies by the faculty and others, appropriate to the program’s mission, goals, and outcomes.

Rubric for Response

Identify Institutional Mission.

Program Response:

Institutional mission statement: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.

Identify program’s mission and describe how Program’s Mission fits with the institutional setting of the program.

Program Response:

Program mission statement: The MFT Program is committed to training entry level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.

Indiana Wesleyan University’s MFC/T program is consistent with the university mission of changing the world through character, scholarship and leadership in a Christ-like academic community. The program accomplishes this by preparing individual, marriage, and family therapists who promote health, wellness and healing in a variety of diverse settings. The MFC/T mission supports the institutional mission by preparing students in diverse theoretical traditions to practice marriage and family counseling/therapy with integrity and sensitivity to diversity. Through meeting the MFC/T student learning outcomes, the program is able to achieve its mission and program goals of training professionals who practice marriage and family counseling/therapy with ethical integrity and sensitivity to diverse populations.

State Program Goals that include but are not limited to knowledge, practice, diversity, research, and ethics competencies, and how they support the program’s mission and the development of MFTs.

Program Response:

The Program Goals outlined below support the program's mission and the development of MFTs by preparing students who have a wide knowledge of theories and demonstrable skills necessary to the practice of individual, marriage and family therapy within a multicultural perspective in an ethical manner.

Program Goal #1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.

Program Goal #2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.

Program Goal #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity.

Identify measurable Student Learning Outcomes (SLOs) and link the SLOs to appropriate Program Goal

Program Response:

The following six (6) student learning outcomes (SLOs) are linked into the three (3) identified program goals in sets of twos (2).

Program Goal #1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.

- **SLO1:** Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.
- **SLO2:** Students will demonstrate skills and practices of individual, couple, and family therapy.

Program Goal #2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.

- **SLO3:** Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.
- **SLO4:** Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.

Program Goal #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity.

- **SLO5:** Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.
- **SLO6:** Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.

Identify Evaluation/Assessment mechanisms for each SLO and identify the Targets and Benchmarks for each mechanism

Program Response:

Each SLO has 2-3 Evaluation/Assessment mechanisms each with an identified target and benchmark for each mechanism. The selection of each of the Evaluation/Assessment mechanisms was done in a collaborative manner by the MFT core faculty. These mechanisms were chosen as they provide a wholistic evaluation of the learning outcome at a minimum of two different points (courses) in the students' progress across the program.

The table below provides a visual alignment of each of the SLO's, the Evaluation/Assessment Mechanisms and their corresponding targets and benchmarks.

Assessment Mechanisms for SLOs with Target and Benchmarks

Student Learning Outcomes	Evaluation/Assessment Mechanisms	Target	Benchmarks
SL01: Students will Demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.	a. CNS 541 Midterm Exam grade b. CNS 541 Final Exam grade c. CNS 546 MFCT post-test.	a. 90% will score 80% or better on CNS 541 Midterm. b. 90% will score 80% or better on CNS 541 Final Exam grade. c. 90% will score 80% or better in the MFCT post-test.	a. 80% will score 80% or better on CNS 541 Midterm. b. 80% will score 80% or better on CNS 541 Final exam grade. c. 80% will score 80% or better in the MFCT post-test.
SL02: Students will demonstrate skills and practices of individual, couple, and family therapy.	a. CNS 542 Clinical Video presentation b. CNS 543 Clinical Video Presentation c. CNS 554 Faculty Supervisor Evaluation of Student Performance questions, 1-25 except #15	a. 90% will score 80% or better on CNS 542 Clinical Video presentation b. 90% will score 80% or better on CNS 543 Clinical Video Presentation c. 90% will score 4 or better out of 5 on CNS 554 Faculty Supervisor Evaluation of Student Performance questions, 1-25 except #15	a. 80% will score 80% or better on CNS 542 Clinical Video presentation b. 80% will score 80% or better on CNS 543 Clinical Video Presentation c. 80% will score 4 or better out of 5 on CNS 554 Faculty Supervisor Evaluation of Student Performance questions, 1-25 except #15
SL03: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.	a. CNS 502 Treatment Presentation. b. CNS 546 Capstone Paper Rubric Multicultural Section. c. final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 58-63.	a. 90% will score a grade of 80% or better in the CNS 502 Treatment Presentation. b. 90% will score 3 or better out of 4 on CNS 546 Capstone Paper Rubric Multicultural Section. c. 90% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 58-63.	a. 80% will score a grade of 80% or better in the CNS 502 Treatment Presentation. b. 80% will score 3 or better out of 4 on CNS 546 Capstone Paper Rubric Multicultural Section. c. 80% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 58-63.
SL04: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.	a. CNS 509 Integration Paper b. CNS 546 Capstone Paper Rubric Spirituality in therapy section. c. final CNS 554 Faculty Supervisor Evaluation of Student questions 53-57.	a. 90% will score 80% on the CNS 509 Integration Paper b. 90% will score 3 or better out of 4 on CNS 546 Capstone Paper Rubric Spirituality in therapy section. c. 90% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student questions 53-57.	a. 80% will score 80% on the CNS 509 Integration Paper b. 80% will score 3 or better out of 4 on CNS 546 Capstone Paper Rubric Spirituality in therapy section. c. 80% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student questions 53-57.

<p>SLO5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.</p>	<p>a. CNS 507 Article critique. b. CNS 541 Research and Evaluation Presentation c. CNS 554 Final Faculty Supervisor Evaluation of Student Performance questions: 15, 28, 29, 35, 38, 39,40</p>	<p>a. 90% will score 80% or better on CNS 507 Article critique. b. 90% will score 3 or better out of 4 on CNS 541 Article and Evaluation presentation c. 90% will score 4 or better out of 5 on CNS 554 Final Faculty Supervisor Evaluation of Student Performance questions: 15, 28, 29, 35, 38, 39,40</p>	<p>a. 80% will score 80% or better on CNS 507 Article critique. b. 80% will score 3 or better out of 4 on CNS 541 Article and Evaluation presentation c. 80% will score 4 or better out of 5 on CNS 554 Final Faculty Supervisor Evaluation of Student Performance questions: 15, 28, 29, 35, 38, 39,40</p>
<p>SLO6 Students will practice individual, couple and family therapy in an ethical manner with integrity.</p>	<p>a. CNS 508 Poster Presentation paper. b. final CNS 554 Faculty Supervisor Evaluation of students -questions #44-52.</p>	<p>a. 90% will score 80% or better on CNS 508 Poster Presentation paper. b. 90% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of students -questions #44-52.</p>	<p>a. 80% will score 80% or better on CNS 508 Poster Presentation paper. b. 80% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of students -questions #44-52.</p>

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix I-A.1.IWU Mission, Goals and SLO Chart](#)

[Appendix I-A.2.IWU Self-Study Overview Template](#)

[Appendix I-A.3.Program Brochure](#)

[Graduate Student Handbook: location of MFC/T program information-pages 44-46](#)

Examples of Evidence/Documents:

1. Chart linking institutional mission with program's mission
2. Student Learning Outcomes Chart aligning Program Goals, Benchmarks and Targets, Assessment and Evaluation Mechanisms ([Self-Study Overview Template and Mission, Goals, and Outcomes Template](#))
3. Contextual explanation for how program goals and SLO's support the mission and the development of Marriage and Family Therapists
4. Program's electronic and printed materials
5. Location of Program Goals and Student Learning Outcomes in the program's materials

Key Element I-B: Assessment Plan with Mechanisms and Timeline

The program has an overall **assessment plan** that includes:

- Mechanisms in place for evaluating/reviewing the Student Learning Outcomes, including student/graduate achievements (utilizing specific measures identified in I-A).
- Mechanisms in place for evaluating **student support services**; curriculum and **teaching/learning practices**; **fiscal and physical resources**; **technological resources**; and **instructional and clinical resources** to determine sufficiency for attainment of targeted program outcomes.
- An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected, and a description of how data will be aggregated and analyzed and the findings used for program improvement (feedback loop). The assessment plan should include a specific description of how the program will review and revise, as needed, their overall **outcome-based education framework** and assessment plan.
- The assessment plan must incorporate feedback from **Communities of Interest** (as defined in Key Element I-C).

Rubric for Response

Program has a clear assessment plan:

- Discuss how data is collected for each SLO and Student/Graduate Achievement, by whom, aggregated, analyzed and how findings are used to promote program improvement
- Explain how plan addresses assessment of student support services, curriculum and teaching/learning practices, resources, and discusses sufficiency of these to attain program outcomes

Program Response:

Overview of Assessment Plan

The IWU MFC/T assessment plan incorporates a variety of assessment mechanisms as well as formal and informal contribution opportunities open to our communities of interest. While some parts of the MFT program are in an ongoing assessment and improvement process (i.e. ensuring course content is up to date) and others have no specific timeline (i.e. changes in state licensure rules), the majority of data review happens at either the Spring Semester in preparation of the Annual COAMFTE report due date (e.g. student/graduate achievement data) or during our Annual Assessment Day which takes place prior to the start of each academic year.

Data collection happens annually throughout the academic year for most items in the fall or spring semesters (i.e. SLO's data, student/graduate achievement data) with a few items are collected on a 3-year cycle (i.e. employer and alumni surveys). The majority of the data is collected and aggregated by the Division of Graduate Counseling's Operations Manager and the MFT Program Director. The Alumni and Employer Surveys are collected and analyzed by the Assessment Coordinator from the Office of Faculty Service and Compliance IWU National and Global. Data is then presented to the faculty for analysis.

Faculty review, analyze, and make decisions/changes based on the findings collaboratively. Depending on the impact of the changes (program or divisional) needed the decisions might be made by the MFT core faculty only or the whole Divisional faculty. In the occasion that further data/input needs to be collected, the program will seek further input/data from our Communities of Interest.

Data Collection Schedules

MFT SLO Assessment Mechanisms Collection and Review Schedule

Student Learning Outcomes	Evaluation/Assessment Mechanisms	Data Collection Time			Review Schedule
		Fall	Spring	Summer	Assessment Day
SL01: Students will Demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.	a. CNS 541 Midterm Exam Grade.	X			X
	b. CNS 541 Final Exam Grade	X			X
	c. CNS 546 MFCT post-test.	X			X
SL02:	a. CNS 542 Clinical Video presentation rubric		X		X
	b. CNS 543 Clinical Video Presentation rubric			X	X

Students will demonstrate skills and practices of individual, couple, and family therapy.	c. CNS 554 Faculty Supervisor Evaluation of Student Performance questions, 1-25 except #15	X	X	X	X
SLO3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.	a. CNS 502 Treatment Presentation		X		X
	b. CNS 546 Capstone Paper Rubric Multicultural Section	X			X
	c. final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 58-63.	X	X	X	X
SLO4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.	a. CNS 509 Integration Paper		X		X
	b. CNS 546 Capstone Paper Rubric Spirituality in therapy section.	X			X
	c. final CNS 554 Faculty Supervisor Evaluation of Student questions 53-57.	X	X	X	X
SLO5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.	a. CNS 507 Article critique grade.	X			X
	b. CNS 541 Research and Evaluation Presentation	X			X
	c. CNS 554 Final Faculty Supervisor Evaluation of Student Performance questions: 15, 28, 29, 35, 38, 39,40	X	X	X	X
SLO6 Students will practice individual, couple and family therapy in an ethical manner with integrity.	a. CNS 508 Poster Presentation paper.	X			X
	b. CNS 554 Faculty Supervisor Evaluation of students' questions #44-52.	X	X	X	X

Non-SLO MFT Data Collection and Review Schedule

Assessment Mechanism	Data Collected & Aggregated by	Data Collection Time			Review Schedule	
		Fall	Spring	Summer	Annual Assessment Day	Annual Report (January)
Graduate Exit Survey	Operations Manager	X	X	X	X	
MFT Student Sufficiency and Safety Survey	Operations Manager	X			X	
Alumni Survey	Operations Manager		Every 3 years		X	
Employer Survey	Assessment Coordinator Office for Faculty Services and Compliance		Every 3 years		X	
Client Survey	Clinic Director	X	X	X		
Annual MFT Alumni Survey	Program Director		X		X	X
Faculty Evaluation of MFT Program and Sufficiency Survey	Program Director		X		X	
Alumni & Supervisor Evaluation of MFT Program and Sufficiency Survey	Program Director		X		X	
Professional Growth and Development Plans	Divisional Chair/representative	X			Not publicly shared and reviewed.	
Annual MFT Core Faculty Activity Report	Program Director		X		Not publicly shared and reviewed.	
MFT Core Faculty Evaluation	Program Director		X		Not publicly shared and reviewed.	

Community of Interests (COI) Formal Contribution Schedule

Community of Interest	Formal Contribution Opportunities	Contribution Schedule			Comment
		Fall	Spring	Summer	
Students	1. Course Evaluations	X	X	X	
	2. Student Sufficiency & Safety Survey		X		Every year
	3. Exit Survey	X	X	X	
	4. Semester Gathering/Townhall meetings	X	X		1-2x semester
Alumni	1. Alumni Survey				Every 3 years
	2. Townhall meetings	X	X		1-2x semester
Core Faculty	1. MFT Faculty Meetings	X	X		
	2. Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey		X		Every 3 years
	3. Division of Graduate Counseling faculty meetings	X	X		2x month
	4. Townhall meetings	X	X		1-2x semester
Non-Clinical Faculty	1. Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey		X		
	2. Division of Graduate Counseling faculty meetings	X	X		
	3. Townhall meetings	X	X		1-2x semester
Adjunct Faculty	1. Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey		X		
	2. Townhall meetings	X	X		1-2x semester
University Supervisors	1. Supervisors meeting	X	X		
	2. Program Effectiveness and Sufficiency Survey		X		Every 3 years
	3. Townhall meetings	X	X		1-2x semester
Site Supervisors	1. Supervisor meetings	X	X		
	2. Program Effectiveness and Sufficiency Survey		X		Every 3 years
	3. Townhall meetings	X	X		1-2x semester
University Administration	1. Division of Graduate Counseling Faculty meetings	X	X		Admin. have a standing invitation to join faculty meetings as needed. They seldom attend.
	2. Townhall meetings	X	X		1-2x semester
	3. Informational Emails /announcements sent to all of IWU	X	X	X	Varies.
Employers	1. Employer Survey		X		Every 3 years
	2. Townhall meetings	X	X		1-2x semester
Clients	1. Client satisfaction surveys	X	X	X	
AMFTRB	1. Updates to National Licensure Exam				No specific timetable within the University.
COAMFTE	1. Comments and Evaluation of submitted Annual Report			X	
	2. Re-accreditation process				No specific annual timetable within the University.
	3. Changes and updates to accreditation requirements.				No specific timetable within the University.
	4. Comments and evaluation of substantive changes.				Varies. No specific timetable within the University.
Regulatory Board- Indiana Professional Licensing Agency: Behavioral Health and Human Services Licensure Board	1. Changes in licensure laws and guidelines.				Varies. No specific timetable within the University.

Evaluation of Curriculum and Teaching/Learning Practices

Core faculty are responsible for the evaluation and updates of curriculum and teaching/learning practices within the MFT program courses. The process for evaluation and changes in curriculum and teaching/learning practices are as follow.

1. Curriculum issues can be brought up to the faculty by other students, faculty, or the program director.
2. MFT teaching faculty meet on a regular basis prior to the start of each semester to coordinate and discuss any changes they want to make to classes for the next semester. These are small changes such as textbooks and additional readings, assignments that do not impact the assessment of other programs and/or are not utilized for assessment.
3. Curriculum issues that impact other programs or big changes such as changes in student learning outcomes, creating new content modalities, or new courses must eventually be brought up to the Divisional Faculty meeting.
 - a. If first brought up at MFT faculty meeting, faculty discuss issue; propose a decision and vote on the proposal/motion. This is then brought up at the Divisional Faculty meeting.
 - b. If only brought at the Divisional Faculty meeting, all faculty discuss issue; a proposed decision/motion is made, and the motion is brought to a vote.
4. If the decision requires moving the matter to a CAS committee (e.g. approval for a new course, changing a course description or student learning outcomes), then a faculty member volunteers to complete the appropriate forms. The forms are then forwarded by the Division Chair to the appropriate CAS committee. When it is time to go before the identified CAS committee, the issue is presented by the faculty member who volunteered to complete the form and/or the Division Chair.

The following are a brief description of the CAS Committees related to curriculum.

- **School Curriculum Committee.** The School of Social and Behavioral Sciences and Business (SSBSB) Curriculum Committee approves changes to program plans of studies, student learning outcomes, delivery modalities and assessment plans.
- **CAS Curriculum Committee.** The College of Arts and Sciences (CAS) Curriculum Committee approves new programs and course proposals.
- **CAS Assessment Committee.** The CAS Assessment Committee approves assessment plans and curriculum maps for new programs as well as yearly program assessment reports.

Surveys and the Items They Assess

There are five (5) surveys that are utilized for data collection. These include:

- MFT Student Sufficiency and Safety Survey
- Faculty Evaluation of MFT Program and Sufficiency Survey
- Alumni & Supervisor Evaluation of MFT Program and Sufficiency
- Annual MFT Alumni Survey- Collected by the Program Director on an annual basis.
- Divisional Alumni Survey – Collected by the Office for Faculty Services and Compliance on behalf of the Division of Graduate Counseling all Alumni every 3 years.

Items Assessed (Alphabetical Order)	Surveys				
	MFT Student Sufficiency and Safety Survey	Faculty Evaluation of MFT Program and Sufficiency Survey	Alumni & Supervisor Evaluation of MFT Program and Sufficiency	Annual MFT Alumni Survey	Divisional Alumni Survey
Academic Resources	X	X	X		
Core Faculty	X	X	X		
Experience with Diverse, Marginalized, and/or Underserved Communities	X	X	X		
Faculty Resources		X	X		
Fiscal and Physical Resources	X	X	X		
Instructional and Clinical Resources	X				X
Non-Clinical Faculty	X	X	X		
Program Climate	X	X	X		
Program Director	X	X	X		
Student Support Services	X				X
Student-faculty ratio	X	X	X		
Student/Graduate Achievement Data				X	
Technological Resources	X	X	X		

Determining Sufficiency

Items from the following three (3) surveys are set on a 1-5 range point scale (1= strongly disagree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree). Sufficiency is assumed to have been met by a minimum of a mean of 3.

- MFT Student Sufficiency and Safety Survey
- Faculty Evaluation of MFT Program and Sufficiency Survey
- Alumni & Supervisor Evaluation of MFT Program and Sufficiency

The Divisional Alumni Survey is collected by the Office for Faculty Services and Compliance on behalf of the Division of Graduate Counseling all Alumni every 3 years, and results are submitted to the Division. Results for each item are provided by percentages set on a range from Excellent, Good, Neutral, Fair/Poor and N/A. Sufficiency is assumed by a higher aggregated percentage of Neutral- Good.

Specific Surveys Items

Academic Resources

Survey Items addressing Academic Resources	MFT Student Survey Items	Faculty Survey Items
Students have sufficient access to computer labs and technology support services	9b	7f
OCLS staff are helpful and approachable	10a	8a
My access to peer review articles and books in the university library is sufficient	10b	8b
The OCLS library provides an adequate supply of books, DVDs, and therapy resources	10c	8c

Student Support

Survey Items addressing Student Support	MFT Student Survey Items
Students receive accurate and timely advising for classes and their plans of study	11a
Adequate financial aid options are available for students	11b
MFT faculty and staff have been available to answer any questions or provide assistance when needed.	11c
I seldom get "the runaround" when seeking information on this campus	11d
Support and procedures adequately exist should a student choose to file a complaint or grievance	11e
The Center for Student Success offers timely and useful assistance to students	11f
Accessibility and Accommodations Center for Student Success, offers accommodations that meet student needs	11g

Divisional Alumni Survey	Item #
Quality of Academic Advising	11m
Quality of RAS (Residential Academic Services) office	11n

Program Climate

Survey Items addressing Program Climate	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Support and procedures adequately exist should a student choose to file a complaint or grievance	11e	
The campus is safe and secure for all students	12a	9a
Parking lots are well lit and secure	12b	9b
Security staff respond quickly in emergencies	12c	9c
The university promotes an environment of safety, respect, and appreciation for all students	12d	9d

The MFT program promotes an environment of safety, respect and appreciation for all students	12e	9e
Throughout the program, I feel like students visible and invisible differences are acknowledged	13a	
Throughout the program, I feel like my unique contribution to the program is valued	13b	
I perceive the current program climate as conducive to developing personally, and professionally.	13c	
If there is an issue in our cohort that compromise my sense of respect or safety with the program, my advisor, program director, or current practicum supervisor is available to process and troubleshoot problems with me within a week of reaching out to them.	13d	

Experience with Diverse, Marginalized, and/or Underserved Communities

Survey Items addressing Experience with Diverse, Marginalized, and/or Underserved Communities	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Students are exposed to opportunities to serve those who might be considered marginalized or underserved.	13e	
Throughout the program, I encountered opportunities to learn about the needs of marginalized and underserved groups.	13f	
10b. The clinic has an adequate amount of diverse types of clients to train students in working various populations and issues		10b

Fiscal and Physical Resources

Survey Items addressing Fiscal and Physical Resources	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The Division of Graduate Counseling has sufficient fiscal resources available to them to uphold the program's mission, goals, and students learning outcomes.	5a	4a
Marriage and Family Counseling/Therapy Program has sufficient fiscal resources available to them to uphold the program's mission, goals, and students learning outcomes.	5b	4b
Division of Graduate Counseling has sufficient physical resources available to them to uphold the program's mission, goals, and students learning outcomes.	6a	5a
Marriage and Family Counseling/Therapy Program has sufficient physical resources available to them to uphold the program's mission, goals, and students learning outcomes.	6b	5b
Classroom facilities are adequate and comfortable	8a	5c
Classroom facilities support students with disabilities	8b	5d
Students have adequate study spaces available on campus	8c	5e
The MFT program has adequate administrative space to operate.	8d	5f
The clinic provides sufficient space for students, supervisors and administrators to operate in the delivery of client care and training of students.	8f	5h

Technological Resources

Survey Items addressing Technological Resources	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
I have consistent access to at least one printer/fax/scanner that enables me to complete case presentations, clinical documents, and any paperwork related to client care as required by clinical supervisor.	8e	5g
Students have sufficient access to free internet and support services	9a	7c
Students have sufficient access to computer labs and technology support services	9b	7f
Technological resources in the Clinic are adequate to aid in the delivery of client care and training of students	9c	7h

Instructional and Clinical Resources

Divisional Alumni Survey	Item #
IWU counseling clinic	11o.
Quality of library and learning resource material	11p.

Survey Items addressing Instructional and Clinical Resources	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Division of Graduate Counseling has sufficient human resources to uphold the program's mission, goals, and students learning outcomes. (should we add this one)	7a	6a
Marriage and Family Counseling/Therapy Program has sufficient human resources to uphold the program's mission, goals, and students learning outcomes.	7b	6b
Classroom facilities are adequate and comfortable	8a	5c
Classroom facilities support students with disabilities	8b	5d
Students have adequate study spaces available on campus	8c	5e
I have consistent access to at least one printer/fax/scanner that enables me to complete case presentations, clinical documents, and any paperwork related to client care as required by clinical supervisor.	8e	5g
The clinic provides sufficient space for students, supervisors and administrators to operate in the delivery of client care and training of students.	8f	5h
Technological resources in the Clinic are adequate to aid in the delivery of client care and training of students	9c	7h
The OCLS library provides an adequate supply of books, DVDs, and therapy resources	10c	8c

Evaluation of Core Faculty

Survey Items Evaluating Core Faculty	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Core Faculty uphold the program's mission, goals, and learning outcomes through their work.	4d	3b

Evaluation of Non-Clinical Faculty

Survey Items addressing Non-Clinical Faculty	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The Non-clinical faculty (teaching i.e. Dr. Money-Brady, Dr. Thompson, etc.) uphold the program's mission, goals, and learning outcomes through their work.	4e	3c

Evaluation of Student-Faculty Ratio

Survey Items addressing student-faculty ratio	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The faculty: student ratio is sufficient to meet the program's missions, goals and student learning outcomes.	15a	10a

Evaluation of Faculty Resources

Survey Items addressing Faculty Resources Sufficiency	Faculty and Alumni/Supervisors Survey Items
Faculty receive sufficient fiscal resources to achieve teaching responsibilities.	4c
Faculty receive sufficient fiscal resources for scholarship.	4d
Overall, faculty receive sufficient fiscal resources to support program Effectiveness.	4e
Faculty have sufficient working space to conduct their duties (teaching, scholarship, service)	5i
Overall, faculty receive sufficient physical resources to support program Effectiveness.	5k
Faculty have sufficient access to free internet and support services	7d
Faculty have sufficient access to computer labs and technology support services	7g
Overall, faculty receive sufficient technological resources to support program Effectiveness.	7i

Details on Data Collection of SLO and Student/Graduate Achievement Data

SLO's: Data is collected for each SLO's assessment mechanisms by our Operations Manager who follows the [MFT SLO Assessment Mechanisms Collection and Review Schedule](#). The schedule is a table that contain each SLO, its corresponding assessment mechanisms, the identified semester they need to be collected and when these are reviewed. Currently all of our assessment mechanisms are reviewed during our annual assessment day.

Each assessment mechanism is collected by the Operations manager from each faculty member as needed. The Operations Manager then aggregates the data by hand and provides it back to the faculty prior to our annual assessment day which is held prior to the start of the Fall semester. Data results is provided in the form of assessment charts. Analysis happens during Assessment Day. Our program is currently trying to find ways to streamline data collection via our learning management platform (Bright Space) to make the process easier and faster.

Student/Graduate Achievement: Student/graduate achievement data is collected and maintain in an excel spreadsheet in a collaborative manner by three individuals: the MFT Program Director, Operations

Manager and Division Assistant throughout the academic year. See [Non-SLO Assessment Mechanism Collection and Review Schedule](#).

- The MFT Program Director identifies the information needed- and keeps it updated (e.g. changes in information needed to be reported), sends out an annual graduate survey via survey monkey (see sample), retrieves information from the Licensure Boards as needed for both students who stated their licensure status and those who do not.
- The Program Director also reaches out to graduates in various manners (emails, Facebook, texts, etc.) to get as much missing information as possible.
- Operations Manager and Program Manager add information to the database on each applicant to the program, acceptance, undergraduate degree, information gathered from graduate exit interviews and annual graduate surveys.
- Data is aggregated by hand by Operations Manager (Marion Campus) and Division Assistant (Indianapolis Campus).
- It is then reviewed, corrected as needed, and analyzed by the Program Director on an annual basis, prior to the Annual Report Due date on January 31. The data is again reviewed during the annual assessment day.

Graduate Exit Surveys: Graduate exit survey data is collected and maintained by our Operations Manager. She sends out the survey to graduating students on their final semester a month before graduation and encourages graduating students to return the complete surveys before graduation. Many students will have a job upon graduation, but if they do not, Operations Manager will follow up with them 6 months after graduation. Data is aggregated by hand by our Operations Manager.

How Data is Analyzed: Data is analyzed during our annual assessment day by the MFT core faculty. Data is analyzed by making comparisons of the aggregated data against the goals and benchmarks that have been identified by either our program (e.g. SLOs) and accreditation (e.g. exam passage rates). During assessment day, MFT core faculty will make suggestions and/or changes for improvement.

How Findings are Used to Promote Program Improvement

Findings that indicate program improvement is needed, are closely reviewed, and different angles/options are considered. These are then discussed among faculty and decisions are implemented on the upcoming academic year. Data is analyzed the next annual assessment day, and changes/improvement can then be identified as being successful or insufficient in meeting the needed change.

Describe the review and revision process for the program's outcome-based education framework and assessment plan.

Program Response:

A yearly assessment day began in 2013 to review data collected during the year, and since then faculty have met every year prior to the beginning of the Fall semester. The next assessment day is scheduled for August 19, 2020.

The review and revision process is simple. Prior to the assessment day, the Program Director is given the aggregated information to be presented and reviewed during the assessment day. During the

assessment day, MFT core faculty review, analyze and interpret the data provided (e.g. what does this tell us about our student performance? Is the identified assessment mechanisms providing the information the program needs? Do we need to add to our students' preparation?). Based on this review, analysis and interpretation the MFT faculty make different type of recommendations including making changes in assessment mechanisms or strengthening content/focus of specific courses.

In the assessment plan, describe how feedback from identified Communities of Interest (COI) will be utilized.

Program Response:

Communities of Interests can provide feedback through informal and formal venues. The program has a [COI's contribution schedule](#) for formal venues. The schedule provides a list of formal venues and their availability throughout the academic year. The feedback received is utilized to make suggestions and changes to a variety of issues from time of day in which classes are offered, to accreditation decisions (deciding to leave CACREP), to providing more electives.

The feedback provided by COI is reported at the Division faculty meetings and suggestions to address the concerns/feedback are made. For some, this requires further data to be collected by faculty before making changes. For example, after receiving several informal comments from students wanting classes to be offered at different times of day, the faculty sent out a survey monkey. Based on those results, evening classes were limited, and more morning and afternoon classes were added.

1. Examples of how Infrastructural/Environment Supports and Curriculum and Teaching/Learning Practices have been revised as a result of the assessment process

Some revisions which have occurred based on input from communities of interest have come from informal and formal feedback. Here are some examples.

Examples of Improvements/Changes made based on informal feedback:

1. **Change in Class Times.** Several faculty members were informed by students that they would prefer a change in the times of day that classes were offered. The faculty sent out two different surveys via survey monkey. The first showed that the majority of students preferred morning and afternoon classes than evening and weekend classes. The second showed that students would prefer to have classes start an hour earlier than before (for example 1-4pm instead of 2-5pm or 5-8pm instead of 6-9pm) to avoid traffic and get home earlier. During the Spring 2020 semester, more morning classes were added, and evening classes were minimized. In the summer and fall 2020, the class schedule shows an earlier start and end of classes.
2. **Utilization of Supervisors.** Several students informed the MFT program director that they would rather not be placed with a specific supervisor for various reasons. Based on this information, more feedback was requested. Concerns voiced included harsh statements being made and lack of boundaries. A different supervisor was put in place and a meeting with the identified supervisor has been set for remediation and opportunities for improvement during the summer 2020 semester.
3. **Additional Trainings.** For at least 2 summer semester (2017 and 2018) students in CNS 543 informally expressed wanting additional training on the Gottman Method. In 2019, the MFT program worked with the Gottman University Outreach Program to host two sections of Gottman Level I (one at each Campus) during Summer 2019 at a reduced cost. The program was

open to faculty, students and alumni with a positive turnout at each site. Follow-up surveys revealed, students were satisfied, and interested in other similar training opportunities.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix I-B.1.MFT SLO Assessment Mechanisms Collection and Review Schedule](#)

[Appendix I-B.2.Non-SLO Assessment Mechanisms Collection and Review Schedule](#)

[Appendix I-B.3.COI's contribution schedule](#)

Sample Meeting minutes

MFT Faculty meetings:

- [Appendix I-B.4.10/19/17- possible development of virtual branch](#)
- [Appendix I-B.5.11/30/17- more space needed in Indy](#)
- [Appendix I-B.6.5/14/19- CACREP & COAMFTE discussions](#)
- [Appendix I-B.7.10/22/19- discussion on alternative hours, CACREP& COAMFTE & virtual branch](#)

Examples of Evidence/Documents:

2. Chart depicting when the Program Goals and SLOs were reviewed, what was reviewed, by whom and how the program was advanced as a result and timeline
3. Examples of Faculty/Supervisors meeting minutes evidencing this process took place
4. Flow chart depicting assessment plan, mechanisms, timeline, and review process
5. Examples of how Infrastructural/Environment Supports and Curriculum and Teaching/Learning Practices have been revised as a result of the assessment process
6. Documents illustrating examples of ways Program Goals and SLOs, assessments, etc. are incorporated in the assessment plan

Key Element I-C: Communities of Interest

The program identifies its Communities of Interest, obtains formal and informal feedback from them, and describes how they inform the program's mission, goals, and Student Learning Outcomes. Communities of Interest vary according to the program's mission, goals, and outcomes and may include, but are not limited to, students, administrators, faculty, supervisors, consumers, graduates, potential employers, germane regulatory bodies, germane private and public funding sources, and **diverse, marginalized, and/or underserved** groups within these communities.

Rubric for Response

Identify Communities of Interest, including diverse, marginalized, and/or underserved groups within these communities.

Program Response:

Community of Interest	Diverse, Marginalized or underserved groups represented within COI
Students	Students of color
Alumni	Alumni of color
Faculty- including core, non-clinical, and adjuncts	Faculty of Color
University Supervisors	Supervisors of color

Site Supervisors	Supervisors working with underserved groups
University Administration	
Employers	Employers serving underserved groups
Clients	Clinics are located in underserved communities as defined by HRSA; Some clients are from diverse and marginalized groups (LGBTQ; Clients of color)
AMFTRB	
COAMFTE	
Regulatory Board- Indiana Professional Licensing Agency: Behavioral Health and Human Services Licensure Board	

Discuss how informal and formal feedback from each COI is used to facilitate the review of the program’s mission, goals and outcomes and for program improvement.

Program Response:

COI	How COI feedback is used to facilitate the review of program’s mission, goals, outcomes and program improvement
Students	<ul style="list-style-type: none"> Any time changes to the Mission statement, goals, SLOs or program improvement are being considered, students are approached for feedback thru various venues including emails, division docket, townhall meetings, and exit surveys. Feedback received is discussed and taken into consideration at MFT faculty meetings, Divisional Faculty meetings and the Annual Assessment Day as appropriate.
Alumni	<ul style="list-style-type: none"> Any time changes to the Mission statement, goals, SLOs or program improvement are being considered, alumni are approached for feedback thru emails and townhall meetings. Alumni provide feedback every 3 years via the Divisional Alumni Survey. They are specifically asked for feedback on each of the SLOs. Feedback received is discussed and taken into consideration at Divisional Faculty meetings and the Annual Assessment Day as appropriate.
Faculty	<ul style="list-style-type: none"> Any time changes to the Mission statement, goals, SLOs or program improvement are being considered, faculty are approached for feedback thru emails, faculty meetings and townhall meetings. Faculty feedback is discussed by faculty either at MFT faculty meeting and/or Divisional meeting.
Clients	<ul style="list-style-type: none"> Specific feedback on missions, goals, SLOs and program improvement is not asked from clients. However, they are asked about counseling experience and their counselor/therapist’s responsiveness which indirectly provides feedback on progress of our mission, goals, SLOs and program improvement.
Supervisors	<ul style="list-style-type: none"> Any time changes to the Mission statement, goals, SLOs or program improvement are being considered, supervisors are approached for feedback thru emails and townhall meetings. Supervisor feedback is discussed by faculty either at MFT faculty meeting or Divisional meeting as needed.
University Administration	<ul style="list-style-type: none"> Any time changes to the Mission statement, goals, SLOs or program improvement are being considered, University Administration is approached for feedback thru emails and townhall meetings. Needed changes are discussed by faculty at Divisional meeting.

AMFTRB	<ul style="list-style-type: none"> No specific feedback on missions, goals, SLOs and program improvement is requested from AMFTRB. However, Periodic review is made to ensure the program content covers the AMFTRB Licensure exam Domains. If changes are needed these are discussed at MFT faculty meeting or Divisional meeting (depending on the content being discussed).
Employers	<ul style="list-style-type: none"> Any time changes to the Mission statement, goals, SLOs or program improvement are being considered, employers are approached for feedback thru emails and townhall meetings. No specific feedback on missions, goals, SLOs and program improvement is requested from Employers in the Employer Survey sent out every 3 years; however, they are asked for feedback on what employee characteristics are of interest to their organization and how our students compare. These items provide indirect feedback on our progress and ability to meet our Mission, goals and SLO as well as providing some insight into possible changes needed. Feedback is discussed by faculty at Divisional meetings and or annual assessment day.
COAMFTE	<ul style="list-style-type: none"> No specific feedback on missions, goals, SLOs and program improvement is requested from COAMFTE at the time of review. However, COAMFTE does provide guidance regarding missions, goals, SLOs and program improvement through the COAMFTE accreditation standards and manual revisions. Their feedback further consists of annual report and accreditation responses. COAMFTE staff is helpful in pointing the program to information to answer questions the program might have. Feedback, changes in standards and manual revisions are discussed by core MFT faculty and brought up to Divisional Faculty meetings and Annual Assessment Day as needed.
Regulatory Boards- Indiana Professional Licensing Agency: Behavioral Health and Human Services Licensure Board	<ul style="list-style-type: none"> No specific feedback on missions, goals, SLOs and program improvement is requested from the Indiana Licensure Board at the time of review. However, the Indiana Licensure Board and the Indiana Rules and Status provide guidance regarding program improvement when changes made to the law and regulations of the state. Changes to state law that impact the licensure procedures of our graduates are discussed at faculty meetings.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Sample Meetings Minutes

MFT Faculty meeting with student representative: [Appendix I-C.1.3/17/20](#)

[Appendix I-C.2.Townhall meeting: Jan 29, 2020](#)

[Appendix I-C.3.Student Welcome back Fall 2019](#)

Division Dockets Samples

[Appendix I-C.4.Div Doc FA 19 VI- information on results of class time preferences](#)

[Appendix I-C.5.Div Doc SP20 III- Townhall meeting invitation](#)

[Appendix I-C.6.Div Doc SP20 X-Video message to students as response of 3/17/20 meeting](#)

Supervisor

[Appendix I-C.7.Supervisor Webinar Invitation](#)

[Appendix I-C.8.Supervisor Webinar PowerPoint](#)

Examples of Evidence/Documents:

1. Meeting minutes evidencing how and when COI are involved to facilitate achievement of the program's mission, target goals, and SLOs
2. Examples of ways goals and outcomes have been informed by COI feedback

Standard II: Commitment to Diversity and Inclusion

Programs demonstrate their commitment throughout the program to diversity and inclusion. This includes providing a multiculturally-informed education that addresses a range of diversity; a safe, respectful, inclusive learning climate; student experiences with diverse, marginalized, and/or underserved communities; and a commitment to the ethical and social responsibility to diverse, marginalized, and/or underserved communities.

Key Element II-A: Multiculturally-informed Education Approach

The program has a multiculturally-informed educational approach that includes:

- 1) specific program goals with specific Student Learning Outcomes reflecting a commitment to diversity and inclusion;
- 2) an overarching definition of diversity; and
- 3) curriculum elements with accompanying teaching/learning practices consistent with the program's mission. The educational approach includes the teaching of ideas and professional practices for MFTs that address a range of diversity, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language.

Rubric for Response

Provide the program's definition of diversity

Program Response:

The Marriage and Family Therapy program of Indiana Wesleyan University, in covenant with God's work of reconciliation and biblical principles of which Indiana Wesleyan University embodies, we commit to create a community that reflects the kingdom. We foster an intentional environment that acknowledges visible or invisible differences, and authentically values each member's unique contribution to the program. We strive to train clinicians with skills and practices of individual, couple, and family therapy in the areas of their faith integration, evaluation of research and ethical decisional making. With this aim, our program aims to reach marginalized and underserved populations with the love of Christ.

Link the program's definition of diversity to the Mission Statement, Program Goals and Student Learning Outcomes.

Program Response:

The MFT program's definition of diversity is directly linked to the University's Diversity Statement, Program Mission Statement, Program Goals and Student Learning outcomes by emphasizing the commitment to create a community that reflects the kingdom (University Diversity Statement); acknowledging visible and invisible differences (University Diversity statement, program Goal 2 and its corresponding SLOs 3 and 4), striving to train clinicians with skills and practices in MFT with ethical integrity (Program goal 3 and its corresponding SLOs 5 and 6). Please refer to [Missions, Program Goals](#)

and SLOs: [Links to Diversity Statements and Definitions](#) for a visual representation of how these items are connected.

Link the multiculturally-informed Course Offerings, Didactic and Clinical Teaching/Learning Practices to the Program Goals and outcomes.

Program Response:

The Multiculturally-informed Course Offerings, Didactic and Clinical Teaching/Learning Practices are linked to Program Goals 2 & 3 and SLOs 3, 4, 5, and 6. A chart has been created to explain how of each of these Program Goals and SLO covered within specific courses. While all courses have an element of cultural issues which they address, the following courses have a specific emphasis on multicultural issues and practice. The table below provides this information.

Course Number	Course emphasis or SLOs addressing Diversity	Assessed by
PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.		
SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens		
CNS 502: Multicultural Counseling	<ul style="list-style-type: none"> The course is focused on helping therapist develop an awareness of themselves (biases, privilege, culture, etc.), knowledge of others and skills in working with diverse populations. Demonstration of skills through a multicultural lens happens via class discussions, their personal genogram and intervention paper 	<ul style="list-style-type: none"> Exams Intervention Presentation Personal Genogram
CNS 504: Group Counseling	<ul style="list-style-type: none"> This course involves the study of group dynamics, group process, and group counseling stages as well as groups from specific populations. The selected textbook provides suggestions on working with diverse clients in an ethical manner. The course covers barriers a therapist might face when conducting a group with specific marginalized populations. More specifically, a section of the course is devoted to working with specific cultural groups. 	<ul style="list-style-type: none"> Class discussion Group technique presentation
CNS 542: Major Models of MFTI	<ul style="list-style-type: none"> This course highlights issues of power, hierarchy and fairness in family systems through various theories. Understand some of the gender and ethnic issues related to the practice of structural, strategic, contextual and cognitive behavioral models. Students demonstrate skills through the conceptualization and presentation of an advocacy project for underrepresented groups. 	<ul style="list-style-type: none"> Facilitated discussion Exam Advocacy Presentation
CNS 543: Major Models of MFT III	<ul style="list-style-type: none"> Demonstrate knowledge and skills of postmodern theories through a multicultural lens 	<ul style="list-style-type: none"> Class discussion, clinical application paper
CNS 546 Major Models of MFTIII	<ul style="list-style-type: none"> Students fine tune and clarify their therapeutic approach to working within a diverse world via their capstone paper. 	<ul style="list-style-type: none"> Capstone Paper
CNS 550: Practicum	<ul style="list-style-type: none"> Demonstrate an understanding of a systems perspective by incorporating family and community influences on counseling/therapy goals for client Demonstrate multicultural counseling competencies as outlined by ACA/AAMFT 	<ul style="list-style-type: none"> Video presentations of counseling session. Peer Reviews; Tape of session submitted for supervision Mid and Final Evaluation

		<ul style="list-style-type: none"> Demonstrate counselor behaviors, including verbal and non-verbal behaviors and personal characteristics, orientations, and skills, that influence helping behaviors 	
	CNS 551-554: Internships	<ul style="list-style-type: none"> Demonstrate professional competencies such as ethical behavior, cultural sensitivity, the knowledge expected of counselors/therapists, dependability, professional involvement with ACA/AAMFT, initiative and an absence of debilitating personal problems. 	<ul style="list-style-type: none"> Video presentations Mid and Final Evaluation
SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.			
	CNS 502: Multicultural Counseling	<ul style="list-style-type: none"> Demonstrate understanding of multiculturalism from a Christian/Biblical perspective 	<ul style="list-style-type: none"> Personal cultural narrative paper reflection assignment
	CNS 509: Integration of Faith	<ul style="list-style-type: none"> This course is focused on helping students develop knowledge and skills in integration. Special emphasis is given to the legal and ethical guidelines of the profession and respect and sensitivity to the client's own faith and religious views through class discussions. 	<ul style="list-style-type: none"> Integration Paper; Fruits of the Spirit Paper; Book Report; Class Exercises
	CNS 506: Appraisal	<ul style="list-style-type: none"> Evaluate test and testing procedures from the standpoint of prof., legal, ethical, and Biblical principles 	<ul style="list-style-type: none"> Test Critiques Papers #1 & 2;
	CNS 541: Foundations of MFT	<ul style="list-style-type: none"> Integrate biblically-informed perspectives into the application and critique of marriage and family theories and techniques 	<ul style="list-style-type: none"> Reflection paper Class Discussion
	CNS 542: Major Models of MFT I	<ul style="list-style-type: none"> Integrate biblically-informed perspectives into the application and critique of marriage and family theories and techniques 	<ul style="list-style-type: none"> Facilitated Integration Discussions
	CNS 543: Major Models of MFT II	<ul style="list-style-type: none"> Demonstrate the integration of Christian faith with the discipline of marriage a family therapy 	<ul style="list-style-type: none"> Class participation
	CNS 546: Major Models of MFT III	<ul style="list-style-type: none"> Integrate biblically-informed perspectives into the application and critique of marriage and family theories and techniques. Students fine tune and clarify their therapeutic approach while considering how faith informs their work with individuals, couples and families via their capstone paper. 	<ul style="list-style-type: none"> Class Participation Capstone Paper
	CNS 550: Practicum	<ul style="list-style-type: none"> Demonstrate an understanding in how to practice therapy with the integration of faith, values, ethics and integrity 	<ul style="list-style-type: none"> Class Participation Class presentations Supervision Critical Essay; Mid and Final Evaluation
	CNS 551-554: Internships	<ul style="list-style-type: none"> Integrate your faith with your counseling in a manner sensitive to your internship site and respectful of client's worldview and values. 	<ul style="list-style-type: none"> Supervision Discussions Mid and Final Evaluation
PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity			
SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy			
	CNS 502: Multicultural Counseling	<ul style="list-style-type: none"> The course is focused on helping students develop an awareness of themselves (biases, privilege, culture, etc.), knowledge of others and skills in working with diverse populations. They apply relevant research of practice with diverse populations through the development of a culturally appropriate intervention. 	<ul style="list-style-type: none"> Intervention Presentation

	CNS 506: Appraisal	<ul style="list-style-type: none"> This course is focused on providing students with an understanding of the evaluation of individuals, families and groups. An investigation of appraisal methods that include validity, reliability, and psychometric statistics. Students will be completing several instruments on themselves which will facilitate self-awareness. Throughout the course issues of diversity and how it applies to appraisal methodology are discussed more specifically, the course covers a section on diverse populations in depth, and students are encouraged to evaluate assessment tools and their validity to diverse populations. 	<ul style="list-style-type: none"> Class discussions Exam Final Project Evaluation
	CNS 550: Practicum	<ul style="list-style-type: none"> Demonstrate essential counseling/therapy skills, allowing the Practicum Student to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and terminate the counselor-client relationship appropriately Conceptualize cases based on sound counseling theory/therapy and on the result of formal and informal assessment. 	<ul style="list-style-type: none"> Video presentations of counseling session. Peer Reviews; Tape of session submitted for supervision Mid and Final Evaluation
	CNS 551-554: Internships	<ul style="list-style-type: none"> Identify the general principles and practices of etiology, assessment, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior. Obtain appropriate behavioral data and assess mental status using a variety of techniques. Collect, analyze, and interpret intake and mental health history information in order to implement a treatment plan for case management. 	<ul style="list-style-type: none"> Video case presentations Mid and Final Evaluation
SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.			
	CNS 550: Practicum	<ul style="list-style-type: none"> Demonstrate multicultural counseling competencies as outlined by ACA/AAMFT Provide counseling/therapy services in an ethically and legally responsible manner 	<ul style="list-style-type: none"> Video presentations of counseling session. Peer Reviews; Tape of session submitted for supervision Mid and Final Evaluation
	CNS 551-554: Internships	<ul style="list-style-type: none"> Apply the ACA/AAMFT Code of Ethics to practical work with clients and co-workers. Demonstrate professional competencies such as ethical behavior, cultural sensitivity, the knowledge expected of counselors/therapists, dependability, professional involvement with ACA/AAMFT, initiative and an absence of debilitating personal problems. 	<ul style="list-style-type: none"> Video case presentations Mid and Final Evaluation

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix II-A.1.IWU Missions, Program Goals and SLOs: Links to Diversity Statements and Definitions](#)

Syllabi:

- [Appendix II-A.2.CNS 502: Multicultural Counseling](#)
- [Appendix II-A.3.CNS 504: Group Counseling](#)
- [Appendix II-A.4.CNS 506: Appraisal](#)
- [Appendix II-A.5.CNS 509: Integration of Faith](#)
- [Appendix II-A.6.CNS 541: Foundations of MFT](#)

- [Appendix II-A.7.CNS 542: Major Models of MFTI](#)
- [Appendix II-A.8.CNS 543: Major Models of MFT II](#)
- [Appendix II-A.9.CNS 546: Major Models of MFTIII](#)
- [Appendix II-A.10.CNS 550: Practicum](#)
- [Appendix II-A.11.CNS 551&552 Internships](#)
- [Appendix II-A.13.CNS 554 Advanced Internship](#)

Examples of Evidence/Documents:

1. Curriculum Map depicting elements of diversity covered
2. Program Manual/Handbook
3. Course Syllabi
4. Curriculum Elements, Clinical/Internship, Practice Components
5. Faculty Meeting Minutes

Key Element II-B: Program Climate of Safety, Respect, and Appreciation

- The program has demonstrated systematic efforts and has an ongoing comprehensive strategy in place to attract and retain a diverse student body, faculty, and supervisors
- The program demonstrates a climate of safety, respect, and appreciation for all learners including those from diverse, marginalized, and/or underserved communities, and has mechanisms in place for evaluating the climate and responding to any feedback regarding the climate.

Rubric for Response

Describe the program's systematic efforts and comprehensive strategy to attract and retain a diverse student body, faculty, and supervisors

Program Response:

The Academic Enrollment Services Office is responsible for the recruitment of students in our programs. While they do not have a specific divisional recruitment plan in place, they, along with the university, have engaged in various activities and initiatives to attract and retain individuals from diverse backgrounds.

University wide activities and participation to foster an atmosphere of inclusion:

- Participation in Indiana Black Expo
- Participates in the National Hispanic Scholarship Program
- Participates in the National Achievement Scholarship program and has purchased their mailing list for solicitation
- Represented by the Director of Multicultural Recruitment at many public events
- Implemented the position of Director of Multicultural Student Services
- Serves as a corporate sponsor of the National Hispanic Christian Leadership Conference (NHCLC)
- Hosted the NHCLC Educational Summit in October 2012
- Member and active participant in Blacks in Government
- Conducts regularly scheduled Multicultural Events throughout the year. For the most up to date list: <https://www.indwes.edu/about/diversity/diversity-events>
- The Office of Diversity and Inclusion sponsors a series of workshops sponsored Damon Richardson was the first of these.

- Faculty have participated in the Day of Courageous Conversations, both with our students and faculty presenting
- The University hosts an annual MLK day celebration

The establishment of Councils and offices focusing on Diversity:

- Multicultural Enrichment Council
- IN 2014 IWU established the Office of Multicultural Enrichment and Employee Development which was renamed in 2018 to the office of Diversity and Inclusion
- Office of Intercultural Learning and Engagement, which is committed to creating and cultivating a diverse community in an atmosphere of mutual respect.
- Developed and offered an IWU Diversity Leadership Award
- IWU will be hosting the Inaugural Diversity Leadership Summit

College of Arts and Sciences (CAS) Divisions efforts

In Spring 2020, the College of Arts and Sciences in which the Division of Graduate Counseling and the MFT program reside, issued a document stating the commitment of IWU to the academic, social, spiritual, and psychological thriving of students. As thriving students feel included and enjoy a level of psychological well-being that helps them persist to graduation and maximize their college experience (Schreiner, 2010). The document asks Divisions to be discussing ways to define and identify pathways to student thriving and Inclusive excellence in Spring 2020. Then every faculty member will choose one course to modify in some meaningful way to advance inclusive excellence by Fall 2020. The Division began discussing this document at the March 16, 2020 Divisional Meeting.

Additional MFT Program's Effort to attract and retain diverse students.

Specific to Graduate Counseling and the MFT program, the MFT program has applied for a Health Resources and Research Administration (HRSA) grant. This would be a five-year grant and would fund scholarships for disadvantaged students. We requested \$301,854 per year for a total of \$1,509,270. In preparation for this grant, we learned that 50% of our current students and graduates from the last three years would be/have been eligible for this grant. This would dramatically aid our students, and aid in retainment.

Identify policies and procedures for supporting a climate of safety, respect and appreciation for all learners.

Program Response:

Policies and Procedures that support a climate of safety, respect and appreciation for all learners are as follow:

Non-discrimination policy

Indiana Wesleyan University is committed to equal opportunity in employment and education. Indiana Wesleyan University admits students and employees of any race, sex, color, national or ethnic origin, disability, age, service in the military, or any other status protected by law.

These have access to all the rights, privileges, programs and activities generally made available to students or employees at the University. It does not discriminate on the basis of race, sex, color, national or ethnic origin, disability, or age, service in the military, or any other status protected by law, in the administration of its educational policies, scholarship and loan programs, athletic and other administered programs, and all phases of employment, including hiring, promotion, demotion, treatment during employment, rates of pay or other compensation, and termination of employment. As an equal opportunity employer, Indiana Wesleyan University is committed to compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 or other federal, state, or local laws or executive orders except as claimed in a filed religious exemption.

Inquiries or complaints should be addressed to the Vice President for Business Affairs or Executive Director for Human Resources, Indiana Wesleyan University. Indiana Wesleyan University will take appropriate steps to provide reasonable accommodations upon request to qualified individuals with disabilities so long as doing so does not cause Indiana Wesleyan University an undue hardship.

Equity and Diversity Including Harassment

The law does not permit, nor will Indiana Wesleyan University tolerate, harassment of employees by other employees, or by the public or vendors. Likewise, the University will not tolerate harassment of the public or vendors by any IWU employee. This includes harassment on the basis of race, sex, religion, age, national origin, disability or medical condition, veteran status or citizenship status. Specifically included in this policy is a commitment to provide a workplace free of sexual harassment.

Any employee who observes the sexual harassment of a minor on IWU premises or during IWU-sponsored activities must immediately report the incident to the IWU Director of Human Resources and to the appropriate public officials. We encourage employees to immediately report any incident of harassment to (1) their direct supervisor or manager, (2) Vice President, and/or (3) the Associate Vice President of Human Resources, even if you have discussed it directly with the individual(s) involved.

All employees are assured that prompt action will be taken to investigate and resolve complaints and that the University is firm in its commitment to eliminate such conduct from the workplace. Given the nature of this type of conduct and the serious effects such conduct can have on the person harassed and the accused, the University treats alleged violations of this policy seriously and, to the extent possible, confidentially and expects all individuals to treat alleged violations in the same responsible manner. More information can be found here.

Campus Equity Response Team (CERT)

The purpose of CERT is to provide those who have experienced a bias incident with a safe space to report a concern, as well as receive guidance about available support, resources, and formal and informal options for moving forward. Serve in an advisory capacity to offices and processes that address violations involving bias incidents.

A bias incident is defined as:

- Conduct, language, or expression motivated by bias on a persons' actual or perceived race, color, ability, ethnicity, gender, gender identity and expression, national origin, religion, sexual orientation, and veteran status. Bias behavior differs from a hate crime in that no

criminal activity is involved.

- Such acts could include, but are not limited to:
- Physical, spoken, or written acts
- Offensive graffiti, images or drawings
- Use of ethnic, racial, or other slur to identify someone
- Imitating or mocking someone with any kind of disability
- Imitating or mocking someone's cultural norm or practice

Reports can be made on Maxient, which is found on the portal or at the link:

<https://cm.maxient.com/reportingform.php?IndianaWesleyanUniv>

One of our MFT Core faculty (Dr. Williams) currently serves in the CERT committee.

Additional Resources

Additional Resources for students and staff are available through the IWU Title IX web page. These resources include contact information for the IWU Campus Victim Advocate Liaison as well as various hotlines and area hospitals. Here is a brief list of these resources:

- IWU Campus Victim Advocate Liaison: 765-506-1391 or 765-677-3305
- Global Rape Hotlines: www.ibiblio.org/rcip/internl.html
- Sexual Assault Resources: www.notalone.gov
- Rape, Abuse, and Incest National Network (www.rainn.org)
- National Sexual Assault Hotline: 800-656-4673
- IWU Center for Student Success Counseling (free): 765-677-2257
- IWU Graduate Counseling Center (free): 765-677-2571
- Life Center Counseling: 765-674-2208
- Marion General Hospital ER: 765-660-6680
- IU Health Ball Memorial Hospital ER: 765-747-3241
- Hands of Hope Shelter: 765-664-0701 / 800-434-8973
- Cornerstone Behavioral Health Center: 765-662-3971
- IWU Health Center (academic year only): 765-677-2206
- The National Domestic Violence Hotline 800-799-SAFE(7233)

Describe the process of evaluating the program climate.

Program Response:

Through the process of re-accreditation, we found out the only time that climate was evaluated was through course evaluations and these did not sufficiently evaluate the program's goal to have a climate of safety, respect and appreciation. As a result, MFT faculty decided to create and implement three new surveys entitled [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni and Supervisors Evaluation of MFT Program Effectiveness and Sufficiency Survey](#) to address these gaps. These surveys were distributed for the first time in the Spring 2020 semester and it will become part of our regular data collection. Results can be found on the [Survey Findings](#) document.

The following items dealing with a climate of safety and respect for all learners were assessed:

Survey Items addressing Program Climate	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Support and procedures adequately exist should a student choose to file a complaint or grievance	11e	
The campus is safe and secure for all students	12a	9a
Parking lots are well lit and secure	12b	9b
Security staff respond quickly in emergencies	12c	9c
The university promotes an environment of safety, respect, and appreciation for all students	12d	9d
The MFT program promotes an environment of safety, respect and appreciation for all students	12e	9e
Throughout the program, I feel like students visible and invisible differences are acknowledged	13a	
Throughout the program, I feel like my unique contribution to the program is valued	13b	
I perceive the current program climate as conducive to developing personally, and professionally.	13c	
If there is an issue in our cohort that compromise my sense of respect or safety with the program, my advisor, program director, or current practicum supervisor is available to process and troubleshoot problems with me within a week of reaching out to them.	13d	

Provide examples of how the program has responded to feedback as applicable.

Program Response:

Survey Items addressing Program Climate	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
Support and procedures adequately exist should a student choose to file a complaint or grievance	3.61			3.61	4.12			4.12	3.90
The campus is safe and secure for all students	4.38	4.8	4.64	4.61	4.44	4.9	4.64	4.66	4.63
Parking lots are well lit and secure	4.15	4.6	4.64	4.46	4.56	4.8	4.64	4.67	4.56
Security staff respond quickly in emergencies	3.46	4.2	4.64	4.1	4.44	4.5	4.64	4.53	4.31
The university promotes an environment of safety, respect, and appreciation for all students	4.23	4.8	4.7	4.58	4.44	4.9	4.7	4.68	4.63
The MFT program promotes an environment of safety, respect and appreciation for all students	4.36	4.8	5	4.72	4.62	4.9	5	4.84	4.78
Throughout the program, I feel like students visible and invisible differences are acknowledged	4.15			4.15	4.12			4.12	4.14
Throughout the program, I feel like my unique contribution to the program is valued	4.46			4.46	4.25			4.25	4.34
I perceive the current program climate as conducive to developing personally, and professionally.	4.71			4.71	4.19			4.19	4.43
If there is an issue in our cohort that compromise my sense of respect or safety with the program, my advisor, program director, or current practicum supervisor is available to process and troubleshoot problems with me within a week of reaching out to them.	4.69			4.69	4.31			4.31	4.48
Aggregated Mean	4.22	4.64	4.72	4.41	4.35	4.8	4.72	4.44	4.42

Indianapolis

The survey results showed that items measuring a climate of safety and respect for all learners had a mean range between 3.61-4.72 on 1-5 range point scale (1= strongly disagree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree) with an aggregated mean of **4.41**. Sufficiency is deemed at a minimum of 3. Based on these results, there were no identified changes needed at this time. These results were discussed at the MFT faculty meeting on March 17, 2020 in which a student representative was present.

Marion

The survey results showed that items measuring a climate of safety and respect for all learners had a mean range between 4.12-4.84 on 1-5 range point scale (1= strongly disagree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree) with an aggregated mean of **4.44**. Sufficiency is deemed at a minimum of 3. Based on these results, there were no identified changes needed at this time. These results were discussed at the MFT faculty meeting on March 17, 2020 in which a student representative was present.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix II-B.1.MFT Student Sufficiency and Safety Survey](#)

[Appendix II-B.2.Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#)

[Appendix II-B.3.Alumni and Supervisors Evaluation of MFT Program Effectiveness and Sufficiency Survey](#)

[Appendix II-B.4.Divisional Faculty Meeting 3/16/20- discussion on student thriving](#)

Survey Findings- Program Climate

MFT Faculty meeting with student representative:

- [Appendix II-B.5.3/17/20 – discussion on student survey findings](#)

Examples of Evidence/Documents:

1. Description of program's comprehensive strategy (recruitment/retention of a diverse student body, faculty, and supervisors) and a link to where the description is located and accessible to stakeholders
2. Program Handbook/Manual
3. Program Website
4. Course Syllabi
5. Aggregated evaluations for assessing program climate & data
6. Faculty meeting minutes

Key Element II-C: Experience with Diverse, Marginalized, and/or Underserved Communities

The program demonstrates student **experience** in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities. Experiences may include:

- 1) professional activities (such as therapy, research, supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or
- 2) other types of activities (such as projects, service, interviews, workshops, etc.), as long as the

program can demonstrate that the experience is directly related to MFT activities, and students are in interaction with members of these communities.

Rubric for Response

Describe how the program provides experiences for students with Diverse, Marginalized and/or Underserved Communities.

Program Response:

The program provides students experiences with diverse, marginalized and/or underserved communities through various venues:

1. Students gain clinical experience with diverse, marginalized and/or underserved communities through our clinics. Both Marion and Indianapolis clinics are open to the community, charge on a sliding-scale fee, and are housed within Indiana Counties recognized by the US Government' Health Resources and & Service Administration (HRSA) as counties with mental health services shortages. No one is turned down for inability to pay. Clients pay between \$0-\$20 per session. In 2019: 64.15% of the clients receiving services at our Marion Graduate Counseling Clinic and 70% of clients from our Indy Graduate Counseling Clinic were at or below the poverty line. In addition, our clinics serve clients from all walks of life, ages, gender identities, religious backgrounds and relationship status.
2. Students also gain experience through assignments in their CNS 502 (Multicultural Counseling) and CNS 504 (Group Counseling). In CNS 502 students must seek out a multicultural experience. These can include interviews or encounters/services with a population that is different from them. In CNS 504 students must take a part in leading/co-leading a group. Students are highly encouraged to do this experience with diverse groups.
3. In the Spring 2020, faculty received a grant to cover the costs for a fieldtrip for our students from both Marion and Indianapolis to visit and learn of various clinical sites that serve different populations. One of these locations includes a community school in the heart of inner-city Indianapolis and provides clinical services to underserved populations. Many of their clients are of Hispanic origin. Unfortunately, the trip had to be postponed as it was due to take place shortly after the COVID-19 events and mandates to reduce social interactions.
4. Students are asked to assess their level of exposure and opportunities to serve and learn about underserved groups via the [MFT Student Sufficiency and Safety Survey](#). Faculty, alumni and supervisors also are surveyed on the diversity students are exposed in their training via the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni and Supervisors Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). See specific items below and their corresponding surveys. The results can be found [Survey Findings](#) document.

Survey Items addressing Experience with Diverse, Marginalized, and/or Underserved Communities	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Students are exposed to opportunities to serve those who might be considered marginalized or underserved.	13e	
Throughout the program, I encountered opportunities to learn about the needs of marginalized and underserved groups.	13f	
10b.The clinic has an adequate amount of diverse types of clients to train students in working various populations and issues		10b

Survey findings

Survey Items addressing Experience with Diverse, Marginalized, and/or Underserved Communities	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
Students are exposed to opportunities to serve those who might be considered marginalized or underserved.	4.23			4.23	4.31			4.31	4.27
Throughout the program, I encountered opportunities to learn about the needs of marginalized and underserved groups.	4.23			4.23	4.31			4.31	4.27
The clinic has an adequate amount of diverse types of clients to train students in working various populations and issues		4.8	4	4.4		4.2	4	4.1	4.25
Aggregated Mean	4.23	4.8	4	4.29	4.31	4.2	4	4.24	4.26

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix II-C.1.Lilly Endowment Field Trip Grant Submission](#)

[Appendix II-C.2.Grant Award Email](#)

[Appendix II-C.3.HRSA Fact Sheet Indianapolis Clinic](#)

[Appendix II-C.4.HRSA Fact Sheet Marion Clinic](#)

Examples of Evidence/Documents:

1. A list of experiences that students have with diverse, marginalized and/or underserved communities.
2. Aggregated Data reflecting client diversity or communities
3. Student Evaluations by Supervisors, Advisors, Supervisees, etc.

Standard III: Infrastructure and Environmental Supports

Environmental supports refer to a variety of resources including funding, technology, material resources, and personnel that create an environment for program effectiveness.

Key Element III-A: Fiscal and Physical Resources

The program demonstrates that fiscal and physical resources are sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Rubric for Response

Describe the program's fiscal and physical resources.

Program Response:

Fiscal Resources

Operational Expenses. The program is allocated operating expenses for each fiscal year. The Budget Summary for the 2020 fiscal year is found in [Appendix III.A.1. Graduate Counseling Budget](#). As you can see the Division of Graduate Counseling in which the MFT program is housed has a budget of \$548,782.00. Division's operational budget lines allowed all travel, meals, and lodging expenses for conference-related activities to be covered.

In addition to the operating budget, the Division of Graduate Counseling and the MFT program have received additional institutional financial support. These are as follow:

Financial resources to update technological resources. The University provided \$57,430.24 to upgrade the audio/video recording systems at the Marion and Indianapolis-West clinics. Through College of Arts and Sciences Capital Improvements Budget, the VALT software system was purchased and installed. This software enables the Graduate Counseling Division to create and manage its own video database and allows users to easily view live or recorded audio-video sessions in secure fashion.

Financial resources to replace physical resources. Through the FFE (Furniture, Fixtures, and Equipment) budget, the Indianapolis-West office and clinic suite received \$15,000 to support for the purchase of new office chairs for faculty and staff offices and new furniture (sofas and chairs) for the Clinic. The Division was also provided an additional \$17,000 for clinic furnishing, paint and decor upgrades in the Marion Clinic.

Financial funding for faculty and student professional/scholarly activities. Full-time faculty receive \$700 each academic year for professional/scholarly activities for the College of Arts and Sciences (CAS). CAS will also cover up to two (2) professional memberships for each full-time faculty. The division will help cover additional memberships that might be required. Faculty and Students can apply through CAS for scholarships to help fund their research.

Physical Resources

Marion. Indiana Wesleyan University provides physical resources in the form of office space at the Marion and Indianapolis-West campuses. The Marion program is housed in the IWU National and Global Marion Education and Conference Center formerly known as the Adult and Graduate Studies Building (AGS; most of the time the building and its rooms are still referred as AGS), located about one-half mile south of the main campus. Facilities include office space for eight faculty members, two staff people, and a small student library. Cubicle space is provided for graduate clinic and research assistants. Two classrooms are devoted to the program and equipped to meet the curricular needs of the contemporary classroom. In addition, the Marion Graduate Counseling Clinic operates in this building. Clients are offered a separate entrance to the clinic, which contains a waiting room/receptionist area, seven counseling rooms, an observation/counselor work room, and an additional technology room with added workroom space for students practicing in the clinic. One of the clinic rooms is equipped with neurofeedback equipment.

Indy. The Indianapolis program is housed in the Indiana Wesleyan University Indianapolis West Campus and Education Center (referred to as Indy West) which is located on the second floor of the Intech One Building, located in Intech Park at the intersection of I-465 and Intech Drive. Indiana Wesleyan University leases the entire second floor, with the Graduate Counseling programs including the MFT

program being located in the West Wing of this facility. This suite offers office space for five faculty, one staff person, and a student library/gathering space. Three classrooms are devoted to the program and equipped to meet the curricular needs of the contemporary classroom. The Indianapolis-based Graduate Counseling Clinic is located in this suite and offers separate entrances for clients, a waiting room, receptionist counter, eight counseling offices, student-counselor workspace, and a technology room. Additional description of the clinical facilities and technological capabilities of digital system are described in later sections of this self-study.

Explain how fiscal and physical resources are sufficient to achieve the program’s mission, Program Goals and SLO.

Program Response:

The fiscal and physical resources are linked and sufficient for the achievement of the program’s mission, all three (3) Program Goals and all six (6) student learning outcomes without which the program could not function.

Program Mission, Goal and SLO’s	Resource	How these are linked
<p>Mission: to training entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	<p>Fiscal Resources including:</p> <ul style="list-style-type: none"> • Operational Expenses • Financial funding for faculty and student professional/scholarly activities thru CAS • Financial resources to replace physical resources • Financial resources to update technological resources <p>Physical Resources including:</p> <ul style="list-style-type: none"> • Office Space • Classrooms • Divisional Libraries • Clinics 	<p>Fiscal resources are essential to enable faculty to teach and engage in scholarship at the level needed to prepare students for professional practice with individual, couples, and families(PG 1-3, SLO#1-6), and enables students to have the resources to learn and practice their newly obtained skills (PG 1-3, SLO#1-6). They also allow the program to upkeep and enhance our physical resources (new furniture as needed) and keep our technological resources up to date (software, WIFI, video resources) which allows the program to function properly. This allows the program to fulfill its mission to train entry-level professionals.</p> <p>Physical resources are essential and sufficient to enable faculty to work, do research, conduct meetings and teach in a comfortable office space that facilitates the achievement of Program Goals 1-3 and SLOs 1-6.</p> <p>Having the divisional libraries although small, provides another resource for faculty and students to conduct research for class content, presentations and research (PG 1-3 & SLO1-6). The classrooms enable students a comfortable learning environment.</p> <p>The clinics provide space for students to practice and record sessions (mock and client sessions) for various classes which enable students to have the resources to learn and practice their newly obtained skills (PG 1-3 & SLO 1-6)</p> <p>When Program Goals and SLO 1-6 are met, the program meets its mission.</p>

Describe the process of review and revisions of fiscal and physical resources.

Program Response:

Review and Revision Process of Resources

The program submits its annual operating budget to the Graduate Counseling Division Chair, who then submits all requests from the Division to the Associate Dean of the School of Social and Behavioral Sciences and Business. After review by the Academic Affairs Office, the Executive Dean of the College of Arts and Sciences, the Provost, and the Business Office, budgets are finally sent to the IWU Board of Trustees for final approval.

Each fiscal year, the program reviews the adequacy of its budgets and submits any requested changes through the channels described above. At that time, the program can also request funds for FFE (Furniture, Fixtures, and Equipment) and capital expenditures. These are then reviewed by the Vice President of Technology and Facilities Services.

The Department of Institutional Technology also seeks requests for computer hardware, software, and additional technological supports in the spring of each year.

In addition, current MFT students, faculty, supervisors and alumni provide feedback on the fiscal and physical resources via the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni and Supervisors Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). Results can be found on the [Survey Findings](#) document.

Survey Items addressing Fiscal and Physical Resources	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The Division of Graduate Counseling has sufficient fiscal resources available to them to uphold the program's mission, goals, and students learning outcomes.	5a	4a
Marriage and Family Counseling/Therapy Program has sufficient fiscal resources available to them to uphold the program's mission, goals, and students learning outcomes.	5b	4b
Division of Graduate Counseling has sufficient physical resources available to them to uphold the program's mission, goals, and students learning outcomes.	6a	5a
Marriage and Family Counseling/Therapy Program has sufficient physical resources available to them to uphold the program's mission, goals, and students learning outcomes.	6b	5b
Classroom facilities are adequate and comfortable	8a	5c
Classroom facilities support students with disabilities	8b	5d
Students have adequate study spaces available on campus	8c	5e
The MFT program has adequate administrative space to operate.	8d	5f
The clinic provides sufficient space for students, supervisors and administrators to operate in the delivery of client care and training of students.	8f	5h

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Survey Findings- Fiscal and Physical Resources

Appendix III.A.1.Graduate Counseling Budget

Sample Faculty Meetings Dealing with Budget

- [Appendix III.A.2.Minutes 11.21.16-budget & Neurofeedback equipment purchase](#)
- [Appendix III.A.3.Minutes 9.21.19- budget](#)

Examples of Evidence/Documents:

1. Program's budget
2. Faculty meeting minutes
3. Aggregated data from surveys
4. Policies regarding fiscal and physical resources review

Key Element III–B: Technological Resources

The program demonstrates that technological resources (e.g., laptops, audio/visual equipment, EMRs and Billing Systems, Virtual Meeting Space) are secure, confidential, Health Insurance Portability and Accountability Act compliant (if relevant), and sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Rubric for Response

Describe program's technological resources.

Program Response:**Technological Resources**

All classrooms are equipped with computers, ceiling-mounted projectors, and convenient technology control panels. All faculty offices and graduate assistant cubicles are equipped with desk- or laptop computers. Both Marion and Indianapolis-West suites are equipped with Canon Image Runners, which have capacity to print, copy, scan, and fax.

IWU provides the program with sufficient computer hardware to support teaching, learning, and research. A summary of the computer assets of the division is summarized on the spread sheet found in the document labeled [Appendix III-B.1. Technological resources](#). In addition, each site (Marion and Indy) has a Cannon Image Runner with the capacity to print, copy scan and fax and is used and available to faculty, staff and students.

Internet/WIFI. Students have access to free and secure internet and WIFI while in any of the IWU properties.

Software. Students can have free access to Office 365 and other software at a reduced cost. Faculty and staff have access to a number of free software available to download onto IWU computers via the Application Catalog. Software in the catalog include items such as:

- Office 365
- Respondus- software that facilitates the creation of quiz and exams from word documents to be uploaded onto Bright Space and other learning platforms.
- Adobe Acrobat Pro DC
- SPSS

IT Support

The University Information Technology Department (UIT) provides an array of supportive services to faculty, staff and students. It is their mission to provide exceptional technology services through a collaborative approach that brings meaningful, innovative, and accessible solutions to the IWU community. UIT services include an IT Xpress help desk in the Student Center, a phone-based help desk

accessible by all faculty, staff and students (ext. – 2209), and an Instructional Resource Center, which are all housed on our residential campus at Marion.

The IT support team at IWU includes more than 15 full-time staff members dedicated to assisting students and faculty across the institution. Extended hours of contact are offered, including weekends, for students utilizing the Bright Space learning platform or other online learning technologies. Additional IT services include an IT Xpress help desk in the Student Center, a phone-based help desk accessible by all students, an Instructional Resource Center housed on the main Marion campus, and an Online Support Team maintained by the College of Adult and Professional Studies staff. IT Client Services provides printing and technical support and consists of the following teams:

- Institutional Media & Technologies (IMT) – Audio/Visual and Classroom Technology Support
- IT Xpress – Authorized Apple Service Provider, Student Personal Computer Support
- Support Operations - Provides technology support for all of IWU. Teams include: Support Center, Desktop Support, and Configuration Management

Additional Support for Faculty. Technical support for faculty is provided by the Indiana Wesleyan University Center for Learning and Innovation. The Center collaborates with all of the academic units at IWU to design, develop, revise and deliver technically innovative, high quality curriculum. Their team of instructional designers, developers and support personnel continually investigate the current trends and future possibilities of diverse learning environments, as well as work with faculty in skill development, technical assistance, and shared standards. In addition, the Division of Graduate Counseling has an Instructional Designer (Greg Batic) assigned to them. His job is to aid faculty with Bright Space.

Provide documentation of policies and procedures and assessment of security and privacy, including compliance with HIPAA (if relevant).

Program Response:

Clinics Policies and Procedures

Clinic Manual and CIPPS. Procedures are in place to insure the confidentiality and legal rights of clients. These principles are infused in courses leading up to actual clinical experience coursework. We have developed an operation’s manual for our clinic (Clinic Manual) which describes policies and procedures of our clinical experience components in detail. Specific policies and procedures regarding confidentiality, legal rights of clients, management of clinic schedules, client files, collateral contacts with clients (e.g., telephone calls, faxes, release of information, etc.) are addressed in this manual. The manual along with other documentation can be found in the Indiana Wesleyan University Clinic Intern and Practicum Procedure Site (CIPPS). CIPPS is a central location for all client, practicum and internship documentation and information including but not limited to:

- blank client forms,
- practicum and Internship forms,
- procedures,
- client assessments,
- resources
- Evaluations of all the internship sites that have been utilized by our students

Access to CIPPS will be available for review by the Site Visit Team.

General guidelines to ensure students are aware of policy and procedures. Prior to start seeing clients, students need to:

1. Carefully *read and learn* the clinic manual, along with supporting material on CIPPS.
2. Sign form stating you have read and understand the Clinical Training Manual, Outlook Calendar Policy, and Electronic Security and Confidentiality Agreement, which can all be found on CIPPS. Each of these documents deal with the security and privacy of clients and their data.
3. Attend the Graduate Counseling Clinic orientation session at the time and place announced by the Clinic Director or Graduate Assistant. Any post-masters or internship students seeing clients in the clinic must have attended an orientation session, even if their primary site is elsewhere.
4. Secure and pay for malpractice insurance.
5. Give a copy of one's malpractice insurance to the Clinic Director/Graduate Assistant and Faculty supervisor before seeing or contacting clients in any manner.
6. It is the responsibility of each student to make sure these forms are submitted by the given deadline and that the forms remain current. Failure to submit forms in a timely manner may result in the inability to see clients in the clinic.
7. Submit deposit and obtain clinic key. Deposit is returned upon return of clinic key at the end of clinical experience.

Electronic Security and Confidentiality Agreement. This document is required to be read, signed and returned to the Clinic Director prior to start seeing clients. It outlines that individuals with access to confidential information and information systems (PCs, network, internet, e-mail, telephones, pagers, fax machines, etc.) of the Indiana Wesleyan University Graduate Counseling Clinic have a legal and ethical responsibility, according to HIPAA, to protect the confidentiality of client information and to use that information and those systems only in conjunction with their field experience education. This applies to confidential information accessed, received or sent in any format, including digital, paper, voice, facsimile, electronic signatures, etc.

Additional Policies and Procedures related to Clients. We have additional policies and procedures in place to ensure that clients' confidentiality and legal rights are protected. We strive to ensure that all clinic practices and procedures meet or exceed state and federal regulations, and adhere to the following procedures:

- All viewing and technology rooms are kept locked with key access only. Access to the clinic is monitored and is used for clinic or counseling purposes only. All non-professional activities are not allowed in clinic spaces. For example, students, staff, and faculty alike are not allowed to use the clinic space as a shortcut passageway from faculty offices to classroom space.
- All file management tasks are completed inside the clinic or clinic workrooms.
- All clinic files are assigned a number. All internal communication regarding the files is done with these numbers rather than client names.
- Client files and session storage devices (e.g., flash drives, DVDs, or video tapes) are not allowed to be removed from the clinics or offices.
- When being transferred from site to clinic, devices are transported to and from the site in a locked file cabinet. Encrypted devices are recommended.
- All digital client files are stored with three layers of protection: the locked clinic, locked file room, and locked file cabinet.
- Computers containing client files have three layers of password protection.
- All viewing of sessions or use of clinic for teaching purposes is granted by permission and is monitored by the Clinic coordinator or his designee.

- Informed consent forms are updated on an annual basis or as specific situations or wishes of client change.
- Documentation of counselor logs are completed inside the clinic or clinic work rooms.
- Client files and assigned clinic-related work, with the exception of initial requests for service, are restricted to the counselor workspace in the clinic.
- Clinic workspaces contains all active client records. These rooms and the client record files are kept locked with key access only.
- Site approval processes ensure that off-campus locations can provide secure settings for counseling that insure client privacy and confidentiality.

Student Records, Rights and Privacy

FERPA. The university complies with the Family Education Rights and Privacy Act of 1974 (FERPA) as it appears in final form in June 1976. This law protects the rights of students to review their own records and to challenge any of the content of the record. The law also protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status. Students are made aware of these policies and procedure that address Student Records, Rights and Privacy via the [Graduate Student Handbook \(pg. 30\)](#) as well as the University Catalog. Information on student's rights and privacy is also provided to faculty via the [Faculty Handbook pages 65-66](#).

Faculty and Staff Policies and Procedures

The Employee and Faculty Handbooks include a variety of policies and procedures that address issues of security and privacy.

Employee Handbook

HIPAA Privacy Compliance (page 36)

Effective April 14, 2003, the Health Insurance Portability and Accountability Act (HIPAA) was amended to include privacy standards for individually identifiable Protected Health Information (PHI).

These new standards help to reinforce the Human Resource Department's current practices for the confidential treatment of the personal health information of our employees and their families.

The following is a brief summary of the privacy practices adopted by Indiana Wesleyan University, in compliance with the HIPAA standards:

- The disclosure of individually identifiable health information is limited to authorized entities, including the employee, the plan administrator, the plan sponsor, health plan business associates, and those specified by the employee.
- The employee has the individual right to (a) restrict the disclosure of PHI, (b) to request confidential communications of PHI, (c) to inspect and copy PHI, (d) to amend PHI, and (e) to receive an accounting of PHI disclosures.

For a complete copy of the HIPAA Privacy Standards Notification, please go to the Human Resources page on the IWU Portal.

Questions concerning the standards may be addressed to the University Privacy Official in the Human Resources Department, located in suite 130 of the Maxwell Center for Business and Leadership.

Faculty Handbook:

4.1 Student Rights and Privacy (pages 65-66)

Indiana Wesleyan University complies with the Family Educational Rights and Privacy Act of 1974. This law protects the right of students to review their own records. It also protects them from the unlawful disclosure of information about their academic performance and other identifiable information. Faculty must respect the confidentiality of student information and must refrain from making grade information public in the classroom or making any accusations of behavior before other persons outside of the disciplinary system. Grades may not be posted by name but may be posted by student number. The public posting of grades is to be discouraged. The law allows the disclosure of three classes of "directory information" unless restricted by the student by written personal request. Categories of directory information are as follows:

- **Category I:** Name, address, telephone number, dates of attendance, class, religious affiliation
- **Category II:** Previous institution(s) attended, major field of study, awards, honors (including dean's list), and degree(s) conferred (including dates)
- **Category III:** Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, date and place of birth

4.7 Personnel Records Policy (pages 84-85)

Personnel records for employees of Indiana Wesleyan University are kept in the following offices depending on employee status:

Student Timecard and Work-Study Campus Employees: Records kept in the administrative office designated by the Human Resources Department (College of Arts and Sciences – Center for Student Support Services) and in the Financial Aid Office of the student's college or school.

- Hourly Staff: Records kept in the Human Resources Department.
- Administrative and Salaried Employees: Records kept in the Human Resources Department.
 - Instructional Faculty: Records kept in the office of the office of the Dean and the Human Resources Department.
 - Payroll Information: All employee pay information or university related finance records kept in the Business Office

These are the only official offices holding records. Individual records for local management purposes may be held in various office or work area management files, but these are personal files only belonging to the specific manager. They are for personal purposes only and are not part of the university files.

Records generally held in official files are:

1. Application for employment with letter to or from employees
2. Routine evaluations of performance
3. Letters of appointment or contracts stating salary or wages and terms of employment
4. Evidence of scholarly or community activities of importance to professional status
5. Any limits on student work hours for financial aid purposes.

4.7.1 Policy on Confidentiality (page 85)

All personnel records are confidential to the administration of the university and shall not be made available to any public except for the following: Date(s) of employment shall be communicated on request with affirmation of employment status.

No file information relative to personnel evaluation, discipline or salary shall be released. Salary will be confirmed for mortgage or credit purposes only upon receipt of a signed request for such verification from the employee.

Names, address, phone number, and employment position information will be released on individual request, but no lists will be made available for any commercial purpose.

4.7.2 Policy on Employee Access to His or her Own File (pages 85-86)

As a matter of normal practice, the university will respond as soon as possible to a request for review, of the employment file but no longer than a 30-day period. Review of personnel files must be done in the presence of a university officer.

If any information in the general employment file is errant in fact, it may be challenged in writing to the director in charge of the file. If the information is not changed or deleted to the satisfaction of the employee, a correctional letter may be written and added to the file.

Exceptions: some exceptions will not be made available to employees:

1. Private files of chairpersons or directors relative to evaluations of personnel in a specific work area are private files. They are not official personnel files of the university and are not available to employees;
2. Confidential letters of reference;
3. Notes relating to disciplinary investigations, criminal or other investigations in process, or notations of a personal nature are not available to employees.

Explain how technological resources are sufficient to achieve the program's mission, Program Goals and SLOs.

Program Response:

The technological resources available to the program are sufficient to achieve the program's mission, Program Goals and SLOs. The technology assets are linked to all the educational outcomes providing students and faculty the necessary technology for teaching and learning and thus lining to the program outcomes.

Program Mission, Goal and SLO's	Resource	How these are linked
<p>Mission: to training entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p>	<p>Technological hardware and software including:</p> <ul style="list-style-type: none"> • Cannon Image Runners • Computers for faculty and staff • Computers for student use • Free Internet/WIFI • Computer software (Office 365) <p>Technological support including:</p> <ul style="list-style-type: none"> • IT • Instructional Designer 	<p>Technological resources are essential to enable faculty to teach and engage in scholarship at the level needed to prepare students for professional practice with individual, couples, and families(PG 1-3, SLO#1-6), and enables students to have access to technological resources to learn and practice their newly obtained skills (PG 1-3, SLO#1-6). This allows the program to fulfill its mission to train entry-level professionals.</p> <p>Technological support is essential for faculty support in their work, class preparation and teaching. Similarly, it provides support for students to gain the help needed as they navigate the electronic pieces of their course work including navigation of the Bright Space learning platform where their classes resources can be found, and their work is submitted. Technological support facilitates the achievement of Program Goals 1-3 and SLOs 1-6, and ultimate the Program's mission.</p>

<ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 		
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Describe the process of review and revisions of technological resources.

Program Response:

Each fiscal year, the Department of Institutional Technology also seeks requests for computer hardware, software, and additional technological supports in the spring of each year. These are then reviewed by the Vice President of Technology and Facilities Services.

In addition, current MFT students, faculty, supervisors and alumni provide feedback on technological resources via the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni and Supervisors Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). Results can be found on the [Survey Findings](#) document.

Survey Items addressing Technological Resources	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
I have consistent access to at least one printer/fax/scanner that enables me to complete case presentations, clinical documents, and any paperwork related to client care as required by clinical supervisor.	8e	5g
Students have sufficient access to free internet and support services	9a	7c
Students have sufficient access to computer labs and technology support services	9b	7f
Technological resources in the Clinic are adequate to aid in the delivery of client care and training of students	9c	7h

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix III-B.1. Technological Resources](#)
[Survey Findings – Technological Resources Section](#)

Employee Handbook

- [HIPAA Privacy Compliance \(page 36\)](#)

Faculty Handbook

- [Student Rights and Privacy \(pages 65-66\)](#)
- [Personnel Records Policy \(pages 84-85\)](#)
- [Policy on Confidentiality \(page 85\)](#)

[Graduate Student Handbook \(pg. 30\)](#)

[Clinic Manual](#)

Examples of Evidence/Documents:

1. Types of technology in offices and classrooms
2. Faculty meeting minutes
3. Aggregated data from surveys
4. Program/Clinic Handbooks
5. Institutional Policies and Procedures for Data Management

Key Element III-C: Instructional and Clinical Resources

The program demonstrates that instructional and clinical resources (e.g., space, personnel, supplies) are sufficient to enable the program to meet the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Rubric for Response

Describe instructional and clinical resources.

Program Response:**Classroom spaces**

All classrooms are equipped with computers, ceiling-mounted projectors, and convenient technology control panels. All faculty offices and graduate assistant cubicles are equipped with desk- or laptop computers. Both Marion and Indianapolis-West suites are equipped with Canon Image Runners, which have capacity to print, copy, scan, and fax.

Indy-West. The Indy West campus has three classrooms assigned to Graduate Counseling. Additional classrooms are available upon request and scheduling with IWU National and Global with whom we share the second floor of the Intech I office building.

Marion. The Marion campus has 2 classrooms assigned to Graduate Counseling. Additional classrooms are available upon request and scheduling with IWU National and Global Marion with whom we share the IWU National and Global Marion Education and Conference Center off of 50th street.

Instructional Supplies

Canon Image Runners. Faculty and students have access to a Canon Image Runner which has the capacity to print, copy, scan, and fax.

Office Supplies. Faculty have access to office supplies needed for their classes. These include pens, print paper, letterhead, note pads, envelopes, staplers, large paper pads, crayons, markers and dry erase markers. Administrative assistants routinely ask faculty for any office supplies needed.

Library Materials. The Jackson library has a plethora of materials available to be used by instructors. More information on Jackson Library and library related resources can be found under Key Element III-D under Library and Other Academic Resources. In addition, every month the Division of Graduate Counseling library liaison (Jaime Pitt) sends out a list of all the materials added to the Jackson Library during that month. The first part of the report is a section that lists all materials that were added in our subject area(s). The second section of the report lists all of the materials added to the library. Faculty can send collection development suggestions to our division chair for approval and then to the Library liaison.

Instructional Videos. Faculty have access to instructional and clinical videos via the Off-Campus Library Services (OCLS). Specifically, useful to our program and faculty are the Alexander Street Video: Academic Video Online, Films on Demand and Psychotherapy.net.

Clinic Spaces

The IWU Graduate Counseling Clinics operate in state-of-the-art facilities. Each clinic is housed in physically separate locations from faculty offices or classrooms. In addition, entrances to the clinics are separate from that of the faculty office suite and classrooms. The waiting rooms are large enough to accommodate incoming client traffic. Thus, the design of the clinical instruction facilities provides a comfortable and private environment for clientele. Each clinic has two student workspaces.

Each clinic contains counseling rooms that can accommodate individuals, couples and groups. The clinics are equipped with one-way mirrors for observation of live sessions happening in two rooms. Each room has a digital camera discreetly bolted in the ceiling or wall, small microphones and a button by the door to activate the recording system. Students can simply hit the button to start and stop recording or can pre-set the timer for the session via the VALT software. Technical equipment for digital recording and storage of counseling sessions are housed in separate technology rooms. Sound screen apparatus are used when sessions are in-process to further insure privacy.

Marion Clinic. The Marion Clinic contains six (6) counseling rooms in total. Of these six (6) rooms, one (1) room is designated for play therapy, one (1) room is large enough to comfortably accommodate a group of up to ten people, and one (1) is set up with biofeedback equipment. Three (3) including 1 MFT faculty have been trained in biofeedback.

Indy Clinic. The Indianapolis Clinic contains eight (8) counseling rooms in total. Of these eight (8) rooms, one (1) room is designated for play therapy and two (2) are large enough to comfortably accommodate a group of up to 10 people.

Clinic Personnel

Clinic Director. The Director of Clinical Training is responsible for identifying, facilitating and monitoring clinical components of all programs. This includes creating affiliation agreements, identifying and coordinating all supervisors and ensuring that students and sites are in compliance with program and university policies. The Clinic Director is a core faculty member, a licensed MFT and AAMFT Approved Supervisor.

Graduate Clinic Assistants. Each clinic has one (1) graduate clinic assistant that works directly with the Clinic Director. Their job is to answer and follow-up on intake calls and inquiries; review client files to ensure they are organized and all pertinent paperwork is included and signed (if anything is out of order or missing, they notify the student, their supervisors and the clinic director); client data entry; ensure all forms and copies are available to students; check that all clinic and waiting rooms are in order; and aid the Clinic Director as assigned.

Desk Workers. Each clinic hires 1-2 desk workers. Their job responsibilities include: sitting at the clinic waiting rooms welcoming clients; notifying students when their clients have arrived; taking and returning client intake calls; helping with credit card processing payments; making copies of forms as needed; help with cleaning counseling and waiting rooms; and locking up the clinics at the end of the day.

Practicum and Internship Students. Counseling/Therapy Services are provided by practicum and internship students under the supervision of licensed and well-qualified mental health professionals.

University Supervisors. Each student seeing clients in the clinics receives weekly individual and group supervision that meets or exceeds CACREP, COAMFTE and state licensure requirements. All faculty supervisors are trained at the master's level or beyond, are licensed, and are practicing counselors and therapists.

On-Call Supervisors. Prior to the beginning of each semester, the Clinic Director creates and organizes an on-call supervisor schedule. Full-time clinical faculty from all Divisional programs take 1-2 weeks to be on-call. Students are instructed in the protocol of utilizing the on-call schedule.

Clinic Supplies

Computers. Students have access to computers that are devoted exclusively for the purpose of writing case notes, reviewing stored sessions for their analysis and critique for professional growth and supervisory purposes. Faculty supervisors can access stored sessions on their office computers for supervisory purposes through the VALT application utilizing a specially assigned clinic username and password. A list of computers assigned to student use can be found on the Technological Resources appendix.

VALT. The Video, Audio, Learning, Tool (VALT) "is a proven tool to better educate, train, connect and protect organizations everywhere. VALT is an innovative software solution that enables users to be able to create and manage their own video database" (ipivs.com; VALT developers). This software program is used to record and view sessions. For security reasons, it has been formatted to only be accessible on university networks meaning it can only be access while in one of our campuses.

Canon Image Runners. All clinic personnel including practicum and internship students have access to a Canon Image Runner which has the capacity to print, copy, scan, and fax.

Office Supplies. All clinic personnel have access to office supplies needed to conduct their sessions. These include paper shredders, pens, print paper, letterhead, envelopes, staplers, large paper pads, crayons, markers, dry erase markers, facial tissue, hand sanitizers and cleaning supplies. Clinic assistants and desk workers are responsible to see that office supplies are available to students. All clinic personnel including students can make requests for additional supplies. Special requests must be approved by the Clinic Director.

Explain how instructional and clinical resources are sufficient to achieve Program Goals and Student Learning Outcomes.

Program Response:

The instructional and clinical resources available to the program are sufficient to achieve the program's mission, Program Goals and SLOs. The instructional and clinical assets are linked to all the student learning outcomes, program goals and ultimate the program's mission. The table below shows how these are linked.

Program Mission, Goal and SLO's	Resource	How these are linked and sufficient
<p>Mission: to training entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	Instructional spaces including: <ul style="list-style-type: none"> • Classrooms 	Instructional spaces resources are sufficient to meet our Mission, Program Goals 1-3 and SLOs 1-6. The classrooms and the equipment within them provide ample space for our courses to meet and provide instruction on theories, clinical skills and research.
	Instructional resources including: <ul style="list-style-type: none"> • Cannon Image Runners • Office supplies • Library resources • Instructional videos 	Instructional resources facilitate students clinical work by providing students with tools and supplies to engage with their clients in a professional manner (PG 1-3, SLO#1-6), This allows the program to fulfill its mission to train entry-level professionals.
	Clinical spaces including: <ul style="list-style-type: none"> • Client rooms • Play therapy rooms • Group rooms • Waiting rooms • Workrooms • Rooms with two-way mirrors 	Clinical spaces enable students to engage in clinical practice where they can apply their theoretical knowledge, practice and fine tune their clinical skills needed for professional practice with individual, couples, and families(PG 1-3, SLO#1-6), This allows the program to fulfill its mission to train entry-level professionals.
	Clinical personnel resources including: <ul style="list-style-type: none"> • Graduate Clinic Assistants • Desk workers • Supervisors 	Clinical personnel resources provide the support and structure for students' clinical practice where they can apply their theoretical knowledge and practice their skills with professional integrity (PG 1-3 and SLOs 1-6, and ultimate the Program's mission).
	Clinical resources including: <ul style="list-style-type: none"> • Computers • VALT system • Office supplies 	Clinical resources (computers, VALT) facilitate students clinical work by providing students with tools to engage with their clients in a professional manner (PG 1-3, SLO#1-6), This allows the program to fulfill its mission to train entry-level professionals.

Describe the process of review and revisions of instructional and clinical resources.

Program Response:

Instructional and clinical resources are reviewed and revised on an ongoing basis. Faculty, supervisors and students provide informal feedback as needed. The Clinic director, supervisors and faculty try to keep abreast of the needs of our students and how to best meet and improve their knowledge and skills.

Alumni provide feedback every 3 years thru the Divisional Alumni Survey on assessment of programing. More specifically, two (2) items provide feedback on instructional and clinical resources these are the IWU Counseling Clinic and the quality of library and learning resource material.

Divisional Alumni Survey	Item #
IWU counseling clinic	11o.
Quality of library and learning resource material	11p.

In addition, current MFT students, faculty, supervisors and alumni provide feedback on instructional and clinical resources via the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni and Supervisors Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). Results can be found on the [Survey Findings](#) document.

Survey Items addressing Instructional and Clinical Resources	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Division of Graduate Counseling has sufficient human resources to uphold the program's mission, goals, and students learning outcomes. (should we add this one)	7a	6a
Marriage and Family Counseling/Therapy Program has sufficient human resources to uphold the program's mission, goals, and students learning outcomes.	7b	6b
Classroom facilities are adequate and comfortable	8a	5c
Classroom facilities support students with disabilities	8b	5d
Students have adequate study spaces available on campus	8c	5e
I have consistent access to at least one printer/fax/scanner that enables me to complete case presentations, clinical documents, and any paperwork related to client care as required by clinical supervisor.	8e	5g
The clinic provides sufficient space for students, supervisors and administrators to operate in the delivery of client care and training of students.	8f	5h
Technological resources in the Clinic are adequate to aid in the delivery of client care and training of students	9c	7h
The OCLS library provides an adequate supply of books, DVDs, and therapy resources	10c	8c

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Survey Findings - Instructional and Clinical Resources Section

Examples of Evidence/Documents:

1. Types of instructional and clinical resources
2. Aggregated data from surveys
3. Faculty meeting minutes
4. Program/Clinic handbooks
5. Institutional documents
6. Program budget

Key Element III-D: Academic Resources and Student Support Services

The program demonstrates that **academic resources** (e.g., library, advising, writing centers) and student support services (e.g., access to counseling, financial advising) are accessible to students and sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed based

on core faculty and student input, and the program takes action or advocates for institutional change to address areas required for program effectiveness.

Rubric for Response

Describe academic and student support services and how these are accessible to students.

Program Response:

Library and Other Academic Resources

An array of resources and services are available that provide excellent support to students. These resources include Jackson Library and Off Campus Library Services (OCLS) collections, divisional libraries, Jackson Library, Video Services (the One-Button Studio), computer labs, statistical resources, a writing center (The Ink Well), disability services and counseling options. In addition, the majority of the Marion campus and 100% of IWU academic buildings have wireless network coverage.

Library. The Lewis A. Jackson Library sits in the center of Indiana Wesleyan University's Marion, Indiana campus. Marion and Indianapolis students and faculty are encouraged to avail themselves of library resources and services. Jackson Library is open approximately 90 hours per week during the semester and provides convenient access to computer labs, printing and photocopying equipment, and numerous spaces for studying, meeting, tutoring, and research. This \$11 million, 79,000square-foot facility offers:

- Over 180,000 print books, 365,000 e-books, 72,000 streaming media titles, 290 scholarly database packages across many disciplines, and access to over 300,000 journal titles;
- Interlibrary loan for all students and faculty through the nationwide electronic Illiad system;
- Dedicated study, meeting, and research space, including a 24-hour study lounge;
- Loanable audio and video recording equipment, technology for presentations, and classroom resources.
- Computer workstations as well as wireless internet access;
- Access to the catalogs of major Indiana libraries and other libraries around the world;
- Research assistance and other library services to assist in the research process;
- Media services and equipment, multimedia stations, and materials for student use; and
- The One Button Studio, a professional-quality audio and video recording studio, editing suites, and graphics production facility

OCLS. Off Campus Library Services (OCLS) serves students and faculty in IWU's online and graduate programs. OCLS staff are available approximately 62 hours per week throughout the calendar year. The OCLS online library provides 24/7/365 access to an array of resources accessible to the university's distance users via the internet. These services include:

- Online academic research databases, giving immediate utilization of full-text articles, books, case studies, reports, technical literature, reference resources, streaming media
- Time-sensitive delivery of journal articles, book chapters, and other supplementary materials not available online
- OCLS Librarians provide in-person onsite library instruction for students both in Marion and Indianapolis
- Personalized Search Plans (PSPs) customized to the researcher's topic, as well as Research Appointments (in-person, telephone, or via Zoom video call). PSPs are detailed research guides and are available in digital and print formats, depending on user needs. PSPs guide students to

quality academic information and teach lifelong learning, research, and citation and documentation skills.

- Direct support for citation, documentation, and other APA writing style questions, as well as OCLS-funded individual subscriptions to APA's Academic Writer software tool
- Access to live and recorded library instruction through Zoom webinars and the OCLS

Each of the seven OCLS Reference Librarians holds a terminal degree in their area of expertise and is committed to providing user-focused information literacy instruction and research support. OCLS Librarians hold administrative faculty rank and employ best practices and pedagogies to achieve student outcomes in a variety of contexts: one on one, in flexible onsite classroom spaces, and virtually through the OCLS website and other technology platforms. Students have direct access to OCLS' online library through the following URL: <https://ocls.indwes.edu/>

Divisional Libraries. Both the Marion and Indy sites have a small divisional library that is set up and maintained by the OCLS librarians. These libraries provide a small selection, yet counseling/therapy specific material that is easily and physically accessible to our students within our buildings.

Statistical Resources. In addition to library-related resources, all faculty members have the option of having SPSS Statistics, for statistical analyses, nVivo to support data analysis of faculty utilizing qualitative research methodologies, and Endnote X9. Divisional Graduate Assistants also have access to these data analysis resources. These resources are available to faculty and graduate assistants through the Institutional Technology Applications Catalogue. Students have access to statistical packages through main campus computer labs and computers located at each divisional site.

The Ink Well (writing center). IWU's writing center, The Ink Well, seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division. The Ink Well supports IWU's mission to develop students in scholarship, by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations. Appointments may be scheduled via the online scheduler located on the writing center's Portal page.

Video Services. The One Button Studio is a video production studio available for faculty, staff, and students. simplifies the video production process, so that all users have to do is insert a thumb drive and push a button to begin recording. Possible uses of the One Button Studio include: rehearsing for class presentations or group projects; creating videos for online instruction, such as for Bright Space; creating videos for recruitment, training, or professional development; creating ePortfolio materials or video essays; practicing public speaking skills; recording a group interview or podcast; and developing video-recorded materials for research projects. The One Button Studio drastically simplifies the video production workflow for faculty, staff and students at IWU, eliminating several time-consuming steps. The end result is a studio experience that requires the bare minimum of time and effort while simultaneously providing a consistently high-quality result packaged on a thumb drive in a standard format video file. The One Button Studio is located on the lower level of the Jackson Library on the main campus of Indiana Wesleyan University in Marion, Indiana.

Financial Aid Support Service

Financial Aid. The Financial Aid Office is located upstairs in the Student Center in Marion and is open Monday through Friday 8:00 AM to 5:00 PM. The financial aid office provides information and guidance on financial matters to students. The staff is available to talk with students regarding the affordability of attending Indiana Wesleyan. To best serve students, a counselor is assigned to students who will work with them throughout their time at IWU. Financial Aid may be available in the form of scholarships, grants, student employment and loans. Students must file a FAFSA (Free Application for Federal Student Aid) by the institutional deadline. Not all scholarships require a FAFSA, but every student is encouraged to file this application at least the first year.

Registration and Academic Services

Registration & Academic Services. The Registration & Academic Services (RAS) office supports undergraduate and graduate-level students in the College of Arts and Sciences with a variety of services. The office specializes in course registration processes, the facilitation of transfer credits, and ensuring the completion of graduation requirements for each student. The Division of Graduate Counseling has a liaison in the RAS office, the Graduate Student Registration Specialist (Nick Hamrick). This position works solely with graduate level students, both online and onsite, to support their unique educational needs.

Additional Support Services

Advising by Core faculty. Each student is assigned an advisor who is also a core MFT faculty member. Advisors provide academic guidance while in the program; approve all courses prior to registration; provide guidance on licensure procedures in Indiana and what to do if thinking of licensing in a different state and support students in dealing with a variety of concerns and issues in and out of the classroom.

Center for Student Success. The Center for Student Success (CSS), located on the main campus, provides students with various support services for all IWU-Marion, School of Nursing (Pre-licensure and TTN), Occupational Therapy, and graduate counseling students. The CSS staff is highly trained and able to test for learning challenges and set up students with accommodation plans for students who need additional academic or disability services. In addition, the CSS provides clinical counseling services. These services are provided by licensed professionals and graduate interns. Services are limited to 12 free counseling sessions per academic year and crisis support. For students who have been placed on a waiting list or who do not wish to pursue counseling with the Center of Student Success, CSS has an extensive list of community providers for referral. In addition, a list of community providers of local and regional services is available through the divisional offices. Availability of these services is communicated to student in the [Graduate Student Handbook \(page 28\)](#).

The caveat for our students is that receipt of counseling services precludes their ability to apply for internship hours in Center for Student Success, since their privacy might be compromised as classmates serve as interns at the facility and might recognize them.

Explain how academic resources and student support services are sufficient to achieve Program Goals and SLOs.

Program Response:

Sufficient academic and student support services allow program goals and student learning outcomes to be achieved by providing the support needed. The table below links and explains how the various academic resources and student support services help meet Program Goals and SLOs.

Program Mission, Goal and SLO's	Resource	How these are linked and sufficient
<p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	<p>Academic resources including:</p> <ul style="list-style-type: none"> Jackson Library and its Off-Campus Library Services (OCLS) Divisional libraries 	<p>The libraries and the OCLS services are sufficient to meet our Program Goals 1-3 and SLOs 1-6. Library services provide both students and faculty current journals, books and video media which facilitate professional growth and development and aid in teaching all of which assist in meeting program outcomes. The OCLS librarians and staff provide guidance to faculty and students research and writing support. Divisional libraries provide students with current journals as well as a place for faculty to place reserve materials which assist in meeting program outcomes</p>
	<p>Computer labs Video Services/One Button Studio</p>	<p>Computer labs and video services facilitate students' academic work by providing tools that they might not personally own such as computers with special software, and a place to easily video record presentations for class (PG 1-3, SLO#1-6).</p>
	<p>The Ink Well (writing center)</p>	<p>The Ink Well provides support to our students who need additional help with their writing. When students improve their writing, they can better express and show their knowledge which helps with PG 1-3 and SLO#1-6.</p>
	<p>Statistical resources</p>	<p>Clinical personnel resources provide the support and structure for students' clinical practice where they can apply their theoretical knowledge and practice their skills with professional integrity (PG 1-3 and SLOs 1-6, and ultimate the Program's mission).</p>
	<p>Financial Aid Services</p>	<p>Financial Aid services help the program achieve PG 1-3 and SLOs 1-6 by helping students find the financial support to be able to attend their courses.</p>
	<p>Center for Student Success (CSS)</p>	<p>The CSS helps the program achieve PG 1-3 and SLO#1-6 by providing extra support to those students who need it (emotional, counseling, disability). The support they provide allow students to be more present and get the most out of their classes and work better with their clients.</p>
	<p>Registration and Academic Services (RAS)</p>	<p>RAS helps the program achieve program goals 1-3 and SLOs 1-6 by providing students with extra support in regard to registration.</p>
	<p>Advising by Core Faculty</p>	<p>Advising by Core faculty allows the program to achieve program goals 1-3 and SLOs 1-6 by providing support to students throughout their academic career at IWU. Advisors provide support for their students for issues related to classes, internship sites and licensure.</p>

Explain how core faculty and students provide feedback on academic resources and student support services.

Program Response:

Faculty can provide direct feedback to the various academic resources and support services, but they also provide feedback through our standard procedure of bringing the identified feedback or need to

the Division chair (often also discussed at Divisional faculty meetings). The division chair is then responsible to follow-up on the appropriate procedures to take next. This might mean reaching out to the Dean of the School of Behavioral Sciences and Business or directly to the support service. For needs on resources from the Jackson library, specifically the acquisition of new materials, faculty can send collection development suggestions to the division chair for approval and then to their library liaison. More specifically, faculty provide feedback on academic resources via the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#).

Current MFT students and faculty provide feedback on academic resources and support services via the [MFT Student Sufficiency and Safety Survey](#). Results can be found on the [Survey Findings document](#).

Survey Items addressing Academic Resources	MFT Student Survey Items	Faculty Survey Items
Students have sufficient access to computer labs and technology support services	9b	7f
OCLS staff are helpful and approachable	10a	8a
My access to peer review articles and books in the university library is sufficient	10b	8b
The OCLS library provides an adequate supply of books, DVDs, and therapy resources	10c	8c

Survey Items addressing Student Support	MFT Student Survey Items
Students receive accurate and timely advising for classes and their plans of study	11a
Adequate financial aid options are available for students	11b
MFT faculty and staff have been available to answer any questions or provide assistance when needed.	11c
I seldom get “the runaround “when seeking information on this campus	11d
Support and procedures adequately exist should a student choose to file a complaint or grievance	11e
The Center for Student Success offers timely and useful assistance to students	11f
Accessibility and Accommodations Center for Student Success, offers accommodations that meet student needs	11g

In addition, alumni provide feedback every 3 years thru the Divisional Alumni Survey on assessment of programing. More specifically, four (4) items provide feedback on student support services- see table below.

Divisional Alumni Survey- Student Support	Item #
Quality of Academic Advising	11m
Quality of RAS (Residential Academic Services) office	11n
Quality of Financial Aid services	11q

Quality of Student Account Services office	11s
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Describe how the program takes action and/or advocates for institutional change based on review of resources/services.

Program Response:

The program advocates for institutional change through our standard procedure of bringing the identified feedback or need being brought up to the Division chair (often also discussed at Divisional faculty meetings). The division chair is then responsible to follow-up on the appropriate procedures to take next. This might mean reaching out to the Dean of the School of Behavioral Sciences and Business and/or directly to the support service.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Graduate Student Handbook \(page 28\)](#)

[Survey Findings- Academic Resources and Student Support Section](#)

Examples of Evidence/Documents:

1. Aggregated data from surveys
2. Faculty meeting minutes
3. Meeting minutes with students
4. Program/Clinic handbooks
5. Institutional documents
6. Provide examples of program action/advocacy for change

Key Element III-E: Faculty Qualifications & Responsibilities

The faculty roles, in teaching, scholarship, service, and practice are identified clearly and are congruent with the program's mission, goals, and outcomes.

- The faculty members are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities. Faculty members must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).
- Core faculty members contribute to the profession through various ways: scholarship, teaching, supervision, practice, and/or service.
- The program must demonstrate that it has mechanisms for reviewing and evaluating faculty effectiveness in support of the program's mission, goals, and outcomes. Faculty evaluations include explicit links to the program's mission, goals, and outcomes.

Rubric for Response

Describe faculty roles in teaching, scholarship, service and practice.

Program Response:

The university encourages and expects faculty to be engaged in quality teaching, professional and scholarly activities, and service to the university and broader communities. Institutional encouragement and expectations are conveyed in the policies and procedures related to faculty development and rank promotion. These policies and procedures are outlined in chapter three of the IWU Faculty Handbook starting on [page 30](#). They are further detailed in the document entitled [The College of Arts and Sciences Rank Improvement Graduate Rubric](#). Below we provide a list of the IWU faculty expectations along with a list of the roles and expectations of MFT program faculty.

IWU Expectations of Faculty

University roles and expectations are included in the IWU Faculty Handbook, on pages 33-37. The following is an abbreviated list of those expectations.

3.3.1 Christian Formation (Role in Service)

1. Love and respect for God and His creation including humankind of all races and genders and God's natural world
2. A capability by temperament, preparation, and will to support students as they confront the intellectual, social, physical, emotional, and spiritual challenges of their lives

3.3.2 Integration of Faith and Learning (Role in Teaching)

1. Each faculty member must possess a demonstrated commitment and ability to communicate an educational philosophy that is based upon the centrality of Jesus Christ. Faculty members will be evaluated based on successful achievement in:
 - a) Intentional inclusion of integration in courses

3.3.3 Learning in Community (Role in Teaching)

1. Every faculty member must be an excellent teacher in such a manner that true learning occurs. Teaching for learning is evaluated according to the faculty member's successful achievement in:
 1. Creating a learning environment that empowers students to collaborate in the learning process
 2. Developing, communicating, and fulfilling effective course objectives
 3. Evaluating students' accomplishments in reaching these objectives
 4. Using effective, current teaching methodologies and regularly updating course content.
 5. Earning the respect of students, maintaining an environment conducive to learning and providing incentives to students to fulfill course objectives and to achieve excellence

3.3.4 Scholarship (Role in Scholarship)

1. Faculty members must be scholars engaged in the process of scholarship at various points in their careers. Effective scholarly or creative activities are evaluated according to the faculty member's success in the following areas:
 1. Attendance at or participation in professional meetings, workshops, or seminars
 2. Engagement in advanced study or professionally related travel
 3. Research or publishing books, articles, reviews, or critiques
 4. Performing, exhibiting, professional consulting, or off-campus lecturing

3.3.5 Servant Leadership (Role in Service)

1. Each faculty member must make an effective contribution to institutional and/or public service. This is evaluated according to the faculty member's success in the following areas:

1. Serving on committees
2. Serving professionally related local, state, or national organizations
3. Participating in recruitment, public relations, and in other professional activities that enhance the image of the university

3.3.6 Assessment and Evaluation (**Role in Service/Scholarship**)

1. Faculty members must have an understanding of assessment and evaluation, and a commitment to fully participate in these processes at all levels, including self, course, program, and institutional.

3.3.7 Advising and Mentoring (**Role in Service**)

1. All faculty members are expected to advise students within their disciplinary areas as required by their divisions and schools. Advising is a critical component of student growth and development.
2. Mentoring is also expected of all faculty and moves beyond academic advising to assist students in their exploration of spiritual, relational, and professional growth. Evaluation will be based on successful achievement in:
 1. Regular contact with students
 2. Introducing students to a discipline or profession

3.3.8 Community Service (**Role in Service**)

1. Faculty members are encouraged to view their work as a contribution to the greater good. Institutional Citizenship is evaluated according to the faculty member's success in the following areas:
 1. Contributing to curriculum planning
 2. Initiating, organizing, and evaluating courses
 3. Contributing to committee work

3.3.9 Outside Employment (**Role in Practice**)

Teaching at Indiana Wesleyan University is a full-time responsibility. Indiana Wesleyan University professors, in harmony with their professional positions, are encouraged to undertake such professional activities as lecturing, the writing of books and articles, artistic exhibits, and concert performances. A person employed full-time as a faculty member should not accept outside activity and responsibilities requiring an average of more than fifteen hours per week nor should that employment take the faculty member away from campus more than one day out of a five-day week.

Roles Specific to MFT Program

Department Chair

The Chair of the Division of Graduate Counseling is responsible for administrative operations. The Chair provides leadership to the Department, supervises faculty and staff. The Chair reports to the Associate Dean for the School of Social and Behavioral Sciences and Business.

MFT Program Director

The Program Director is responsible for the daily operations of the MFT program at both Marion and Indianapolis sites year-round. This includes but is not limited to curricula, teaching, student issues, monitoring all educational outcomes, course and program evaluations, accreditation, and quality

assurance. She schedules and facilitates all MFT faculty meetings. The Program Director is a core faculty member, licensed MFT and AAMFT Approved Supervisor. The program director is expected to be active in teaching, scholarship, service and/or practice.

Clinical Director

The Clinical Director is responsible for identifying, facilitating and monitoring clinical components of all programs. This includes creating affiliation agreements, identifying and coordinating all supervisors and ensuring that students and sites are in compliance with program and university policies. The Clinic Director is a core faculty member, a licensed MFT and AAMFT Approved Supervisor. The Clinic director is expected to be active in teaching, scholarship, service and/or practice.

Core Faculty

“3.1.1.1 Teaching Faculty: A person who is employed full-time with primary responsibilities in teaching and scholarship.” Faculty Handbook pg. 31.

Full-time faculty of the MFT program are licensed MFTs and AAMFT Approved Supervisors. They participate in the development and improvement of the MFT Comprehensive Exam, review of data at annual assessment day, and provide input and feedback on the content of curriculum. Core faculty participate in the MFT faculty meetings and COI meetings. Core Faculty are expected to be active in teaching, scholarship, service and/or practice.

Non-clinical faculty

Non-clinical Faculty is comprised of fulltime Divisional faculty and adjunct faculty who teach specific courses within the program that fall under their professional expertise.

Full-time Division faculty whose full-time assignments are outside of the MFT program but teach courses that are shared by the Division. This Non-Clinical Faculty has expertise within their field and within the courses they teach. Participate in Divisional meetings and COI meetings. Non-Clinical Faculty are expected to be active in teaching, scholarship, service and/or practice within their field and expertise as set by their program, but this information is not tracked by the MFT program.

Adjunct Faculty

“3.1.1.5 Adjunct Faculty: Persons who from time to time teach courses in the instructional program of one or more of the principal academic units, but who are not full-time teaching faculty of the university. Adjunct teaching assignments are formalized through an agreement for each course taught.” Faculty Handbook pg. 31.

Adjunct Faculty are part-time faculty members of the MFT program and are required to maintain subject matter competence in the course(s) they teach. Participate in semester check-ins with program director. Participate in COI meetings.

MFT Core Faculty Expectations/Faculty Outcomes

The MFT program expects faculty to provide evidence of the following faculty outcomes in the areas of teaching, service, scholarship and/or practice:

Teaching

F01 Faculty will demonstrate evidence of excellence in teaching in their area of specialization.

F02 Faculty will demonstrate evidence of multicultural sensitivity in their teaching.

F03 Faculty will demonstrate evidence of Christian faith integration in the classroom

Service

F04 Faculty will contribute to the academic environment of the university and the community.

F05 Faculty will demonstrate evidence of involvement in their local faith community

Scholarship and/or practice

F06 Faculty will engage in professional activities, which enhance student learning

Link faculty roles to mission, Program Goals and outcomes.

Program Response:

The faculty roles and expectations identified as faculty expectations in the [Faculty Handbook](#) in teaching, scholarship, service, and practice are clearly identified and are congruent with the educational outcomes of the program. These include broad area of Christian formation, integration of faith in learning, learning in community [teaching], scholarship, servant leadership, assessment and evaluation, advising and mentoring, and community service. The table below provides a description of how each of these are linked.

	University Expectations Faculty Handbook Section 3	Program Expectations/Faculty Outcomes	Links to Mission, Program Goals and Outcomes
Teaching	<p>3.3.2 Integration of Faith and Learn</p> <p>3.3.3 Learning in Community (teaching)</p>	<p>F01 Faculty will demonstrate evidence of excellence in teaching in their area of specialization.</p> <p>F02 Faculty will demonstrate evidence of multicultural sensitivity in their teaching.</p> <p>F03 Faculty will demonstrate evidence of Christian faith integration in the classroom</p>	<p>Excellence in teaching by assuring they have the skill in their teaching area, demonstrating cultural sensitivity in their teaching and appropriate faith integration allows the program to meet Program Goals 1-3, SLO1-6 and ultimately achieving the Program's mission to train entry level clinicians who are informed in diverse theoretical traditions and are able to work with diverse populations.</p>
Service	<p>3.3.1 Christian Formation</p> <p>3.3.5 Servant Leadership</p> <p>3.3.6 Assessment and Evaluation (service)</p> <p>3.3.7 Advising and Mentoring</p> <p>3.3.8 Community Service</p>	<p>F04 Faculty will contribute to the academic environment of the university and the community.</p> <p>F05 Faculty will demonstrate evidence of involvement in their local faith community</p>	<p>As faculty meet the expectation for service, they demonstrate their professional responsibility which ultimately enhance student learning and aid in the achievement of the Program's Mission, Program Goals1-3 and SLO 1-6 in a variety of ways.</p> <p>In providing service to the academic environment of the university and the community, faculty provide an example for students in professional responsibility, integrity and meaning of being a marriage and family therapist thereby supporting the program in meeting PG 3 and SLO6.</p> <p>Advising and mentoring is an important part of faculty member's roles. Faculty are expected to guide and mentor students not just in their academic path but in their life path which facilitates SLO1- 6 and PG1-3</p>

Scholarship	3.3.4 Scholarship 3.3.6 Assessment and Evaluation	F06 Faculty will engage in professional activities, which enhance student learning	As faculty are engaged in scholarship, they enable the program to meet SLO1-6, Program Goals 1-3, and ultimately the Program's mission. A practice of scholarship enables faculty to remain current in the trends, and research findings of the field and thereby strengthening their teaching and encourage and engage students in scholarship and establish a lifetime of professional scholarship which enhances their ability to apply research to clinical practice.
Practice	3.3.9 Outside Employment	F06 Faculty will engage in professional activities, which enhance student learning	As faculty are engaged in clinical practice, they enable the program to meet PG 1-3, SLO1-6, and its Mission. Clinical practice enables faculty to remain current in MFT treatment and techniques, allowing them to apply current ideas and thereby enhancing their teaching by providing real-life examples and experience.

Describe how core faculty members contribute to the profession through scholarship, teaching, supervision, practice, and/or service.

Program Response:

Each core faculty member contributes to the profession through scholarship, teaching supervision, practice and/or service. The chart below outlines each core faculty member's general contribution. For specific details please see their CVs.

	Scholarship	Supervision	Teaching	Service	Practice
Nenetzin Stoeckle	Presents at local and national conferences See CV for details	Teaches at least 1 internship class per year	Teaches at both Marion and Indianapolis classes. Some of these classes are rotated between faculty. These classes include: CNS 501: Human Growth & Development CNS 502: Multicultural Counseling CNS 520: Intimacy, Gender & Sexuality CNS 525: Special topics: Introduction to Filial Therapy CNS 541: Foundations of MFT CNS 542: Major Models of MFT I CNS 543: Major Models of MFT II CNS 546: Major Models of MFT III CNS 548: Affairs, Divorce and Remarriage	Service to students: Provides one on one advising/mentorship to ½ MFT students. Service to the University: Participates in divisional, and university wide committees at assigned. See vita for details. Service to community: Serves as President of IAMFT; serves in legislative committee for IAMFT.	Remains clinically active through the Graduate Counseling Clinic

Denise Williams	Presents at local and national conferences See CV for details	Teaches at least 1 internship class per year	Teaches at both Marion and Indianapolis classes. Some of these classes are rotated between faculty. These classes include: CNS 501: Human Growth & Development CNS 502: Multicultural Counseling CNS 503: Theories and Techniques of the Helping Professions CNS 504: Group Counseling CNS 525: Special topics: Premarital Counseling and Conflict Strategies CNS 541: Foundations of MFT CNS 542: Major Models of MFTI CNS 543: Major Models of MFTII CNS 546: Major Models of MFT III CNS 548: Affairs, Divorce and Remarriage	Service to students: Provides one on one advising/mentorship to ½ MFT students. Service to the University: Participates in divisional, and university wide committees at assigned. See vita for details. Service to community: Serves as in her local faith community.	Remains clinically active through the Graduate Counseling Clinic
Rob Atchison	Presents at local and national conferences See CV for details	Oversees all internship classes. Teaches at least 1 internship class per year	Teaches at both Marion and Indianapolis classes. Some of these classes are rotated between faculty. These classes include: CNS 503: Theories and Techniques of the Helping Professions CNS 508: Legal, Ethical and Professional Issues CNS 525: Special topics: Introduction to Home Therapy CNS 545: Counseling Addicted Families	Service to students: Provides one on one advising/mentorship to all students regarding sites, supervision, training, etc. Service to the University: Participates in divisional, and university wide committees at assigned. See vita for details. Service to community: Serves as IAMFT President-Elect; Serves in ICA board; Serves in local board; serves in local faith community.	Remains clinically active through private practice

Describe faculty academic professional qualifications and expertise in areas of teaching and content delivery.

Program Response:

Core Faculty

Each of the core faculty in the Division of Counseling has excellent academic preparation and professional experience for their assigned areas. More detailed presentation of evidence demonstrating the academic preparation and professional experience can be found in their vitae. All three (3) Core faculty have MFT degrees, LMFTs, AAMFT Approved Supervisors and several years of experience teaching.

Name	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience	Additional Expertise in the Field (e.g., licenses, certification)	Title of the Course(s) This Individual Teaches in the Program Include the course prefix and number
Rob Atchison	<ul style="list-style-type: none"> Ph.D. Walden University Counselor Education and Supervision, 	10 years	LMFT (IN), NCC, AAMFT- Approved Supervisor	<ul style="list-style-type: none"> CNS 503 T&T in the Helping Professions

	<ul style="list-style-type: none"> • M.A. Indiana Wesleyan University Counseling, • B.A. Indiana Wesleyan University Youth Ministry and Psychology 			<ul style="list-style-type: none"> • CNS 508 Legal, Ethical & Professional Issues • CNS 550 Practicum • CNS 551-554 Internship • CNS 545: Counseling Addicted Families
Nenetzin Stoeckle	<ul style="list-style-type: none"> • PhD, Texas Tech University 2007 Marriage and Family Therapy • MS Texas Tech University, 2004 Marriage and Family Therapy • BS in Child and Family Studies; Baylor University 2001 	12 years teaching in CACREP Accredited program 12 yrs teaching MFC/T	LMFT (IN) AAMFT Approved Supervisor	<ul style="list-style-type: none"> • CNS 501: Human Development • CNS 520: Intimacy, Gender & Sexuality • CNS 541 Foundations in MFT • CNS 542 Major Models of MFT I • CNS 543 Major Models of MFT II • CNS 546 Major Models of MFT III • CNS 548: Affairs, Divorce and Remarriage • CNS 551- 554 Supervised Internship
Denise Williams	<ul style="list-style-type: none"> • PhD, Marriage and Family Therapy 2017- Texas Tech University • MA, Rehabilitation & Mental Health Counseling 2010 - University of South Florida • BA, Psychology 2005- University of South Florida 	2 years teaching MFC/T	LMFT (IN) AAMFT Approved Supervisor	<ul style="list-style-type: none"> • CNS 501: Human Development • CNS 502: Multicultural Counseling • CNS 503: Theories and Techniques for the Helping Professions • CNS 504: Group Counseling • CNS 525: Special topics: Premarital Counseling and Conflict Strategies • CNS 541 Foundations in MFT • CNS 542 Major Models of MFT I • CNS 543 Major Models of MFT II • CNS 546 Major Models of MFT III • CNS 548: Affairs, Divorce and Remarriage • CNS 551- 554 Supervised Internship

Non-clinical faculty

Each of the non-clinical faculty in the Division of Counseling has excellent academic preparation and professional experience for their assigned areas and courses. More detailed presentation of evidence demonstrating the academic preparation and professional experience can be found in their vitae.

Teaching location	Name	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience	Additional Expertise in the Field (e.g., licenses, certification)	Title of the Course(s) This Individual Teaches in the Program Include the course prefix and number
Marion only	Mark Gerig	<ul style="list-style-type: none"> • PhD Counselor Ed • MA Counseling Psychology 	19 years Teaching CMHC	LMHC Diplomate AMHCA	<ul style="list-style-type: none"> • CNS 509: Integration • CNS 503: Theories and Techniques (T&T) of the Helping Professions • CNS 506: Appraisal of Individuals and Families
Indianapolis Only	Jennifer Money-Brady	<ul style="list-style-type: none"> • EDD, Argosy University, Sarasota (University of Sarasota), 2018, - Counselor Education and Supervision, focus on leadership, mental health, grief and trauma 	12 years of experience as a School and Grief Counselor 5 years as a	School Counseling License National Credentialed Counselor	<ul style="list-style-type: none"> • CNS 503: Theories and Techniques (T&T) of the Helping Professions • CNS 504: T & T of Group Counseling

		<ul style="list-style-type: none"> MA in School Counseling, Butler University, 2008, Concentration in Grief Counseling 	Counselor Educator 4 years with IWU		<ul style="list-style-type: none"> CNS 505: T & T of Career Counseling CNS 506: Appraisal CNS 508: Legal and Ethical Issues in Counseling CNS 558: Trauma & Grief
Indianapolis only	Donald Osborn	<ul style="list-style-type: none"> PhD In Guidance and Psychological Services (Counselor Education & Clinical Supervision Specialization) 2013 Indiana State University MA. Theology, 1988 St. Mary of the Woods College MS Counseling Psychology, 1984 Indiana State University BA 1979 Christian Ministries Lincoln Christian University Professional Academic Post Graduate Certificate 1988 Substance Abuse Counseling Vincennes University 	27 years	LCSW LMFT LMHC LCAC MAC	<ul style="list-style-type: none"> CNS 506-Assesment and Psychological Appraisal CNS 509 Integration of Christian Counseling CNS 545 Counseling Addicted Families
Marion and Indianapolis	Rob Thompson	<ul style="list-style-type: none"> PhD. Ed Leadership/Administration MS College Student Personnel 	10 years	n/a	<ul style="list-style-type: none"> CNS 505 Career Counseling CNS 507 Research Methods
Marion and Indianapolis	Sarah Warren	<ul style="list-style-type: none"> PhD, University of Louisville, 2017, Counselor Education and Supervision M.A., Indiana Wesleyan University, 2008, Marriage and Family Therapy/Addictions Counseling/Community Counseling; B.A., Olivet Nazarene University, 2006, Psychology. 	Adjunct Professor- 7 years Full-time Professor-1 year	Licensed Marriage and Family Therapist; Licensed Clinical Addictions Counselor	<ul style="list-style-type: none"> CNS 503: Theories and Techniques (T&T) of the Helping Professions CNS 508: Legal/Ethical Issues CNS 533: Psychopathology

Explain mechanisms for reviewing and evaluating faculty effectiveness and link faculty evaluations to mission, Program Goals and SLOs.

Program Response:

Core and non-core faculty effectiveness are evaluated differently.

CORE FACULTY

Professional Growth and Development Plan (PGDP). Each faculty member creates an annual Professional Growth and Development Plan (PGDP) in collaboration with his/her supervisor. The PGDP address the same elements utilized for rank promotion within their faculty member's particular principal academic unit: teaching, scholarship, service, and Christian faith and integration. While not all elements need to be equally emphasized in any one year, all should be appropriately and adequately addressed collaboratively by the faculty member and the supervisor by the time the faculty member is eligible for rank promotion. The PGDP is sent to the Dean of the School of Behavioral and Social Sciences and Business for final review. Mechanisms that are utilized and incorporated within the PGDP evaluation include:

- **End of Course Surveys.** Students provide end of course evaluations.

- **Class Observations.** Each faculty must undergo a class observation either by a peer, program director, Division Chair or Dean.
- **Current Vita.** Each faculty provides a current vita which includes information on their current scholarship and service.

Annual Faculty Activity Report Form. This is a new self-report form for us starting Spring 2020. Annually faculty are asked to report their conference attendances, research, clinical practice, service to the IWU, faith and local communities, and any additional academic achievements. This form was created to align these activities with our Program Goals, Faculty Outcomes, and SLOs. This form is only utilized for the MFT program faculty evaluation, and therefore, is not officially part of the PGDP process but provides much of the same information that faculty provide during that process.

MFT Core Faculty Evaluation. This is a new evaluation form for our program. The MFT Core Faculty Evaluation is completed by the MFT Program Director who evaluates each core faculty member's contributions to the MFT program's mission, goals and Student Learning Outcomes. Information utilized to complete the MFT Core Faculty Evaluation form is taken from the Annual MFT Core Faculty Activity Report form and the Professional Growth and Development Forms. A final satisfactory evaluation is provided based on the completion of nine (9) or more requirements outlined in the form.

Overall Evaluation. An overall evaluation of faculty upholding the program's mission, Goals and Student Learning Outcomes is done by students, alumni and non-core faculty through one question on the Annual Student Sufficiency and Safety Survey, the Faculty Evaluation of the MFT Program Effectiveness and Sufficiency Survey and the Alumni and Supervisor Evaluation of the MFT Program Effectiveness and Sufficiency Survey. The question is set on a 5-point scale (1= strongly agree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree), and reads as follows:

Survey Items Evaluating Core Faculty	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Core Faculty uphold the program's mission, goals, and learning outcomes through their work.	4d	3b

Non-Clinical Faculty

Overall Evaluation. An overall evaluation of non-clinical faculty upholding the program's mission, Goals and Student Learning Outcomes is done by students, alumni and core faculty through one question on the Annual Student Sufficiency and Safety Survey, the Faculty Evaluation of the MFT Program Effectiveness and Sufficiency Survey and the Alumni and Supervisor Evaluation of the MFT Program Effectiveness and Sufficiency Survey. The question is set on a 5-point scale (1= strongly agree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree), and reads as follows:

Survey Items addressing Non-Clinical Faculty	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The Non-clinical faculty (teaching i.e. Dr. Money-Brady, Dr. Thompson, etc.) uphold the program's mission, goals, and learning outcomes through their work.	4e	3c

Linking Faculty Outcomes to Program's Mission, Goals and SLOs.

The following chart show how each of the mechanism described above are linked to the Faculty Outcomes as well as the program's mission, Goals and SLOs.

Evaluation	Faculty Outcomes	Linked to Mission, PG and SLOs
<p>MFT Core Faculty Evaluation.</p>	<p>The MFT Core Faculty Evaluation provides an overall evaluation of each faculty member's contribution to the program's mission, goals and SLOs. This evaluation takes into account information gathered through the Professional Growth and Development Plan (PGDP) and Annual Faculty Activity Report Form.</p> <p>F01 Faculty will demonstrate evidence of excellence in teaching in their area of specialization.</p> <p>F02 Faculty will demonstrate evidence of multicultural sensitivity in their teaching.</p> <p>F03 Faculty will demonstrate evidence of Christian faith integration in the classroom</p> <p>F04 Faculty will contribute to the academic environment of the university and the community.</p> <p>F05 Faculty will demonstrate evidence of involvement in their local faith community</p> <p>F06 Faculty will engage in professional activities, which enhance student learning</p>	<p>Completed by the Program Director, the MFT Core Faculty Evaluation provides a directly linked evaluation of each MFT core faculty's contribution to the program's goals and Student Learning Outcomes. These in turn provide a general link to whether the faculty member is contributing to program's mission.</p> <p>Mission: to train entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. <p>SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.</p>
<p>Professional Growth and Development Plan (PGDP)</p> <ul style="list-style-type: none"> • End of Course Surveys • Class Observations • Current Vita 	<p>The PGDP provide an overall evaluation of a faculty member's teaching, service, scholarship and Christian faith integration.</p> <p>F01 Faculty will demonstrate evidence of excellence in teaching in their area of specialization.</p> <p>F02 Faculty will demonstrate evidence of multicultural sensitivity in their teaching.</p> <p>F03 Faculty will demonstrate evidence of Christian faith integration in the classroom</p> <p>F04 Faculty will contribute to the academic environment of the university and the community.</p> <p>F05 Faculty will demonstrate evidence of involvement in their local faith community</p> <p>F06 Faculty will engage in professional activities, which enhance student learning</p> <p>Within the PGDP, the End of Course Surveys and Class observations provide information on faculty teaching (FO1-</p>	<p>Having faculty satisfactorily identify areas of growth, create and execute that plant through the PGDP process helps the program achieve Program Goals 1-3 and SLOs 1-6 and thereby our Mission to train entry-level professionals who can practice individual, couples and family therapy with ethical integrity and sensitivity to diverse populations.</p> <p>Mission: to train entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p>

	FO3), and faculty Current Vitas provide information on faculty FO6.	<ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.
Annual Faculty Activity Report Form	<p>The Annual Faculty Activity Report Form provides information on faculty's activities that are important to meeting the Faculty outcomes 4-6.</p> <p>F04 Faculty will contribute to the academic environment of the university and the community.</p> <p>F05 Faculty will demonstrate evidence of involvement in their local faith community</p> <p>F06 Faculty will engage in professional activities, which enhance student learning</p>	<p>Active faculty in their faith, local community and IWU, as well as in research and clinical practice provide an additional level of support in helping the program achieve Program Goals 1-3 and SLOs 1-6 and thereby our Mission to train entry-level professionals who can practice individual, couples and family therapy with ethical integrity and sensitivity to diverse populations. By attending conferences and participating in professional presentations, the faculty are exposed to the changes and latest information impacting our field. They can then bring this information back into the classroom. Faculty who are clinically active remain relevant in guiding students through clinical matters and can provide first-hand experience thereby enhancing student's clinical work and future practice.</p> <p>Mission: to train entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.
Overall Evaluation (for Core and non-clinical faculty)	Not utilized to specifically measure Faculty Outcomes, although by meeting the program's mission, Goals and SLOs the evaluation reflects positively on FO1-6.	The Overall Evaluation , provides a comprehensive evaluation of the MFT program's mission, Goals (1-3) and Student Learning Outcomes (1-6).

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix III-E.1.Rank Improvement Graduate Rubric](#)
[Appendix III-E.2.SS10.Faculty Summary](#)
[Faculty Handbook -page 30](#)

MFC/T Core Faculty CVs for Marion and Indianapolis:

- [Appendix III-E.3.Nenetzin Stoeckle CV](#)

- [Appendix III-E.4.Denise Nicholas Williams CV](#)
- [Appendix III-E.5.Rob Atchison CV](#)

Non-Clinical Faculty CVs Marion and Indianapolis:

- [Appendix III-E.6.Sarah Warren CV](#)
- [Appendix III-E.7.Robert Thompson CV](#)

Non-Clinical Faculty CVs Marion Only:

- [Appendix III-E.8.Mark Gerig CV](#)

Non-Clinical Faculty CVs Indianapolis Only:

- [Appendix III-E.9.Donald Osborn CV](#)
- [Appendix III-E.10.Jennifer Money-Brady CV](#)

Examples of Evidence/Documents:

1. Faculty CVs
2. Evaluations of faculty
3. Job description that describes faculty roles in specific courses taught
4. Scholarship
5. Service
6. Practice expectations and/or involvement

Key Element III-F: Faculty Sufficiency

The faculty must be sufficient in number with a faculty-student ratio that permits the achievement of the program's mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed, revised as needed, and support program effectiveness.

- The program must have sufficient **core** faculty members who are knowledgeable and involved in ongoing program development, delivery, and evaluation required to achieve the program's mission, goals, and outcomes.
- The program must have a stated process for evaluation of ongoing sufficiency of faculty resources.
- The program must demonstrate there are sufficient faculty and effective **linking mechanisms** with feedback loops, such as regular coordination, meetings, and/or communication, to connect and involve all faculty members in the achievement of expected and actual Student Learning Outcomes of the program.
- The program is permitted to use a combination of full-time, part-time and/or multiple adjuncts.

Rubric for Response

Identify faculty-student ratio and how this is deemed sufficient.

Program Response:

Student-Faculty Ratio

The current student-faculty ratio is **8.93:1 for Marion** and **13:1 for Indianapolis**.

Faculty FTE is calculated by taking into consideration both full-time and adjunct faculty. IWU's definition of graduate-level full-time faculty workload is 21 credit hours (seven (7) 3-credit hour courses). The definition of a full-time for a graduate-level student is 9 credit hours at any one semester.

The student to faculty ratio is determined by the number of Full Time Equivalent (FTE) students divided by the Full Time Equivalent (FTE) Faculty. This is calculated for the full academic year (Fall, Spring & Summer Semesters). The most recent student-faculty ratio available is for the 2018-2019 academic year.

Academic Year reviewed	Marion			Indianapolis		
	Student FTE	Faculty FTE	Student: Faculty Ratio	Student FTE	Faculty FTE	Student: Faculty Ratio
2018-2019	19.14	2.14	8.93:1	29.71	2.28	13:1

The student-faculty ratio is deemed sufficient in two ways. 1) The program tries to keep as close to a 12:1 student-faculty ratio as possible (this is the influence of CACREP accreditation) and 2) the program considers feedback from our students, alumni, faculty and supervisors in determining student-faculty ratio sufficiency through the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFC/T Program Effectiveness and Sufficiency Survey](#) and the [Alumni/Supervisor Evaluation of MFC/T Program Effectiveness and Sufficiency Survey](#).

Survey Items addressing student-faculty ratio	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The faculty: student ratio is sufficient to meet the program's missions, goals and student learning outcomes.	15a	10a

Describe the process for identifying ongoing sufficiency of faculty resources, as well as how these are reviewed and revised as needed to support program effectiveness.

Program Response:

The university encourages and expects faculty to be engaged in quality teaching, professional and scholarly activities, as well as service to the university and broader communities. In order to do this, IWU provides faculty resources through three primary resources 1) financial support for faculty professional/scholarly activities and services to the profession, 2) technological and software resources, 3) sufficient workspace.

Ongoing evaluation of faculty resources sufficiency has been generally tied to the continuous evaluation of overall resources sufficiency as described in Key Elements III-A to IIID. To gather more specific information on faculty resources, a newly created Faculty Evaluation of MFT Program and Resources was created to provide additional feedback from faculty. Results from this survey will be taken into consideration when submitting requests for future resources.

Faculty Resource	Review and Revise Process
Financial support for faculty professional/scholarly activities are included with fiscal resources provided by IWU specifically the College of Arts and Sciences as well as the Division of Graduate Counseling (Key Element III-A).	The program submits its annual operating budget to the Graduate Counseling Division Chair, who then submits all requests from the Division to the Associate Dean of the School of Social and Behavioral Sciences and Business. After review by the Academic Affairs Office, the Executive Dean of the College of Arts and Sciences, the Provost, and the Business Office, budgets are finally sent to the IWU Board of Trustees for final approval.

Technological and software resources for faculty work and scholarship are included in the general sufficiency and assessment of technological resources (III-B). In addition, all faculty and staff computers are routinely updated in a 3-year cycle for laptops and 5-year cycle for desktop computers.	Each fiscal year, the Department of Institutional Technology also seeks requests for computer hardware, software, and additional technological supports in the spring of each year. These are then reviewed by the Vice President of Technology and Facilities Services.
Sufficient Workspace for faculty is included in the general sufficiency and assessment of physical resources (III-B). This also includes faculty making additional requests for (Furniture, Fixtures and Equipment) FFE.	Each fiscal year, the program can request funds for FFE (Furniture, Fixtures, and Equipment) and capital expenditures. These are then reviewed by the Vice President of Technology and Facilities Services.

Survey Items addressing Faculty Resources Sufficiency	Faculty and Alumni/Supervisors Survey Items
Faculty receive sufficient fiscal resources to achieve teaching responsibilities.	4c
Faculty receive sufficient fiscal resources for scholarship.	4d
Overall, faculty receive sufficient fiscal resources to support program Effectiveness.	4e
Faculty have sufficient working space to conduct their duties (teaching, scholarship, service)	5i
Overall, faculty receive sufficient physical resources to support program Effectiveness.	5k
Faculty have sufficient access to free internet and support services	7d
Faculty have sufficient access to computer labs and technology support services	7g
Overall, faculty receive sufficient technological resources to support program Effectiveness.	7i

Survey Findings

Survey Items addressing Faculty Resources Sufficiency	Faculty and Alumni/Supervisors Survey Items
Faculty receive sufficient fiscal resources to achieve teaching responsibilities.	3.82
Faculty receive sufficient fiscal resources for scholarship.	3.64
Overall, faculty receive sufficient fiscal resources to support program Effectiveness.	4
Faculty have sufficient working space to conduct their duties (teaching, scholarship, service)	4.45
Overall, faculty receive sufficient physical resources to support program Effectiveness.	4.36
Faculty have sufficient access to free internet and support services	4.45
Faculty have sufficient access to computer labs and technology support services	4.36
Overall, faculty receive sufficient technological resources to support program Effectiveness.	4
Aggregated Mean	4.13

Link faculty sufficiency to achievement of mission, Program Goals and SLOs.

Program Response:

Faculty sufficiency allows the program to meet its Mission, Program Goals 1-3 and SLOs 1-6 by providing sufficient faculty to cover all the need courses to be taught. It ensures that faculty are not spread out too thinly across the program or division, and it ultimate provides a more positive experience to our students by ensuring faculty are accessible to our students and able to meet their needs. This in turn provides our students with more faculty time in and out of the classroom as they move throughout our program- allowing our students to achieve our Student Learning Outcomes which help us meet our Program goals and ultimately our program mission.

Identify core faculty and how they are involved in ongoing program development, delivery and evaluation.

Program Response:

MFC/T Core Faculty:

- Nenetzin Stoeckle, PhD, LMFT, AAMFT Approved Supervisor (MFC/T PD)
- Denise Nicholas Williams, PhD, LMFT, AAMFT Approved Supervisor
- Rob Atchison, PhD, LMFT, AAMFT Approved Supervisor (Director of Clinical Training and Supervision; Division Chair)

	Program Delivery			Program Development	Program Evaluation
	Advising/Mentorship	Supervision	Classes		
Nenetzin Stoeckle	As Program Director, oversees all advisement of MFT students. Provides one on one advising/mentorship to ½ MFT students.	Teaches at least 1 internship class per year	Teaches at both Marion and Indianapolis classes. Some of these classes are rotated between faculty. These classes include: CNS 501: Human Growth & Development CNS 502: Multicultural Counseling CNS 541: Foundations of MFT CNS 542: Major Models of MFTI CNS 543: Major Models of MFTII CNS 546: Major Models of MFT III	Recruitment and interviewing of adjunct faculty applicants (teaching & clinical); Provides input on course and clinical content; Oversees MFT faculty& budget; final decision regarding delivery of program	Helps aggregating SAC data. Submits the required evaluation mechanisms for courses taught on a semester basis to the Operations Manager as applicable. Facilitates discussion on MFT data during annual Assessment Day. Responsible for assessment plans and reports for University and COAMFTE

Denise Williams	Provides one on one advising/mentorship to ½ MFT students	Teaches at least 1 internship class per year	Teaches at both Marion and Indianapolis classes. Some of these classes are rotated between faculty. These classes include: CNS 501: Human Growth & Development CNS 502: Multicultural Counseling CNS 504: Group Counseling CNS 541: Foundations of MFT CNS 542: Major Models of MFTI CNS 543: Major Models of MFTII CNS 546: Major Models of MFT III	Provides input on course and clinical content	Submits the required evaluation mechanisms for courses taught on a semester basis to the Operations Manager as applicable. Participates and provides input on discussion on MFT data during annual Assessment Day.
Rob Atchison	As Director of Clinical Training, advises and mentors all students regarding sites, supervision, training, etc.	Oversees all internship classes. Teaches at least 1 internship class per year	Teaches at both Marion and Indianapolis classes. Some of these classes are rotated between faculty. These classes include: CNS 508: Legal, Ethical and Professional Issues	Recruitment and interviewing of adjunct clinical faculty applicants; Provides input on course and clinical content;	Submits the required evaluation mechanisms for courses taught on a semester basis to the Operations Manager as applicable. Participates and provides input on discussion on MFT data during annual Assessment Day.

Describe how all faculty are engaged in the program and involved in the achievement of SLOs.

Program Response:

The success of the program is only possible through the collaborative efforts of all faculty (core, non-clinical, adjuncts). While core faculty contribute directly to the program's delivery, development and evaluation of the program (as described in a previous section), non-clinical and adjunct faculty contribute to the achievement of Student Learning Outcomes by:

- Keeping abreast of the changes in their area of expertise and providing students will expert knowledge.
- Keeping their prospective professional licenses active and in good standing, and thereby providing our students with positive role models within their field.
- Providing quality instruction to students in the courses they teach, and providing students with positive learning environments where they can learn and grow as clinicians.
- Providing feedback on course content and general program which provide core faculty with information on how to improve the program and reaching SLOs.
- Providing feedback on student progress, which provides a venue to ensure student's needs are met or remediation plans are set in place.
- Providing data as needed- evaluation mechanisms from their corresponding classes- to be able to evaluate SLOs.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Survey Findings- Faculty: Student Ratio and Faculty Resources

Examples of Evidence/Documents:

1. Aggregated Data from evaluations and surveys
2. Faculty meeting minutes
3. Program budget
4. Program handbook
5. Examples of how sufficiency of faculty enables the program to achieve program effectiveness

Key Element III-G: Governance of Program

Roles of faculty and student participation in the governance of the program are clearly defined and enable the program to meet the program's mission, goals, and outcomes.

The program must describe decision-making processes and procedures at the program and institutional levels regarding the operation of the program that support program effectiveness.

Rubric for Response

Describe faculty members and students' roles in the governance of the program.

Program Response:

Program Governance

Each program in the Division of Graduate Counseling has a program director. The MFC/T program director is responsible for the oversight of the MFT program including data collection and assessment, and program revisions. Divisional faculty meet twice a month on the first and third Monday for a Divisional Faculty Meeting. Program directors submit agenda to be discussed and all divisional decisions and programmatic changes are discussed and made by a majority vote.

The MFT Core Faculty contribute to the governance of the program. The Core Faculty attend the Division Faculty meeting twice a month on the first and third Monday of each month. During this meeting issues affecting the program at the Divisional and program level are discussed including student issues (as many courses are shared by different programs across the division). In addition, the Core Faculty meet every semester (number of meetings varies depending on the issues at hand) to discuss MFT-specific issues and program governance (i.e. MFT decision to leave CACREP; specifics on new virtual branch).

Students contribute to the governance of the program by providing the Faculty with feedback, issues, and suggestions through the various formal and informal COI methods (e.g. informal feedback, Townhall meetings, End of Course Evaluations, Exit Survey, and the MFT Student Sufficiency and Safety Survey). Starting in Spring 2020, a student representative from the MFT Honor Society (Delta Kappa) was invited to sit in one of the MFT Core Faculty meetings. This was a very productive meeting and we plan on including a student representative in 1 meeting each Fall and Spring semester.

Demonstrate how faculty and student governance roles contribute to meeting the program's mission, Program Goals, and Student Learning Outcomes.

Program Response:

Faculty and student governance roles contribute to the meeting of program's mission, Program Goals and SLOs in a complimentary manner. Students' feedback allows faculty to see the program's functioning from a different perspective, and thereby helping faculty address issues that might not be easily apparent to them. When faculty take students' feedback and take steps to rectify shortcomings or make improvements it improves the program's safety and emotional environment, it increases student retention, it increases the efficacy of classes, and ultimately helps the program's ability to meet SLOs 1-6, Program Goals 1-3 and its mission.

Demonstrate that both the program and institution have in place decision-making processes/procedures specifically for the purpose of supporting program operations and effectiveness.

Program Response:

The MFT program and IWU have decision-making processes/procedures to support the program's operations and effectiveness.

1. Issues/concerns regarding program operations and effectiveness can be brought up to the faculty or Program Director by students, and/or other faculty members.
2. These issues/concerns are discussed at the MFT faculty meeting and if they influence other divisional programs, the issues/concerns are brought up at Divisional Faculty Meetings.
3. Program effectiveness is discussed during the annual assessment day that takes before the start of each academic year.
4. Program operations and effectiveness issues that impact other programs such as changes in course sequences are brought up to the Divisional Faculty meeting and be voted on by the Division faculty.
5. If the decision requires moving the matter to a CAS committee (i.e. changing the delivery modality of a course; deciding to go start a virtual branch), then the Program Director completes the appropriate forms and submits them to the Division Chair. The forms are then forwarded by the Division Chair to the appropriate CAS committee. When it is time to go before the identified CAS committee, the issue is presented by the Program Director and/or the Division Chair.

The following are a brief description of the CAS Committees related to program operations.

School Curriculum Committee. The School of Social and Behavioral Sciences and Business (SSBSB) Curriculum Committee approves changes to program plans of studies, student learning outcomes, delivery modalities and assessment plans.

CAS Curriculum Committee. The College of Arts and Sciences (CAS) Curriculum Committee approves new programs and course proposals.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Examples of Program Governance:

[Appendix.III.G.1.5.14.19](#) - MFT Faculty meeting core faculty discussing CACREP

[Appendix.III.G.2.1.13.20](#) - Divisional Meeting discussing MFT program dropping CACREP

[Appendix I-C.2.Townhall meeting- Jan 29, 2020](#) decision to drop CACREP

[Appendix.III.G.3.2.17.20](#) - decision to drop CACREP finalized
[Appendix I-C.1.3/17/20](#)- MFT Faculty meeting with student representative

Examples of Evidence/Documents:

1. Copies of meeting minutes where faculty and student governance was executed
2. Job descriptions
3. Program manual/handbook
4. University policies and procedures
5. Examples of program improvement directly linked to student and faculty governance
6. Examples of program improvement directly involving program and institutional levels

Key Element III-H: Supervisor Qualifications & Responsibilities

Supervisors must be **AAMFT Approved Supervisors** or meet the supervisor equivalency definition in the glossary. Supervisor roles, as distinguished from teaching faculty, are identified clearly and are congruent with the program's mission, goals, and outcomes.

- Supervisors are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities.
- If supervisor equivalency is used, there must be full disclosure to students in order for them to make informed decisions and evaluate regulatory implications for other states/provinces/locations.

Rubric for Response

Display required supervisor qualifications in a table that aggregates data from Supervisor CVs.

Program Response:

Supervisor's Name and Location			Credentials		Supervisory Credentials (List all that apply)		Experience		
	Gender	Ethnicity	State License ¹	CF ² (Yes/No)	<ul style="list-style-type: none"> • AAMFT Approved Supervisor (AS) • AAMFT Approved Supervisor Candidate (SC) • State Approved Supervisor (SS) • Supervisor Equivalent (SE) • Other 	Expiration Date (AS/SC)	Years of experience as an MFT Supervisor ³	Years of experience as an MFT ⁴	Currently engaged in clinical practice? (Yes/No)
Name: Rob Atchison Placement Site: Indianapolis & Marion	Male	Caucasian	LMFT	Yes	AS	6/2021	4	11	Yes
Name: Denise Williams Placement Site: Indianapolis & Marion	Female	African American	LMFT	Yes	AS	5/2019	3	10	yes
Name: Nenetzin (Reyes) Stoeckle Placement Site: Indianapolis & Marion	Female	Hispanic	LMFT	Yes	AS	7/31/2024	13	16	Yes
Name: Lorrie Neuberger Placement Site:	Female	Caucasian	LMFT	Yes	AS	9/30/2021	5	16	Yes

Indianapolis									
Name: James Witty Placement Site: Indianapolis	Male	Caucasian	LMFT	Yes	AS	12/2022	28	33	Yes
Name: Kristina Graber Placement Site: Indianapolis	Female	Caucasian	LMFT	No	SC	n/a	2	4	Yes
Name: Wanda Renee Roberts Placement Site: Indianapolis	Female	Caucasian	LMFT	Yes	AS	10/202 4	1	3	yes
Name: Katherine Ruiz Placement Site: Marion	Female	Caucasian	LMFT	Yes	SC	n/a	1	5	Yes
Name: Kay Keller Placement Site: Marion	Female	Caucasian	LMHC	No	SE	n/a	5	0	yes

Demonstrate that the supervisor's role is presented as separate from the role of classroom faculty.

Program Response:

Supervisor Roles

University Supervisors are comprised of clinical faculty and adjuncts who facilitate and provide supervision during the clinical components of the program (Practicum and Internships). Their primary role is to

- **provide supervision** 2-3 hours (2 group and 1 individual for Practicum courses and 2 group hours in Internship). Help students in their application of clinical skills by discussing and brainstorming their work and plans with their clients
- **Tracking student's progress** by providing input/evaluations of student's clinical skills at the midterm point and end of the semester.
- University Supervisors are responsible to **connect at least twice a semester with their students/supervisees' Site Supervisors**. Ensuring students/supervisees adhere to code of ethics and act in a professional manner. This provides an additional link for the program to ensure the student and their clinical sites are being served properly.
- All University Supervisors report to the Clinic Director.

This role is different from the role of classroom faculty whose roles are specifically linked to teaching the didact portion of the program's educational components. Their qualifications for their role revolved around content knowledge and expertise. In other words, while the teaching faculty provides information to students on clinical matters, the information is general in addressing groups or issues and not specific clients - they do not provide supervision.

Describe how the program determines adequate academic, professional, and experiential supervisor qualifications.

Program Response:

Supervisors are hired and vetted by the program director and the clinic director to ensure they have the requirements needed to be a supervisor and an employee of the University. These requirements are as follow:

- They must fit the employee guidelines set by the University including mission fit and able/willing to sign the lifestyle statements
- Have a minimum of a master’s degree in MFT or a related field
- Be licensed as an LMFT in the state of Indiana and in good standing
- Be clinically active
- Be an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate – the program is able to provide the Supervision Mentorship requirements set by AAMFT if the Supervisor is in the process of completing their AAMFT Approved Supervisor Candidacy.

Exception – Supervisor Equivalency: The Marion campus has one LHMC adjunct that has been deemed a supervisor equivalent for the program- more information provided below. This supervisor has been with the university and providing supervision for the Clinical Mental Health Program. No new supervisor equivalents are sought out or employed.

Demonstrate that the supervisor’s role and qualifications are linked to the program’s mission, goals, and SLOs.

Program Response:

Qualification/role	Program Mission, Goal and SLO’s	How these are linked
Qualifications		
<ul style="list-style-type: none"> • Minimum of master’s degree in MFT • Indiana LMFT license in good standing • AAMFT Approved Supervisor or Supervisor Candidate • Clinically Active 	<p>Mission: to training entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	<p>Having supervisors who have a degree in MFT, are licensed in Indiana as an LMFT, are AAMFT Approved Supervisors/Supervisor Candidates helps us met The Program’s mission goal to train entry level professionals, and PG1-3, SLOs 2, 3,4 and 6. In having the AAMFT approved supervisor designation, helps us ensure that they have the proper supervision training from a systemic perspective. Supervisors can help navigate students via supervision to the ins and outs of the profession, applying theories, research and working with diverse populations. Furthermore, in being clinically active, supervisors provide first-hand experience in handling systemic issues within the therapy room. This provides students with great examples to model as they learn to practice with professional integrity in an ethically appropriate manner.</p>

<p>Meets university criteria for Mission fit and lifestyle statements; and has experience in integration.</p>	<p>SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.</p>	<p>This specific qualification helps the program meet SLO#4 as it the supervisors are open and have experience in integration that can help students in learning how to integrate their own faith in a respectful and only when clinically appropriate.</p>
Supervisor Roles		
<ul style="list-style-type: none"> • Provide Supervision once a week for 2-3hrs (depending the course). Practicum: 2-group hours and 1 individual. Internship: 2 group supervision hours • Provide input/evaluations of student's clinical skills at midterm and end of semester 	<p>Mission: to training entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity 	<p>By providing weekly supervision and evaluations, supervisors enable the program to meet its goal to train entry-level practitioners, Program goals 1-3 and SLOs 2, 3, 4,5, & 6 in providing feedback and direction to students. It is during supervision that students can demonstrate and get feedback on their skills, it also provides a safe space for students to talk and evaluate how to and when to integrate faith into their practice, apply relevant research, and overall practice being a professional in the field.</p>
<ul style="list-style-type: none"> • Responsible to connect with their students/supervisees' Site Supervisors at least twice a semester • Ensuring students/supervisees adhere to code of ethics and act in a professional manner 	<p>Mission: to training entry-level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.</p> <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	<p>By connecting with Site Supervisors, University supervisors enable the program to meet its goal to train entry-level practitioners that practice with integrity and Program goal 3 and SLOs 6. This provides an additional link for the program to ensure the student is practicing therapy appropriately and in an ethical and professional manner, and their clinical sites are being served properly.</p>

If the program uses supervisors that meet the “Supervisor Equivalency” as defined in the glossary of COAMFTE Standards, explain how the program determines supervisor equivalency and congruency with applicable Program Goals and SLOs. Programs not using Supervisor Equivalency may indicate “Not Applicable”.

Program Response:

Marion Program only:

Although not considered a primary MFT supervisor, the Marion program (due to small practicum classes) has to utilize 1 supervisor (Kay Keller, LMHC) that meets the Supervisor Equivalency as defined in the glossary of the COAMFTE Standards. The program is designating her as a Supervisor Equivalent based on the following (documentation can be found in the appendices):

Description from COAMFTE Standards	Kay Keller’s Experience/Qualifications	Congruency with applicable Program Goals and SLOs
Demonstrated education and experience in systemic/relational therapy by demonstrate at least one course or 45 clock hours of CEU training	Kay has completed a systems course, multiple CEUS and 750-800 hours of pure strategic system therapy.	Demonstrating education and experience in systemic/relational therapy is congruent with Program Goals 1 - 3 and SLOs 1-6.
Has a valid/state or provincial license/registration in a mental health profession;	Currently Licensed as an LMHC and clinically active	By being clinically active Kay can provide first-hand information on how to handle clinical issues. This is congruent with Program Goal 3, SLO#6.
Has demonstrated 5 years of professional work experience in MFT	Kay has 9 years of private practice that largely dealt with children and teens and their parents many who were involved with DCS and/or probation.	Kay’s experience with children, teens and their families have given her experience in thinking beyond the individual and be able to recognize systemic issues and the importance of involving the family in treatment. This is congruent with Program Goals 1 -3 and SLOs 1-6.
Demonstrated education and experience in systemic/relational supervision. Supervision education may be demonstrated by completing 30 hours of coursework or continuing education in MFT supervision. Supervision experience can be demonstrated by at least 3 years of experience supervising MFTs, and 36 hours of supervised supervision.	The State of Indiana allows for MFTs seeking licensure to be supervised by other licensed mental health professionals if they have a license in good standing, have a minimum of 5-years’ experience and are supervising within their realm of competence. Kay has over 15 years of supervision experience including 4-5 years of supervising MFT students at IWU including many years ago when the practicum classes included MFC/T, School Counseling and Clinical Mental Health (prior to COAMFTE accreditation) She will also begin a formalized 36 hours of supervised supervision with Dr. Nenezin Stoeckle May 2020 to ensure systemic supervision.	Several years ago, prior to COAMFTE accreditation, I (Dr. Stoeckle) was able to observe first-hand over the course of a semester Kay’s supervision style and her ability to provide systemic feedback as needed. This provides students with great examples to model as they learn to practice with professional integrity in an ethically appropriate manner. This is congruent with Program Goal 1-3 and SLO#1-6
	Meets university criteria for Mission fit and lifestyle statements; and has experience in integration.	This specific qualification helps the program meet SLO#4 as it the supervisors are open and have experience in integration that can help students in learning how to integrate their own faith in a respectful and only when clinically appropriate.

Indianapolis Program: Not Applicable

If the program uses supervisors that meet the “Supervisor Equivalency” as defined in the glossary of COAMFTE Standards, describe how students receive full disclosure about Supervisor Equivalency and linked to the program’s published policies and procedures. Programs not using Supervisor Equivalency may indicate “Not Applicable”.

Program Response

Marion Program only:

Disclosure on Supervisor equivalency can be found:

- Kay's qualifications are stated in her syllabi.
- Kay's information in the [Graduate Student Handbook \(pg.16\)](#) states she is an MFT supervisor equivalent
- Program information on [Graduate Student Handbook \(pg. 44\)](#) provides information on supervisor equivalency
- The [program landing](#) page includes disclosure of use of supervisor equivalent.

Indianapolis Program: Not Applicable

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Supervisor's CVs and AAMFT Approved Supervisors Certificates/Documentation**Marion and Indianapolis:**

- Rob Atchison:
 - [Appendix III-E.5.Rob Atchison CV](#)
 - [Appendix III-H.1.Rob Atchison Approved Supervisor Certificate](#)
- Denise Williams:
 - [Appendix III-E.4.Denise Nicholas Williams CV](#)
 - [Appendix III-H.2.Denise Williams Approved Supervisor Certificate](#)
- Nenetzin Stoeckle:
 - [Appendix III-E.3.Nenetzin Stoeckle CV](#)
 - [Appendix III-H.3.Nenetzin Stoeckle Approved Supervisor Certificate](#)

Indianapolis Only:

- Lorrie Neuberg:
 - [Appendix III-H.4.Lorrie Neuberg CV](#)
 - [Appendix III-H.5.Lorrie Neuberg Approved Supervisor Certificate](#)
- James Witty
 - [Appendix III-H.6.James Witty CV](#)
 - [Appendix III-H.7.James Witty Approved Supervisor Certificate](#)
- Kristina Graber
 - [Appendix III-H.8.Kristina Graber CV](#)
 - [Appendix III-H.9.Kristina Graber Supervisor Candidate Documentation](#) – application for Approved Supervisor is under review.
- Wanda Renee Roberts
 - [Appendix III-H.10.Wanda Renee Roberts CV](#)
 - [Appendix III-H.11.Wanda Renee Roberts Approved Supervisor Certificate](#)

Marion Only:

- Katherine Ruiz
 - [Appendix III-H.12.Katherine Ruiz CV](#)
 - [Appendix III-H.13. Katherine Ruiz Supervisor in Training Documentation](#) – she is currently completing the interactive portion and supervision mentorship. These will be completed by end of May, 2020.
- Kay Keller

- [Appendix III-H.14.Kay Keller CV](#)
- [Appendix III-H.15.Kay Keller Supervisor Equivalency Documentation](#)

Supervisor Equivalency: Graduate Student Handbook ([pg.16](#)), ([pg. 44](#)).

Examples of Evidence/Documents:

1. AAMFT Approved Supervisor Certificate and/or Documentation of Supervisor's Candidacy
2. Documentation for each Supervisor Equivalent
3. Supervisors' CVs
4. Document that describes supervision roles and responsibilities
5. Job description that describes Supervisors' roles and linked to the program's mission, Program Goals and SLOs
6. Program/Practicum/Internship Handbook

Key Element III-I: Supervisor Sufficiency

Supervisors must be sufficient in number with a supervisor-student ratio that permits the achievement of the program's mission, goals, and outcomes, especially Student Learning Outcomes. Supervisory resources are reviewed, revised as needed, and support program effectiveness.

- The program must have a stated process for evaluation of ongoing sufficiency of supervisor resources.
- The program must demonstrate there are sufficient and effective **linking mechanisms** with feedback loops, such as regular coordination, meetings, and/or communication, connecting and involving all supervisors in the achievement of expected and actual achievement of Student Learning Outcomes within the program.

Rubric for Response

Describe how the program determines supervisor sufficiency.

Program Response:

Supervisor sufficiency is determined by the number of students who are in Practicum and Internship and dividing that by 5. While COAMFTE student-supervisor ratio for group supervision is set to not exceed an 8:1 ratio, the IWU MFT program tries to keep all internship classes which provide 2 hours of weekly group supervision at a 5:1 ratio and a 6:1 ratio for the Practicum Classes/groups.

Describe how the program uses a supervisor-student ratio as a factor in determining supervisor sufficiency to meet its mission, Program Goals, and SLOs.

Program Response:

Keeping the supervisor-student ratio low allows the program to provide more attention to each individual student during supervision and supervisors are not overwhelmed by the number of students they oversee. This allows us to ensure a quality supervision experience and being able to track individual student's progress. By doing so, we can meet our Mission, Program Goals 1-3 and SLOs 2-6. The MFT program and the Division of Graduate Counseling believes so much in keeping this 5:1 ratio that it is the only course within the university where 5 students are considered to be a full class, and if there is an additional 1 or 2 students added to the course, the faculty member gets paid overload.

Describe how the supervisory resources both in number and performance are reviewed and revised as needed specifically to support program outcomes.

Program Response:

The number of supervisory resources is accessed and reviewed on an ongoing basis. Having a 5:1 student to supervisor ration while keeping with University rules of only having any one adjunct teach no more than 2 classes per semester is important to the program. The Program Director in conjunction with the Clinic Director review the number supervisory resources throughout the academic year.

Supervisory performance is reviewed on an ongoing basis. The primary source of feedback is the formal and informal feedback received from students throughout the academic year. Students provide supervisor evaluations at the end of each semester. Informal feedback from students has been utilized to further review, evaluate and work on remediation plans for supervisors.

Provide a stated process for evaluating ongoing supervisor sufficiency.

Program Response:

Supervisor sufficiency evaluation is ongoing. Classes are scheduled about a year in advanced and supervisors are slotted in as needed. In addition, every semester the program director and Clinic Director review the number of students who are expected to enter Practicum and Supervision classes the following semester. Sections are added or closed as needed. The Program Director is always looking for qualified supervisors to hire and keep in the cue as needed.

Describe the program's mechanisms to assure all supervisors are involved in the program's efforts to accomplish its SLOs.

Program Response:

To ensure all supervisors are involved in the program's effort to accomplish its SLOs, the program gathers information on the supervisors on an ongoing basis. Students provide supervisor evaluations at the end of each semester. In addition, all supervisors are invited to participate in a supervisory webinar each semester. The webinar provides 1 CEU on a topic related to supervision. It also provides the program with a formal venue to connect with our University and Site supervisors during the Fall and Spring semesters. During the webinar time is provided for supervisors to share any general concerns or questions they might have. An evaluation of the webinar further provides space for general comments and specific feedback on 1) what strengths IWU students bring to Site supervisor's practice, 2) what areas could our IWU students improve, and 3) what other topics would they like to see incorporated into future seminars.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Survey Findings: Supervisors](#)

Examples of Evidence/Documents:

1. Aggregated Data from evaluations and surveys
2. Meeting minutes
3. Program budget
4. Program handbook

5. Examples of how sufficiency of supervisors enables the program to achieve program effectiveness

Standard IV: Curriculum

All accredited programs will have a curriculum and an **application component** consistent with the program's mission, goals, and outcomes that substantially reflect the Professional Marriage and Family Therapy Principles. The purpose of the **foundational curriculum** with its accompanying **foundational practice component** is to prepare students to practice as **MFTs**. The advanced curriculum with its **advanced practical experience component** and emphasis on research focuses on two areas of specialization. The type of program along with the program's mission, goals, and outcomes determine specific requirements regarding implementation of the curriculum and the application component.

Key Element IV-A: Curriculum and Teaching/Learning Practices.

The program must provide:

- A description of the logical sequencing of the curriculum and practice components, including rationale for how the program's goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals, outcomes and Professional Marriage and Family Therapy Principles are addressed and assessed within the curriculum).
- A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.
- A description of processes and procedures to ensure and monitor student progress and completion of requirements.
- A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.

Rubric for Response

Provide a curriculum map that aligns required program courses with PMFTPs and Student Learning Outcomes.

Program Response:

The Indiana Wesleyan University MFC/T program is based on a combination of PMFTPs, which include specific core competencies, the AAMFT Code of Ethics, and the AMFTRB Examination Domains, Tasks and Knowledge Statements. The attached [IWU Curriculum Map](#) demonstrates how the required courses align with the student Learning Outcomes and the PMFTPs.

Outline a Program of Study that a student encounters. Explain how the curriculum and the practice component are logically sequenced and how this allows the program to achieve relevant Program Goals, and Student Learning Outcomes.

Program Response:

General Outline of Program of Study

The Program of Study that a student encounters is made up of nine (9) core courses, five (5) MFT specific courses in which four (4) have to be taken in sequence (CNS 541; CNS 542, CNS 543; CNS 546), one (1) psychopathology course and one (1) elective for a total of 20 semester-long courses. The program can be completed in a 2.5 year-long program or seven (7) semesters. The program admits

students at (2) two different times in the school year, Fall and Spring semesters. Samples of the recommended course plans can be found in the [Recommended Course of Study Tables](#).

During the first year (3 semesters), students work on taking the prerequisite courses that allow them to start their MFT program sequence (CNS 541) and their clinical experience (Practicum). Not taking the pre-requisite courses could delay a student's projected graduation date by a whole year or more as the majority of the didactic courses are only offered once a year.

The prerequisites for CNS 541: Foundations of MFT are as follow:

- CNS 501: Human Growth & Development
- CNS 502: Multicultural Counseling,
- CNS 503: Theories and Techniques of the Helping Relationship
- CNS 504: Group Counseling
- CNS 508: Legal Ethical and Professional Issues

The perquisites for CNS 550: Practicum (the first clinical experience) are as follow:

- CNS 501: Human Growth & Development
- CNS 502: Multicultural Counseling
- CNS 503: Theories and Techniques of the Helping Relationship
- CNS 504: Group Counseling
- CNS 508: Legal Ethical and Professional Issues
- CNS 533: Psychopathology

During the second year, students can focus on diving into the MFC/T curriculum and begin their clinical portion of the program.

CNS 550 (Practicum) is done at our Graduate Counseling Clinic, and is a major checkpoint to ensure students are able to continue into the program. This is where students can be cleared to continue into internship which is completed outside of the university at a clinical site within the community – at the student's choice.

Sequence and achievement of relevant Program Goals, and Student Learning Outcomes

The sequence of courses is set to provide students with a basic foundation of ethical practice (CNS 508), human development (CNS 501), how to work with diverse populations (CNS 502), basic theories and techniques (CNS 503, CNS 504), and psychopathology (CNS 533) prior to seeing clients and partially fulfills SLO1 and SLO2 related to knowledge and skills. It also partially fulfills SLO3 and SLO6 related to sensitivity to diversity and ethical understanding of the field. By completing the foundational courses, it also partially meets Program Goals 1-3, related to graduate knowledge, skills, sensitivity to diversity and ethical practice.

Students take Foundations of MFT (CNS 541) at the same time they begin Practicum to encourage development of basic counseling skills prior to learning more advanced MFT theory. The upper level courses and the four MFT courses further students' knowledge and skills from the vantage of systems theory as well as providing an additional learning environment to further challenge students' knowledge and beliefs around diversity and ethics in the practice of MFT. This further meets SLO1 – SLO6 and PG1-PG3.

Describe the processes and procedures the program uses to monitor student progress across the

curriculum and practice components.

Program Response:

As stated in the graduate student handbook (pg. 34) and the [University Catalog](#), students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member prior to the beginning of the practicum class. This evaluation includes ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes the assessment of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field. In addition, students must successfully complete comprehensive exams for the core curriculum, program, and multicultural proficiency.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Furthermore, all course grades must be "C" or above. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practicum and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Describe the process and procedure for the governance of the program and how these are used for designing, approving, implementing, reviewing, and changing the curriculum.

Program Response:

The following is our general process and procedures for the governance of the program and how these are used for designing, approving, implementing, reviewing and changing the curriculum.

1. Curriculum issues can be brought up to the faculty by other students, faculty or the program director.
2. MFT teaching faculty meet on a regular basis prior to the start of each semester to coordinate and discuss any changes they want to make to classes for the next semester. These are small

changes such as textbooks and additional readings, assignments that do not impact the assessment of other programs and/or are not utilized for assessment.

3. Curriculum issues that impact other programs or big changes such as changes in student learning outcomes, creating new content modalities, or new courses must eventually be brought up to the Divisional Faculty meeting.
 - a. If first brought up at MFT faculty meeting, faculty discuss issue; propose a decision and vote on the proposal/motion. This is then brought up at the Divisional Faculty meeting.
 - b. If only brought at the Divisional Faculty meeting, all faculty discuss issue; a proposed decision/motion is made, and the motion is brought to a vote.
4. If the decision requires moving the matter to a CAS committee (e.g. approval for a new course, changing a course description or student learning outcomes), then a faculty member volunteers to complete the appropriate forms. The forms are then forwarded by the Division Chair to the appropriate CAS committee. When it is time to go before the identified CAS committee, the issue is presented by the faculty member who volunteered to complete the form and/or the Division Chair.

The following are a brief description of the CAS Committees related to curriculum.

School Curriculum Committee. The School of Social and Behavioral Sciences and Business (SSBSB) Curriculum Committee approves changes to program plans of studies, student learning outcomes, delivery modalities and assessment plans.

CAS Curriculum Committee. The College of Arts and Sciences (CAS) Curriculum Committee approves new programs and course proposals.

CAS Assessment Committee. The CAS Assessment Committee approves assessment plans and curriculum maps for new programs as well as yearly program assessment reports.

List the program's key teaching/learning practices and describe how each teaching/learning practices assist in the accomplishment of Program Goals and Student Learning Outcomes.

Program Response:

The program is interested in not only imparting knowledge but with developing skills and strategies for future learning. Courses are intentional in preparing students to work as marriage and family therapists and therefore incorporate:

- lecture (including PowerPoint),
- Papers
- Exams
- Role plays
- Presentations
- Class discussion,
- Experiential exercises,
- and Journals

The teaching/learning strategies in each class are facilitated by faculty who are experts in their field and who have the ability to use their expertise in the classroom. As students grow and develop in their knowledge and skills as clinicians, the program outcomes of preparation for professional practice with skill and integrity are achieved.

The following chart illustrates teaching learning strategies assist in the accomplishment of Program Goals and Student learning Outcomes.

Teaching/Learning Strategies	Program Goals & SLOs	How these are linked
<ul style="list-style-type: none"> • Lecture • Papers and exams • Role Plays • Presentations 	<p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO# 1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective. • SLO#2: Students will demonstrate skills and practices of individual, couple, and family therapy. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	<p>Through lectures faculty can impart theoretical knowledge, research and assessment strategies and how these can be applied it in the therapy room in an ethical manner. This facilitates the achievement of Program Goals 1-3 and SLOs 1-6.</p> <p>Papers and exams provide for a venue for students to demonstrate their understanding and application of theory, concepts and research. These venues help facilitate the achievement and assessment of Program Goals 1-3 and SLOs 1-6.</p> <p>Role Plays provide students the opportunity to practice newly acquired information and skills on each other prior to working with clients. This allows students to being to demonstrate their knowledge and understanding and help facilitate achievement of Program Goals 1-3 and SLOs 1-6</p> <p>Presentations. It is said that one learns more by teaching someone than by being taught. Throughout the program, students are required create and give a variety of presentations. Some of these are content dictated by the course outline (presenting information from a chapter to the class), others are presentations on researching how to best serve different populations (treatment presentation), yet others are based on showing the class how they have applied a specific theory with clients (demonstration presentations). All of these allow students to demonstrate their knowledge and application of content and thereby helping achieve Program Goals 1-3 and SLOs 1-6.</p>
<ul style="list-style-type: none"> • Class Discussions 	<p>PG#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p> <ul style="list-style-type: none"> • SLO# 1: Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective. <p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy. 	<p>Class discussions provide opportunities for students to be able to process their understanding of class content. They also provide an excellent opportunity for students to practice thinking through theoretical and ethical issues in the safety and support of the classroom. This facilitates Program Goals 1-3 and SLOs 1, 3,4 & 5</p>

<ul style="list-style-type: none"> • Experiential exercises • Journals 	<p>PG#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p> <ul style="list-style-type: none"> • SLO# 3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens • SLO#4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner. <p>PG #3: The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity</p> <ul style="list-style-type: none"> • SLO#6: Students will practice individual, couple, and family therapy in an ethical manner with professional integrity. 	<p>Experiential exercises allow the faculty to push student's comprehension of topics in a meaningful way. For example, in CNS 502 several experiential exercises are utilized to allow students to process the role of privilege, language and inequity in the world as they process awareness of their cultural selves and how it might impact their clients. This facilitates the achievement of Programs 2& 3 and SLOs 3,4 & 6.</p> <p>Journals provide a venue for introspection. They allow the students to process their thoughts, experiences, values and beliefs in a contained and safe environment that increases self-awareness. Journals facilitates the achievement of Program Goals 2 & 3 and SLOs 3,4 & 6.</p>
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Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix IV-A.1.IWU Curriculum Map](#)

[Appendix IV-A.2.Recommended Course of Study Tables](#)

[Appendix IV-A.3.Course Objective Charts](#) -charts found in syllabi noting PMFTPs and SLOs covered within that course.

Examples of Evidence/Documents:

1. Curriculum Map
2. Table linking Practice Components to Curriculum Map
3. Written Policies/Procedures for designing approving, implementing, reviewing and changing the curriculum in Program manual/handbook
4. Faculty meeting minutes
5. Including selected PMFTPs and SLOs in each course syllabi (programs do not need to include every PMFTP; only those that are relevant to the program's mission, goals and outcomes) and SLOs in each course syllabi
6. Evaluations of an on-site and off-site supervisors, practicum's and internship's sites, capstone projects or other program requirements

Key Element IV-B: Foundational and Advanced Curricula

Foundational Curriculum

The foundational curriculum covers the knowledge and skill required to practice as a **MFT** by covering the Foundational Curricular Areas below.

- Master's degree program must demonstrate that they offer course work that covers all the FCAs that make up the foundational curriculum.
- Doctoral degree programs must demonstrate that they offer course work and/or that students have completed course work, in all the areas contained in the foundational curriculum or that students demonstrate competence in those areas.

- Post-degree programs must demonstrate that they offer course work and/or that students have completed course work in all the areas contained in the foundational curriculum, or that students demonstrate competence in those areas.
- Programs may combine more than one of these foundational curriculum areas into a single course, as they build their curriculum in ways that are congruent with the program's mission, goals, and outcomes.
- Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals and outcomes. Programs may include another layer of requirements based on a specialization or emphasis (e.g., faith-based orientation, licensure laws, specialized certification, and so on) as long as there is a clear rationale and relational/systemic philosophy in the majority of the program.
- Minimum semester/quarter credits or equivalent clock hours are established for the first seven curricular areas. Programs may choose what combination of additional area 1 through 7 semester/quarter credits or equivalent clock hours beyond the individual area minimums will be taught consistent with their program's mission, goals, and outcomes.
- Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below. Programs must decide how to meet this requirement in keeping with the program's mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course.

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in the foundations and critical epistemological issues of **MFTs**. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of **MFTs**, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with **diverse, international, multicultural, marginalized, and/or underserved communities**, including developing competencies in working with sexual

and gender minorities and their families as well as **anti-racist practices**.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

FCA 8: Contemporary Issues

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

FCA 9: Community Intersections & Collaboration

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses

developing competency in **multidisciplinary collaboration**.

Advanced Curriculum

The advanced curriculum advances knowledge and skill by addressing the curricular areas below.

- Doctoral degree programs demonstrate that they offer course work in all the Advanced Curricular Areas (ACA) that make up the advanced curriculum.
- Post-degree programs may offer components of the advanced curriculum.
- Within each area, the balance of skills and competencies developed should be appropriate to the program's mission, goals, and outcomes as well as the program's local context.
- Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals, and outcomes.

ACA 1: Advanced Research

This area facilitates students in developing competencies in: a) advanced research, including demonstrated proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques appropriate to carrying out research in relationships; b) demonstrated working knowledge of other methodologies and analysis techniques outside of their proficiency area (e.g., if a student decides to become proficient in quantitative methods, s/he will have a working knowledge of qualitative methods as well); c) demonstrated understanding of the theoretical complexity of change within relationships and how this complexity informs research; d) understanding and demonstrated sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, SES, etc. play a role in their choice of research topics and their conduct of research activities; and e) students should have opportunities to participate in grants and grant-writing activities, and in the publication and presentation of research material.

ACA 2: Advanced Relational/Systemic Clinical Theory

This area facilitates students developing advanced clinical competencies including: a) demonstrating an advanced understanding and application of multiple family and couple models and empirically-supported interventions; b) skill in working with diverse populations across the lifespan through direct clinical work or in supervision of the therapy of others; c) demonstration of an awareness of cultural issues, differences, and personal blind spots in their clinical and supervisory work; and d) development of a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges

This area facilitates the development of leading-edge professionals who develop relational/systemic innovations. This includes application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Couple or Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems. This area also includes a focus on family policy and/or family law.

ACA 4: Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership

This area facilitates the development of competencies in relational/systemic teaching, supervision, and/or MFT consultation. This may include educational/learning theories, relevant research, multicultural content, evaluation and assessment methods, ethics and professional issues, and personal philosophy. This area also addresses administrative competencies including program development and policy, leadership roles and evaluation of MFT educational and service oriented institutions and agencies. Students who intend to teach at the higher education level will develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes. All students will demonstrate skills in clinical supervision. Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.

Rubric for Response

Identify where and/or how the FCAs or ACAs are addressed in the curriculum.

Program Response:

FCAs are addressed throughout the curriculum in a variety of ways. See the IWU FCA chart below for where these Foundational Curriculum Areas can be found. The modalities by which each of these FCAs are addressed and assessed varies by course. These course modalities include, discussions, role playing, papers, presentations, attendance at conferences, and a variety of assignments. These can be found within their corresponding course syllabi's table of course student learning outcomes. Each table contains the course student learning objectives, how they are assessed and their correspondence with FCAs. The chart below provides all of that information for FCA for your convenience.

FCAs	Course Number	Course SLOs addressing FCA's within the course	Addressed & Assessed by
FCA 1: Foundations of Relational/Systemic Practice, Theories & Models	CNS 541: Foundations of MFT	<ul style="list-style-type: none"> Describe the emergence of family therapy as a discipline Explain general systems theory Delineate between major theories of individual, marriage and family therapy 	<ul style="list-style-type: none"> Exams Comp exam Theories chart
	CNS 542: Major Models of MFTI: Theories, Assessment & App.	<ul style="list-style-type: none"> Understand the theoretical and research base in the assessment and treatment in individual, marital and family dysfunction from the perspectives of structural, strategic, contextual and cognitive behavioral models 	<ul style="list-style-type: none"> Video presentation Exams Skills and techniques demonstrations
	CNS 543 MM of MFTII: Theories, Assessment & Application	<ul style="list-style-type: none"> Demonstrate understanding of the constantly evolving discipline of family therapy, with particular attention to the movement for the modern to the postmodern Demonstrate knowledge and application of the marriage and family therapeutic interventions of Solution Focused Demonstrate knowledge and application of the marriage and family therapeutic interventions of Narrative Therapy Demonstrate knowledge and application of Gottman family therapy Demonstrate knowledge and application of Internal Family theory 	<ul style="list-style-type: none"> Exams; Paper Class Presentation Role Plays

FCA 2: Clinical Treatment with Individuals, Couples and Families	CNS 501: Human Growth & Dev.	<ul style="list-style-type: none"> Apply learning theories to individuals and families at various developmental stages Assess the impact of developmental crises, disabilities, addiction, psychopathology, gender, ethnicity, cultures and environmental factors on normal and abnormal development 	<ul style="list-style-type: none"> Exams Intervention Paper & Presentation
	CNS 520: Sexuality, Intimacy & Gender	<ul style="list-style-type: none"> Demonstrate understanding of human sexual biology, anatomy sexual functions and dysfunctions and, their impact on family and couple functioning, and strategies for their resolution. 	<ul style="list-style-type: none"> Presentations Exams
	CNS 542: Major Models of MFTI: Theories, Assessment & App.	<ul style="list-style-type: none"> Understand some of the gender and ethnic issues related to the practice of structural, strategic, contextual and cognitive behavioral models. Develop and demonstrate skills in the performance of structural, strategic and cognitive marital and family therapy. 	<ul style="list-style-type: none"> Facilitated discussions Exam Video presentation Skills and techniques demonstrations
	CNS 543 MM of MFTII: Theories, Assessment & Application	<ul style="list-style-type: none"> Demonstrate knowledge and skills of postmodern theories through a multicultural lens 	<ul style="list-style-type: none"> Class discussion Clinical application paper
	CNS 546 MM of MFTIII: Theories, Assessment & Applications	<ul style="list-style-type: none"> Demonstrate and understanding neurobiology of trauma and loss Develop and demonstrate skills in the performance of EFT <i>Demonstrate the ability to assess and treat trauma in the context of individuals and families.</i> 	<ul style="list-style-type: none"> Exam Presentation Role Plays
FCA 3: Diverse, Multicultural and/or Underserved	CNS 502: Multicultural Counseling	<ul style="list-style-type: none"> Demonstrate knowledge of current research and its effects on counseling diverse populations Articulate the impact of cross-cultural issues on counselor's behavior, counseling relationship, provisions of mental health services and theories of counseling. 	<ul style="list-style-type: none"> Article critique Exams cultural group presentations Reflection assignments multicultural experiences
	CNS 508: Legal, Ethical & Professional Issues	<ul style="list-style-type: none"> Evaluate counseling/therapy situations based on professional ethical standards, multicultural awareness, and Biblical standards based on the students chosen major 	<ul style="list-style-type: none"> exam
	CNS 520: Sexuality, Intimacy & Gender	<ul style="list-style-type: none"> Demonstrate understanding of homosexual and bisexual couples/families 	<ul style="list-style-type: none"> Presentations Discussions Treatment Plan Final
	CNS 543 MM of MFTII: Theories, Assessment & Application	<ul style="list-style-type: none"> Demonstrate knowledge and skills of postmodern theories through a multicultural lens 	<ul style="list-style-type: none"> Class discussion Clinical application paper

FCA 4: Research & Evaluation (Min. 3 Credit)	CNS 506: Appraisal of Indi & Fam	<ul style="list-style-type: none"> Apply the concepts of validity and reliability in evaluating psychometric instruments Select, administer, and interpret appraisal selected instruments in counselling Evaluate test and testing procedures from the standpoint of prof., legal, ethical, and Biblical principles 	<ul style="list-style-type: none"> Assignments – BDI Test Critiques – I & II Test Administration Project Test Critiques Papers #1 & 2
	CNS 507: Research	<ul style="list-style-type: none"> Understand the vital relationship between research and counseling/therapy Understand and gain practical experience in evaluation of client and program outcomes Identify appropriate research methodology for a wide range of questions, specialization, and applications in the helping professions Develop the ability to write a research paper, including research questions, a literature review, methodology section, results section, and discussion section 	<ul style="list-style-type: none"> Mid-term exam IRB Project Research Question Methodology Section Article Critiques Quantitative & Qualitative Article Review
	CNS 541: Foundations of MFT	<ul style="list-style-type: none"> Critically evaluate current MFC/T literature 	<ul style="list-style-type: none"> Research and evaluation of model presentation
	CNS 542: Major Models of MFTI: Theories, Assessment & App.	<ul style="list-style-type: none"> Critically evaluate research related to the practice of individual, couple and family counseling 	<ul style="list-style-type: none"> Advocacy Presentation Video Presentation
FCA 5: Professional Identity, Law, Ethics & Social Responsibility	CNS 508: Legal, Ethical & Professional Issues	<ul style="list-style-type: none"> Identify the roles and responsibilities of a professional counselor/therapist in their chosen major Begin to develop a professional identity and its associated responsibilities based on the student's chosen major 	<ul style="list-style-type: none"> Info. & consent form Exam articles Interviews Seminar portfolio
	CNS 541: Foundations of MFT	<ul style="list-style-type: none"> Identify professional organizations, training standards and credentialing bodies associated with MFT 	<ul style="list-style-type: none"> Exam Conference attendance
	CNS 546 MM of MFTIII: Theories, Assessment & Applications	<ul style="list-style-type: none"> Explore advanced professionalization and ethics 	<ul style="list-style-type: none"> <i>Philosophy paper</i>
FCA 6: Biopsychosocial Health & Development Across the Life Span	CNS 501: Human Growth & Dev.	<ul style="list-style-type: none"> Describe the theories of individual development and transitions across the lifespan. Understand the relationship between the family lifecycle and individual development 	<ul style="list-style-type: none"> exams
	CNS 520: Sexuality, Intimacy & Gender	<ul style="list-style-type: none"> Demonstrate an understanding of human sexuality and its impact on family and couple functioning across the family developmental life span. Demonstrate understanding of human sexual biology, anatomy sexual functions and dysfunctions and, their impact on family and couple functioning, and strategies for their resolution. 	<ul style="list-style-type: none"> Exams Presentations

<i>FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Min of 3 Credit)</i>	CNS 533: Psychopathology	<ul style="list-style-type: none"> • Articulate the merits and shortcomings of DSM-5 approaches to clinical diagnosis. • Demonstrate knowledge and understanding of the DSM-5 and the ability to apply the DSM-5 system to clinical diagnosis (and treatment planning). • Evidence an understanding of etiology, prevalence, symptoms, diagnosis, and treatment of various mental disorders. • Demonstrate an appreciation for the role of pharmacological interventions and their integration with other therapies in the treatment of mental disorders. 	<ul style="list-style-type: none"> • Exams • Case Presentations
	CNS 546 MM of MFTIII: Theories, Assessment & Applications	<ul style="list-style-type: none"> • Demonstrate and understanding neurobiology of trauma and loss • Demonstrate the ability to assess and treat trauma in the context of individuals and families. 	<ul style="list-style-type: none"> • Exam • Presentation • Role Play
<i>FCA 8: Contemporary Issues</i>	CNS 520: Sexuality, Intimacy & Gender	<ul style="list-style-type: none"> • Demonstrate understanding of homosexual and bisexual couples/families 	<ul style="list-style-type: none"> • Presentations • discussions, • Treatment Plan; • Final
	CNS 543 MM of MFTII: Theories, Assessment & Application	<ul style="list-style-type: none"> • Demonstrate understanding of the constantly evolving discipline of family therapy, with particular attention to the movement for the modern to the postmodern 	<ul style="list-style-type: none"> • Exam • Paper
<i>FCA 9: Community Intersections & Collaboration</i>	CNS 504: Group counseling	<ul style="list-style-type: none"> • Have opportunities to give and receive practical training in leading group experiences. 	<ul style="list-style-type: none"> • Group work • Journals
	CNS 508: Legal, Ethical & Professional Issues	<ul style="list-style-type: none"> • Understand and explain issues of collaboration with other professionals in diverse settings as they apply to the student's chosen major • Demonstrate understanding of the role of collaboration in the counseling/therapy process. 	<ul style="list-style-type: none"> • Exam; • interviews • Discussion forums

For Doctoral Programs and Post Degree Programs, demonstrate the course work that is offered and/or that students have completed course work, in all the areas contained in the foundational curriculum or that students demonstrate competence in those areas.

Program Response:

n/a

For programs offering the Foundational Curriculum, provide a description of and rationale for the program's required integrative/capstone experience.

Program Response:

Capstone Paper Description

Students are required to write a philosophy of Marriage and Family Therapy Capstone Paper during their last didactic MFT course, CNS 546: Major Models of MFT III. This is a two-part capstone project (20 pages minimum with a minimum of 15 reference sources) designed as a culmination of the students' Marriage and Family Therapy training. Part 1 reflects a careful analysis of the students' chosen theory and personal insight. Part 2 applies their philosophy to a given case scenario. More information on the specific information being graded can be found within the two rubrics (one for each part) included in the CNS 546 syllabus.

Capstone Paper Rationale

The Capstone Paper is designed as a culmination of the students' acquired knowledge and skills throughout their program. Part 1 is designed to comprehensively address all the major content areas the students have been exposed to in their didactic courses. These areas include: awareness of professional identity, personal insight/self-awareness; general understanding of human development; understanding and assessment of maladaptive behavior; understanding of therapeutic change; role of the therapist; guiding theoretical frameworks; role of spirituality in therapy; understanding of the multicultural aspects of therapy/how to address diverse issues in therapy. Part 2 is designed as a practical application of Part 1. During this section, students identify a clinical case and demonstrate application of their philosophy of therapy which was presented in Part 1. Part 2 concludes with students being able to identify/critique their work (identify ways work was ideal and/or challenging; what they learned).

The Capstone Paper provides students with an opportunity to reflect and understand their knowledge and clinical approach as they go on to graduate and enter into the profession.

For programs offering the Advanced Curriculum, describe how the balance of skills and competencies developed are appropriate to the program's mission, goals, and outcomes as well as the program's local context.

Program Response:

n/a

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Appendix IV-B.1.FCA table

Syllabi containing FCAs

- [Appendix II-A.2.CNS 502: Multicultural Counseling](#)
- [Appendix II-A.3.CNS 504: Group Counseling](#)
- [Appendix II-A.4.CNS 506: Appraisal](#)
- [Appendix II-A.6.CNS 541: Foundations of MFT](#)
- [Appendix II-A.7.CNS 542: Major Models of MFT I](#)
- [Appendix II-A.8.CNS 543: Major Models of MFT II](#)
- [Appendix II-A.9.CNS 546: Major Models of MFT III](#)
- [Appendix IV-B.2.CNS 501: Human Growth & Dev.](#)
- [Appendix IV-B.3.CNS 507: Research](#)
- [Appendix IV-B.4.CNS 508: Legal, Ethical & Professional Issues](#)
- [Appendix IV-B.5.CNS 533 Psychopathology](#)
- [Appendix IV-B.6.CNS 520: Sexuality, Intimacy & Gender](#)

Examples of Evidence/Documents:

1. Syllabi
2. Chart connecting curriculum content with FCA and ACA areas
3. Policies and procedures for determining how doctoral and post-degree programs evaluate if students have fulfilled the Foundational Curriculum and evaluate competence.

Key Element IV-C: Foundational and Advanced Application Components

The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes.

Foundational Practice Component

- Master's degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).
- Includes a minimum of 500 clinical contact hours with individuals, **couples, families** and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 **alternative hours** or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals. Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.
- The program demonstrates a commitment to relational/systemic-oriented **supervision**. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be **individual** (one supervisor with one or two supervisees) or **group** (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.
- Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.

The Advanced Practical Experience Component

- **Programs** that teach the advanced curriculum must offer the advanced experience component.
- Areas include selected experiences consistent with the program's mission, goals, and outcomes in any of the following: **advanced research**, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. In

addition, programs may offer experiences in presenting and professional writing.

- The program must demonstrate appropriate and adequate **mentoring** of students during the experience.
- The advanced experiences offered by doctoral degree programs must address a minimum of two of the areas noted above and combined be over a minimum of 9 months.
- The advanced experiences offered by post-graduate programs must address a minimum of one area and combined be over a minimum of 6 months.

Rubric for Response

For Master's Degree Programs and Post-Degree Programs that teach the Foundational Curriculum, describe your program's requirements for meeting the Foundational Practice Component (FPC) for clinical contact hours.

Program Response:

Foundational Practice Components

The Foundational Practice Component (FPC) is achieved through a series of four (4) clinical experiences: One (1) Practicum course (100 clinical hours) and three (3) internships (300 clinical hours each). Through the duration of these four clinical experiences students 1000 clinical hours that include 500 direct face-to-face hours and 500 indirect hours (paperwork, calls, etc.). Of the direct face-to-face hours, a minimum of 40% (200 hours) must be relational although students are highly encouraged to complete 50% relational hours as many states still have a 50% relational requirement. This is especially important for students who are considering applying for licensure outside of Indiana.

On July 1, 2018, Indiana Senate Enrolled Act 224 went into effect reducing the required number of clinical face-to face-hours for MFTs and MHCs seeking licensure in the State of Indiana.

Practicum. The first clinical experience is CNS 550: Practicum and is completed in one of the IWU Graduate Counseling Clinics. During practicum students are required to complete a minimum of 50 direct client hours of which 10 hours must be group client hours and 50 indirect hours for a total of 100 clinical hours. For group hours to count the student must lead or co-facilitate the group, and the group must be therapeutic. MFT students are encouraged to begin accruing relational hours at this time, although there is no specific number or % of relational hours required during practicum.

Internships (CNS 551M; CNS 552M & CNS 554M). Students are required to complete three (3) internships and a total of 900 clinical hours. These are broken down in three (3) sets of 300 hours with 150 indirect and 150 direct hours with a goal of 50% of the direct hours being relational. As stated above, although as of July 1, 2018 Indiana only requires 40% relational hours, all students are highly encouraged to achieve the 50% relational (250 direct hours). Internships usually take place over the course of a semester but may be extended until the required hours are completed with approval.

Describe how the application component's placement in the curriculum, duration, focus, and intensity is consistent with their program's mission, goals, and outcomes.

Program Response:

The program is structured with prerequisites which must be completed prior to Practicum (the first clinical experience). Students take the following foundational courses prior to clinical experience: 501 Human Growth and Development, 502 Multicultural Counseling, 503, Theories and Techniques of the Helping Relationship, 504 Group Counseling, 505 Career Counseling, 506 Appraisal, 508 Legal Ethical and Professional Issues, and Psychopathology prior to starting Practicum. This gives students a good foundation prior to seeing clients and partially fulfills SLO1 and SLO2 (Educational Outcomes Chart) related to knowledge and skills. It also partially fulfills SLO3 and SLO6 related to sensitivity to diversity and ethical understanding of the field. By completing the foundational courses, it also partially meets PG 1, PG2, and PG3, related to knowledge, skills, and sensitivity to diversity and ethical practice.

Students take Foundations of MFT at the same time they begin Practicum to encourage development of basic counseling skills prior to learning more advanced MFT theory. The upper level courses and the four MFT courses further students' knowledge and skills from the vantage of systems theory as well as providing an additional learning environment to further challenge students' knowledge and beliefs around diversity and ethics in the practice of MFT.

Master's Degree Programs and Post-Degree Programs that teach the Foundational Curriculum and chose an equivalent competency level, rather than the required 500 clinical contact hours, must describe how the equivalency is defined and measured, what evidence the program has that students achieve a competency level that is equivalent to the same level of competency if they had required 500 client contact hours of all students in their program, how consistency of outcomes is assured across all students, how it relates to the program's mission, goals, and outcomes, and how students are informed about possible licensure portability issues related to the equivalency.

Program Response:

Not applicable. Our program requires 500 clinical contact hours.

For Master's Degree Programs and Post-Degree Programs that teach the Foundational Curriculum, describe the program's commitment to relational/systemic-oriented supervision and how the standard's minimum supervisory requirements are accomplished, including specific description of digital technology's use when applicable.

Program Response:

Commitment to Relational/Systemic-Oriented Supervision

Our program is committed to relational/systemic-oriented supervision by ensuring that our students received a minimum of 100 hours of supervision accrued over the duration of four (4) clinical experiences: one (1) practicum and three (3) internships. Each week of supervision has at least 1 hour devoted to supervision of observable data allowing our program to easily meet the minimum requirement of 50 hours of observable data supervision. In addition, all University Supervision is done with our supervisors and supervisees in the same physical location.

Supervisor Definitions and Requirements

University Supervisors are those supervisors that oversee the course requirements of Practicum or Internship. University Supervisors are employees of the University and must abide by University guidelines. All MFT University Supervisors are either AAMFT approved Supervisors, Supervisor Candidates or Supervisor Equivalent.

Site Supervisors are the supervisors that directly oversee the supervisee's work at their internship site. Site supervisors are employees of the site, not the university. Site Supervisors are not required to be AAMFT Approved Supervisors or Supervisors candidates but must meet the minimum requirements as a qualified supervisor as set by the state. These requirements include:

- 1) A licensed marriage and family therapist who has at least five (5) years of experience; or
- 2) An American Association of Marriage and Family Therapy (AAMFT) approved supervisor; or
- 3) An AAMFT approved supervisor candidate; or
- 4) A supervisor who:
 - a) has possession of a master's degree or higher in a mental health field; and
 - b) has five (5) years of post-master's professional practice experience; and
 - c) is supervising within their scope of experience and training.

Practicum

Practicum consists of 2 hours of group hours and 1 hour of individual supervision per week by a University Supervisor. During practicum students receive a minimum of 15 hours of supervision. This number might vary if the University Supervisor provides additional supervision outside of the 1 weekly scheduled hour. During the practicum experience students are required to do two (2) video case presentations.

Internship

Internship consists of three (3) separate experiences where students are practicing in different sites around our community under the supervision of a site supervisor and a University Supervisor. Internship class consists of two (2) weekly group supervision hours with a University Supervisor and one (1) weekly supervision hour with a site supervisor. Students are required to do four (4) video case presentations. In addition, most of our supervisors choose to do a minimum of 1 live supervision per student per semester. During each internship, students receive approximately 30 supervision hours from their University supervisor and 15 supervision hours from their site supervisor for a combined total of 45 supervision hours per semester.

Use of Digital Technology

The Graduate Counseling Clinics have a video system called Vault which meets all HIPPA requirements and can only be access on campus. Each student and supervisor have a unique login and password. If students bring video from their internship sites, the video must be in an encrypted flash drive.

Describe how the program's agreements with practice sites accomplish the minimum requirements presented in the standard.

Program Response:

There is a vetting process for prospective internship sites. Each site completes a [Counseling Site Application](#). The Clinic Director then contacts the site and ensure that the site would be a good fit for our student. Once sites have been cleared as possible internship sites, an [internship contract](#) between the University, the site and the student. The contract covers the guidelines and responsibilities from each party.

For programs that teach the Advanced Curriculum, describe the Advanced Practice Component (APC) areas utilized by the program and verify that they include at least two from those presented by the standard with a duration of at least 9 months for a doctoral degree, or at least one with duration of 6 months for a post-graduate program.

Program Response:

Not applicable.

For programs that teach the Advanced Curriculum, demonstrate how students receive appropriate and adequate mentoring during the APC.

Program Response:

Not applicable.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Clinic Manual

Orientation to Clinic Procedures:

- [Appendix IV-C.1.Practicum General Information](#)
- [Appendix IV-C.2.Internship General Information](#)
- [Appendix IV-C.3.Orientation to the Clinic](#)
- [Appendix IV-C.4.Practicum Orientation Topics](#)
- [Appendix IV-C.5.Reading of Manual Verification](#)
- [Appendix IV-C.6.Confidentiality and Security Agreement](#)
- [Appendix IV-C.7.Steps for Clinic Test](#)

Sample of applications and contracts:

- [Appendix IV-C.8.Counseling Site Application](#)
- [Appendix IV-C.9.Practicum Application](#)
- [Appendix IV-C.10.Internship Application](#)
- [Appendix IV-C.11.Internship Contract](#)

Examples of Evidence/Documents:

1. Sample placement agreement forms
2. Documentation/program materials showing how student are informed of these program requirements.
3. Program manual/handbook
4. Program Policies and Procedures

Key Element IV-D: Program and Regulatory Alignment

The program demonstrates that graduates have met educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice in the state, province, or location in which the program physically resides or in which the student intends to practice. Programs must also document that students are informed (e.g., demonstrate review of appropriate regulatory sites or licensing laws) about the educational, clinical, and regulatory requirements for entry-level practice in the state, province, or location in which each student resides or intends to practice.

Rubric for Response

Provide program documentation and regulatory requirements for entry-level practice in the state or location the program resides.

Program Response:

Our program meets the Educational Requirements set by the Indiana Code section IC 24-23.6-8-2.5. The table below shows these requirements and the program documentation where this information resides

Regulatory Requirements for entry-Level practice in Indiana (IC 25-23.6-8-2.5 Educational requirements)	Program Documentation
<p>Sec. 2.5. (a) An applicant for a license as a marriage and family therapist under section 1 of this chapter or an applicant for a license as a marriage and family therapist associate under section 1.5 of this chapter must complete the following educational requirements:</p> <p>(1) Except as provided in subsection (b), complete twenty-seven (27) semester hours or forty-one (41) quarter hours of graduate course work that must include graduate level course credits with material in at least the following content areas:</p> <ul style="list-style-type: none"> (A) Theoretical foundations of marriage and family therapy. (B) Major models of marriage and family therapy. (C) Individual development. (D) Family development and family relationships. (E) Clinical problems. (F) Collaboration with other disciplines. (G) Sexuality. (H) Gender and sexual orientation. (I) Issues of ethnicity, race, socioeconomic status, and culture. (J) Therapy techniques. (K) Behavioral research that focuses on the interpretation and application of research data as it applies to clinical practice. <p>The content areas may be combined into any one (1) graduate level course, if the applicant can prove that the course work was devoted to each content area.</p> <p>(2) Not less than one (1) graduate level course of two (2) semester hours or three (3) quarter hours in the following areas:</p> <ul style="list-style-type: none"> A) Legal, ethical, and professional standards issues in the practice of marriage and family therapy or an equivalent course approved by the board. (B) Appraisal and assessment for individual or interpersonal disorder or dysfunction. 	<p>The program curriculum is designed to meet the academic requirements for licensure as a marriage and family therapist in the state of Indiana. This is stated in the program landing page.</p> <p>Students are also exposed to the regulatory requirements for licensure during CNS 508 (Legal, Ethical and Professional Issues). Students are provided a form laying out the IWU courses and their line up with the Indiana Educational Requirements: Indiana MFT Licensure Educational Requirements- IWU Course line up</p>
<p>3) At least one (1) supervised clinical practicum, internship, or field experience in a marriage and family counseling setting that meets the following requirements:</p> <ul style="list-style-type: none"> (A) The applicant provided five hundred (500) hours of marriage and family therapy services, including at least four hundred (400) face to face client contact hours, of which at least two hundred (200) hours must be relational, under the supervision of a licensed marriage and family therapist who has at least five (5) years of experience or a qualified supervisor approved by the board. (B) The applicant received one hundred (100) hours of supervision from a licensed marriage and family therapist who has at least five (5) years experience as a qualified supervisor. <p>The requirements under clauses (A) and (B) may be met by a supervised practice experience that took place away from an institution of higher education but that is certified by an official of the eligible postsecondary educational institution as being equivalent to a graduate level practicum or internship program at an institution accredited by an accrediting agency approved by the United States Department of Education Commission on Recognition of Postsecondary Education, the Association of Universities and Colleges of Canada, or the Commission on Accreditation for Marriage and Family Therapy Education.</p> <p>(b) The following graduate work may not be used to satisfy the content area requirements under subsection (a):</p> <ul style="list-style-type: none"> (1) Thesis or dissertation work. (2) Practicums, internships, or fieldwork. 	<p>The program clinical experience is designed to meet the Indiana requirements for licensure as an LMFTA by requiring students to complete 1000 clinical hours under the supervision of an AAMFT Approved Supervisor or Supervisor Candidate. This is stated in the program landing page.</p> <p>Students are also exposed to the regulatory requirements for licensure during CNS 508 (Legal, Ethical and Professional Issues). In addition, information on clinical hours requirements are included in the Clinic Manual under Clinical Experience Overview pg 4, Practicum and Internship general information forms.</p>

Describe how students are informed of these requirements.

Program Response:

In addition to the documents and places mentioned above:

- [Program Landing page](#),
- CNS 508: Legal, Ethics and Professional Issues
- Indiana MFT Licensure Educational Requirements- IWU Course line up
- Practicum General Information Form
- Internship General Information Form

Students are informed of these requirements as early as their initial interview into the program and their first meeting with their academic faculty advisor. Advisors explain the general process of licensure from beginning of program to gaining clinical hours to graduation to sitting for the licensure exam to gaining full licensure, and how this is a minimum of 5 years process from beginning to end. This is also a time when faculty will ask if the student plans to stay and license in Indiana or plans to return/move to a different state.

Students learn of the licensure requirements through a video on CNS 500: Orientation. The video is a general orientation to the MFT program, Program Mission, Goals and SLOs, as well as licensure requirements in Indiana and how to work with their advisor if they are thinking of moving out of state. Students learn more in depth information of the licensure process, requirements and ethics of the profession during CNS 508: Legal, Ethical, and Professional Issues Course. In this course they are required to attend an Indiana Licensure board meeting to further understand the ins and outs of licensure in the State of Indiana.

Finally, students are required to attend a Practicum and Internship Orientations prior to the beginning of each semester. Requirements and procedures of each are address. The number of clinical hours needed for specific clinical courses are also included in each syllabus.

Describe how students are informed of the regulatory requirements in the state or location they plan to practice.

Program Response:

Students are informed of regulatory requirements at different points during their stay with us. The program faculty are invested in helping students succeed in becoming licensed and work with individual students in ensuring they have the information they need. Students are informed of regulatory requires in Indiana at Orientation, CNS 508, CNS 546 and during individual advising. Those students who wish/plan to move out of state are informed at those same times mentioned previously to visit the AAMFT website's Build Your Career- MFT State and Provincial Resources and to speak with their advisors.

It is important that students take an active role in learning about the state in which they want to practice. Their advisors can then help them navigate that information (this requires the advisor to learn about that state's requirements as well) and collaboratively create a plan that fits the regulatory requirements. For example, should the new state require an extra course on a specific content, the advisor can help set up an independent study class that will meet that requirement.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Clinic Manual pg. 4- Clinical Experience Overview](#)

[Appendix IV-B.4.CNS 508: Legal, Ethical & Professional Issues](#) - Students get exposure to the Indiana licensure process. Licensure Board Assignment pg.9.

[Appendix IV-C.1.Practicum General Information](#)

[Appendix IV-C.2.Internship General Information](#)

[Appendix IV-D.1.Indiana MFT Licensure Educational Requirements- IWU Course line up](#)

Examples of Evidence/Documents:

1. Program manual/handbook
2. Documentation to show that students have been informed
3. Course assignments or projects

Key Element IV-E: Curriculum/Practice Alignment with Communities of Interest

The program demonstrates that it considers the needs and expectations of identified Communities of Interest in developing and revising its curriculum and application component.

Rubric for Response

Identify COI relevant to curriculum and practice.

Program Response:

Students

Alumni

Clinic Clients

Supervisors (university and site)

Faculty (core, non-clinical and adjuncts)

University Administration

AMFTRB

Employers

Clinic Clients

COAMFTE

Regulatory Bodies

Describe how feedback from these COI is obtained.

Program Response:

COI	How feedback is obtained
Students	<ul style="list-style-type: none"> • End of Course Evaluations • MFT Student Sufficiency and Safety Survey • Student Exit Surveys • Informal communication • Student liaison from Delta Kappa • Advising appointments
Alumni	<ul style="list-style-type: none"> • Divisional Alumni Survey – every 3 years • Alumni/Supervisor Evaluation of MFT Program Effectiveness and Sufficiency Survey

	<ul style="list-style-type: none"> • Informal communication
Clients	<ul style="list-style-type: none"> • Client Satisfaction Surveys • Client Satisfaction Survey for Young Kids
Supervisors	<ul style="list-style-type: none"> • Faculty meetings • University Supervisors check-ins • Practicum and Internship Evaluations • Alumni/Supervisor Evaluation of MFT Program Effectiveness and Sufficiency Survey • Supervisor Webinars • Informal communication
Faculty	<ul style="list-style-type: none"> • Faculty meetings • Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey • Teaching core MFT faculty check-in prior to start of each semester • Informal communication
University Administration	<ul style="list-style-type: none"> • Mission, Vision and Values as express by the Wesleyan Church, IWU, and the School of Social and Behavioral Sciences and Business • Achieving and maintain COAMFTE accreditation demonstrates a level of achievement of the program • Informal Communication
AMFTRB	<ul style="list-style-type: none"> • Licensure exam Domains content and changes
Employers	<ul style="list-style-type: none"> • Employer survey- Every 3 years • Informal Communication
COAMFTE	<ul style="list-style-type: none"> • Published Accreditation Manual and Procedures • Review of Annual Reports • Feedback regarding Accreditation Reports • Determining Accreditation Status of the program
Regulatory Boards- Indiana Professional Licensing Agency: Behavioral Health and Human Services Licensure Board	<ul style="list-style-type: none"> • Meeting regulatory and/or licensing standards for MFTs

Describe how the needs and expectations of these COI are considered in curriculum/practice revision.

Program Response:

COI	How needs and expectations are considered in Curriculum/practice revision
Students/alumni	<ul style="list-style-type: none"> • Feedback from graduates' surveys and input from students is reviewed by faculty either at MFT faculty meeting or Divisional meeting (depending on the course being discussed). Faculty take the information into consideration and makes appropriate changes to the curriculum/practice components as needed by the identified lead faculty for the course being discussed.
Clients	<ul style="list-style-type: none"> • Client Satisfaction Surveys are utilized to improve the services provided by students practicing in our Graduate Counseling Clinics
Supervisors	<ul style="list-style-type: none"> • Supervisor feedback is discussed by faculty either at MFT faculty meeting or Divisional meeting (depending on the course being discussed), and relevant changes to curriculum/practice components are made by identified lead faculty for the course being discussed.
Faculty	<ul style="list-style-type: none"> • Faculty feedback is discussed by faculty either at MFT faculty meeting or Divisional meeting (depending on the course being discussed). Relevant changes to the curriculum/practice components are made by identified lead faculty for the course being discussed. • Teaching core MFT faculty check-in prior to start of each semester this the program to ensure that MFT course content is consistent between Indy and Marion as well as provides an opportunity for updates to course content, readings, assignments.

University Administration	<ul style="list-style-type: none"> • Periodic review is made to ensure the program is in line with the Mission, Vision and Values as express by the Wesleyan Church, IWU, and the School of Social and Behavioral Sciences and Business • Needed changes are discussed by faculty either at Divisional meeting. Relevant changes to the curriculum/practice components are made by identified lead faculty for the course being discussed.
AMFTRB	<ul style="list-style-type: none"> • Periodic review is made to ensure the program content covers the AMFTRB Licensure exam Domains. • If changes are needed these are discussed at MFT faculty meeting or Divisional meeting (depending on the course being discussed). Relevant changes to the curriculum/practice components are made by identified lead faculty for the course being discussed.
Employers	<ul style="list-style-type: none"> • Employer feedback is discussed by faculty at Divisional meeting and or annual assessment day. Relevant changes to the curriculum/practice components are made by identified lead faculty for the course being discussed.
COAMFTE	<ul style="list-style-type: none"> • Changes that are published and/or sent to programs are reviewed and discussed by core MFT faculty to ensure the program continues to align with COAMFTE Rules and procedures.
Regulatory Boards- Indiana Professional Licensing Agency: Behavioral Health and Human Services Licensure Board	<ul style="list-style-type: none"> • Changes to state law that impact the licensure procedures of our graduates are discussed by MFT core faculty at MFT faculty meetings. Relevant changes to the curriculum/practice components are made by identified lead faculty for the course being discussed.

Provide examples of how the review process has led to curriculum/practice improvement.

Program Response:

Here are a couple of examples of how the review process has led to curriculum/practice improvement.

- 1) **Change in relational hours based on Regulatory Board.** On July 1, 2018, Senate Enrolled Act 224 went into effect changing the required number of clinical face-to-face hours for MFTs and CMHCs. For MFTs they reduced the number of relational hours from 250 to 200. This piece of legislature was created to fast track the entrance of individuals into the professions. While we highly recommend our students try to reach 250-relational hours (especially if considering moving out of state), the program reduced the required number to 200 relational hours.
- 2) **Changes in the number of online courses students can take based on COAMFTE information.** The COAMFTE November 15, 2019 changes to the Accreditation Manual along with the new definitions for Distance Education, made our program review and make changes to the number of online courses student can take. We are a 60-hour degree program which means that only 2 courses could be taken online. While this is not an issue for our Fall admit students, who are required to take all courses onsite with the exception of their 1 elective, this change would potentially become an issue for our Spring admits. Spring admits already take 2 online courses to ensure they are able to graduate within the advertised graduation time and would not have enough onsite electives to take. Faculty have created a new onsite elective and brought back one that had not been taught in a couple of years to help meet that need and ensure we are adhering to the new guidelines.
- 3) **Changes to courses based on faculty feedback based on MFT core teaching faculty check-ins.** MFT teaching faculty have made several updates to the syllabi based on the needs they see to either update information, reading materials or suggest new assignments. An example of one of these changes can be found in CNS 546 with the addition of a current events/issues in MFT Presentation where students have to select a recent issue of Family Therapy magazine and provide a short presentation on a topic. The faculty felt this would be an innovative way to keep our students engaged with the changes of the field and help them connect to the profession's publications.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix IV-E.1.Community of Interests \(COI\) Formal Contribution Schedule](#)

Examples of Evidence/Documents:

1. Chart of relevant COI and methods for collecting feedback
2. Timeline for requesting feedback

Standard V: Program Effectiveness and Improvement

Programs report the results of their **outcome-based education framework** based on their assessment plan in the Key Elements below. This requires programs to discuss data on Student Learning Outcomes aggregated at the program level, and how these have led to continuing effectiveness of the program, program improvement, and future plans for improvement.

Key Element V-A: Demonstrated Student/Graduate Achievement

The program provides aggregated data regularly collected on **student/graduate achievement**.

Rubric for Response

Identify the areas of student/graduate achievement, as defined in the glossary of COAMFTE Standards and selected by the program for data collection.

Program Response:

The areas of student/graduate achievement as defined in the glossary of COAMFTE standards that selected by the program for data collection include: 1) licensure examination pass rates, 2) graduation rates, 3) retention rates, and 4) employment or job placement where they utilize their MFT skills.

Describe ongoing data collection **process** for each student/graduate achievement.

Program Response:**Ongoing Data Collection Process for Student/Graduate Achievement Data**

Graduation/Retention rates. Graduation and retention rates are tracked on the MFT student database. Each individual prospective student/student is entered into the database once a complete application has been received. Information on entrance into the program as well as retention and progression through the program is noted. For example, notes are made on students who entered the program but decide to switch to another program, slow down due to financial, health or other personal issues as well as those who are suspended from the program. When students graduate, the graduation date and the number of semesters it took to complete their program is noted.

Employment or job placement. Employment/job placement is tracked on the MFT student database. This information is gathered first through the Graduate Exit Survey which is collected the last semester of the student's matriculation. If no job is noted at the time, the graduate is contacted 6 months later to check on possible employment. This information is then updated annually based on the MFT Alumni Survey sent out at the beginning of the calendar year. If graduates do not provide this information, the Program Director tries to reach out to individual graduates in a variety of forms (email, texts, calls, social media) to gather this information.

Licensure Examination Pass Rates. Licensure Examination Pass rates are tracked on the MFT student database. This information is gathered through the annual MFT Alumni Survey set out at the beginning

of the calendar year. In addition, to the annual update, often graduates inform MFT faculty of they have successfully passed their licensure exam and received their LMFTA or that they are fully licensed. In these cases, the database is updated as information is given. If graduates do not provide this information, the Program Director reaches out to individual graduates in a variety of forms (email, texts, calls, social media) to gather this information. On top of that, the Program Director reviews the Indiana Professional Licensing Agency's website to check and see if any graduate who did not provide information has indeed received their license. Hard copies of the information are printed and retained with the annual report information.

Analyze and present aggregated data for student/graduate achievement.

Program Response:

COAMFTE Student Achievement Criteria Data for Indiana Wesleyan University Marion and Indianapolis Campus ~ Accredited: 05/01/2015 Advertised Program Length*: 2.5 years (7 semesters)												
Cohort Year Students Entered Program	# of Full Time Students in Program		Advertised Graduation Rate* (%)		Maximum Graduation Rate** (%)		Retention rate***		Job Placement Rate (%)		National Exam Pass Rate (%)****	
	Marion	Indy	Marion	Indy	Marion	Indy	Marion	Indy	Marion	Indy	Marion	Indy
2010-2011	Not accredited		Not accredited		Not accredited		Not accredited		Not accredited		Not accredited	
2011-2012	Not accredited		Not accredited		Not accredited		Not accredited		Not accredited		Not accredited	
2012-2013	Not accredited		Not accredited		Not accredited		Not accredited		Not accredited		Not accredited	
2013-2014	Not accredited		Not accredited		Not accredited		Not accredited		Not accredited		Not accredited	
2014-2015	7	9	(4) 57%	(4) 44.4%	(4)57%	(6)66.7%	57.14%	66.67%	100%	100%	(2/ 3)66%	(6/6)100%
2015-2016	1	8	(0) 0%	(4) 50%	(1)100%	(5)62.5%	100%	62.5%	100%	100%	(1/1)100%	(4/5) 80%
2016-2017	5	11	(4) 80%	(2) 18%	(4)80%	(7)72.7%	100%	90.91%	100%	100%	(3/3) 100%	*** (7/8) 87.5%
2017-2018	6	7	In process	(1) 14%	In process		66.67%	71.43%	In process	100%	In process	
2018-2019	6	12	In process		In process		100%	75%	In process		In process	
2019-2020	8	16	In process		In process		In process		In process		In process	
Aggregated data	33	63	*(8/17) 47.06%	*(11/31) 35.48%	** (9/17) 52.94%	** (18/31) 58.06%	80%	74.47%	100%	100%	(7/6) 85%	*** (17/19) 89.47%

*Only the number of available students who are eligible for graduation and have hit or surpassed the advertised the graduation rate at the time for self-study submission were considered.

** Only the number of available students who are eligible for graduation and have hit or surpassed the maximum graduation rate at the time for self-study submission were considered. This does not include students who are still in process and are yet to reach the maximum graduation time.

*** Retention rates were calculated with the original raw data. The number of students who were retained (graduated and are pending graduation) was divided by the number of students who started the program X 100.

****Number has been updated based on information received since annual report. This number has not been updated on SAC table to prevent confusion until we received notice of our annual report results.

Data Analysis:

Graduation Rates

Marion. Aggregated data results: 52.94% of all MFT incoming students graduate within the maximum time, and 47.06% of all incoming students graduate within the advertised graduation time. All students who enter the program, even if it is only for one semester, were considered in our data. The program has not had any student who stayed in the program finish beyond the maximum time frame allowed.

Indianapolis. Aggregated data results: 58.06% of all MFT incoming students graduate within the maximum time, and 37.48% of all incoming students graduate within the advertised graduation time. All students who enter the program, even if it is only for one semester, were considered in our data. The program has not had anyone finish the program beyond the maximum time frame allowed. While the program is open to finding ways to improve our graduation rates, students have noted liking the flexibility to slow down their program of study.

Retention Rates

Marion Retention aggregated data results: 80% of students who start the program since the program's initial accreditation have been retained. Of the students who left the program (5) since 2014-2015, 100% of them changed programs within the Division of graduate counseling. One changed to a non-clinical program. Changing programs within the Division is rather easy and students are advised before transitioning to ensure the change is program will be a good fit for student and the new program. Overall, our program is satisfied with the retention rate.

Indianapolis Retention aggregated data results: 74.47% of students who start the program since the program's initial accreditation have been retained. Of the students who left the program (12) since 2014-2015, 58.33% (7) of them changed programs within the Division of graduate counseling. Changing programs within the Division is rather easy and students are advised before transitioning to ensure the change is program will be a good fit for student and the new program. 16.67% (2) had to stop the program due to illness. 8.33% (1) was academically suspended from the program. 8.33% (1) dropped after they got married. 8.33% (1) stopped due to financial issues. Overall, our program is satisfied with the retention rate, but would like to find ways to increase it.

Employment or job placement

Marion. Aggregated data results: 100% of students who reported their employment status had a job and were working in a job where they were utilizing their MFT skills. Many of our students secure a job within their last semester. We are very proud of this achievement.

Indianapolis. Aggregated data results: 100% of students who reported their employment status had a job and were working in a job where they were utilizing their MFT skills. Many of our students secure a job within their last semester. We are very proud of this achievement.

Licensure Examination Pass Rates

Marion. Aggregated data results: 85% of students who sat for the MFT exam passed the exam. We have only had 1 student since our COAMFTE accreditation was awarded has not pass the licensure exam. We

were surprised that that particular student did not pass and have attempted to contact the student with no success. While our program would love a 100% pass rate, we feel that an accumulative 85% pass rate is very good.

Indianapolis. Aggregated data results: 89.47% of students who sat for the MFT exam passed the exam. Only 2 students since our COAMFTE accreditation was awarded have not passed the licensure exam. When contacted, one student reported being personally unprepared and then second one offered no comment. While our program would love a 100% pass rate, we feel that an accumulative 89.47% pass rate is very good.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

none

Examples of Evidence/Documents:

1. Aggregated student/graduate achievement data (sample if a large document)
2. Narrative information of graduate achievement data analyses
3. Faculty and/or committee minutes
4. COI meeting minutes

Key Element V-B: Demonstrated Achievement of Program Goals

The program describes how data was analyzed and provides aggregated data that demonstrates achievement of each program goal via data from measured Student Learning Outcomes, based on targets and benchmarks provided in the program's outcome-based education framework—data from Student Learning Outcomes demonstrate that the program is meeting program goals.

Rubric for Response

Present aggregated data produced by the Outcome Based Education framework and assessment measures described in Standard I with clear targets and benchmarks for each Student Learning Outcome, and demonstrate how data from SLOs allows the program to determine if it is meeting Program Goals.

Program Response:

The following chart provides all of the aggregated data of our program's Student Learning Outcomes since Fall 2015 when our program was granted COAMFTE accreditation. Over that span of time, the program has made several changes to the benchmarks and the assessment mechanisms utilized. The chart below provides all of this data with comments on when they were utilized and when/why they were changed as applicable.

Aggregated Program Evaluation Grid (2015-2019)

PG	SLO	Benchmarks (B) and Targets (T)	Assessment Results	Notes on changes	Interpretation of SLO in Achieving Program Goals	
Program Goal#1: The program will prepare students to engage in the professional practice of individual, couple, and family therapy.	SLO1: Students will Demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.	a. B= 80%; T= 90% will score 80% or better on CNS 541 Midterm.	Mean: 87.14; 71% scored 80% or better B and T not met	Used 2018-present	Overall, SLO1's benchmarks (B) have been consistently met since our initial accreditation. The program has even been able to meet several targets (T) with 3/6 of the assessment mechanisms used. Of the current three (3) assessment mechanisms being utilized, grades in item A (CNS 541 Midterm) did not reach the benchmark set. CNS 541 (Foundations of MFT) is the first course students are formally introduced to MFT history and theory which might just be a reason for the lower grades. 2018-2019 was the first year this assessment mechanism was utilized. The faculty will track how students score during the 2019-2020 academic year before making additional interpretations.	
		b. B= 80%; T= 90% will score 80% or better on CNS 541 Final.	Mean: 90.64; 85.7% scored 80% or better B and T met	Used 2018-present		
		c. B= 80%; T= 90% will score 80% or better in the MFCT post-test	Mean: 4.60; 88% scored 75% or better B met; T not met	Used 2017-present. This item was moved from SLO 6, and the benchmark was changed from 75% to 80% to line-up with other SLOs.		
		B= 80%; T= 90% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 49-54.	Mean: 4.60; 88% scored 4 or better B met; T not met	No longer Used. Used 2015-2018		
		B= 80%; T= 90% will score 4 or better out of 5 on the Final Student Progression Evaluation #6a and 6b	Mean: 4.86; 92.86% scored 4 or better B and T met	No longer used. Used 2015-2017		
		B= 80%; T= 90% will score 4 or better out of 5 in the Practicum and Final student Progression Evaluation	Mean: 4.78; 90% scored 4 or better B and T met	No longer used. Used 2015-2018		
	SLO2: Students will demonstrate skills and practices of individual, couple, and family therapy.	a. B=80%; T=90% will score 80% or better on CNS 542 Clinical Video presentation	Mean: 96.33; 100% scored 80% or better B and T met	Used 2018-present		SLO2's benchmarks (B) we also consistently being met with the exception of CNS 546 Skills demonstration which has not been used since 2018. All benchmarks (B) and two (2) targets (T) are being met with the current assessment mechanisms. Based on these results, we feel confident in stating that Program Goal#1 is being achieved with some room for improvement.
		b. B=80%; T=90% will score 80% or better on CNS 543 Clinical Video Presentation	Mean: 98.81; 100% scored 80% or better B and T met	Used 2018-present		
		c. B=80%; T=90% will score 4 or better out of 5 on CNS 554 Faculty Supervisor Evaluation of Student Performance questions, 1-25 except #15	mean 4.15; 82.35% scored 4 or better B met; T not met	Used 2018-present		
		B=80%; T=90% will score 90% or better on CNS 546 Skills demonstration.	Mean: 92.47; 76.19% scored 90% or better B and T not met	No longer used. Used 2015-2018		
		B=80%; T=90% will score 90% or better on CNS 546 Philosophy of MFT Paper.	Mean: 93.12 82.14% scored 90% or better B met; T not met	Used 2015-2018. Paper grade is no longer being used. This was changed as this score was used for multiple SLOs (2,4 &5).		
		B=80%; T=90% will score four or better out of five on Final Student Progression Evaluation #3a-h.	Mean: 4.94; 92.86% scored 4 or better B and T met	Used 2015-2017		

		B=80%; T=90% will score four or better out of five on CNS 554 Faculty Supervisor Evaluation of Student Performance questions, 1-13	Mean: 5; 100% scored 4 or better B and T met	Used 2017-2018	
Program Goal#2: The program will prepare students to deliver individual, couple, and family therapy to diverse populations.	SLO3: Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.	a. B=80%; T=09% will score a grade of 80% or better in the CNS 502 Treatment Presentation.	Mean: 97.55; 100% scored 80% or better B and T met	Used 2017-present	Overall, SLO3's benchmarks (B) and targets (T) have been consistently met since our initial accreditation. All three (3) assessment mechanisms being currently utilized meet these at 100%. Given that 2/3 of these mechanisms have only been utilized for 1 academic year, it would be interesting to see if we continue to have 100% achievement. All of SLO4's benchmark (B) and targets (T) are being met as of 2018-2019. In prior academic years, in all but 1 assessment mechanisms did benchmarks (B) were met (CNS 509 integration). This specific benchmark (B) was met in 2018-2019 after the benchmark was lowered to 80% of students scoring 80% on the CNS 509 Integration paper. The benchmark was lowered from a grade of 90% to 80% to make it consistent with other benchmarks (which are set to a grade of 80%).
		b. B=80%; T=09% will score 3 or better out of 4 on CNS 546 Capstone Paper Rubric Multicultural Section.	Mean: 3.68; 100% scored 3 or better B and T met	Used 2018-present	
		c. B=80%; T=09% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 58-63.	Mean: 4.22; 100% scored 4 or better B and T met	Used 2018-present	
		80% will score four or better out of five on the final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 49-54.	Mean: 4.78; 100 % scored 4 or better B and T met	No longer used. Used 2015-2018	
		80% will score four or better out of five on the Final Student Progression Evaluation #6a and 6b.	Mean: 4.9; 92.86 % scored 4 or better B and T met	No longer used. Used 2015-2018	
		80% will score four or better out of five in the Practicum and Final student Progression Evaluation.	Mean: 4.78; 90 % scored 4 or better B and T met	No longer used. Used 2015-2017	
	SLO4: Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically	a. B=80%; T=90% will score 80% on the CNS 509 Integration Paper	For B=80% scoring 80%+(2018-2019) mean of 95% with 100% scoring 80% or better B and T met For B=80% scoring 90+ (2015-2018) Mean: 90.22; 57.67% scoring 90+ B and T not met	Used 2015-present. % was reduced from a score of 90% to a score of 80% in 2018-2019 to align our other benchmarks. A benchmark of 80% scoring 90% was hard to achieve.	Based on these aggravated scores, we feel confident in stating that Program Goal#2 is being achieved with some room for improvement.
		b. B=80%; T=90% will score 3 or better out of 4 on CNS 546 Capstone Paper Rubric Spirituality in therapy section.	mean: 4; 100% scored 3 or better B and T met	Used 2018-present	
		c. B=80%; T=90% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of Student questions 53-57.	Mean: 4.33; 100% scored 4 or better B and T met	Used 2018-present	

		<p>B=80%; T=90% will score 90% or better on CNS 546 Philosophy of MFT Paper.</p>	<p>Mean: 93.12; 82.14% scored 90% or better B met; T not met</p>	<p>Used 2015-2018. Paper grade is no longer being used. This was changed as this score was used for multiple SLOs (2,4 &5).</p>		
		<p>B=80%; T=90% will score four or better out of five on the final CNS 554 Faculty Supervisor Evaluation of Student questions 35-43.</p>	<p>Mean: 4.80; 91.18% scored 90% or better B and T met</p>	<p>used 2015-2018; some items from CNS 554 Faculty Supervisor Evaluation of Student form are still being used, but not all the same items</p>		
<p>Program Goal #3: The program will prepare students to practice individual, couple, and family therapy with skill & professional integrity.</p>	<p>SLO5: Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.</p>	<p>a. B=80%; T=90% will score 80% or better on CNS 507 Article critique.</p>	<p>Mean: 92.8; 100% scored 80% or better B and T met</p>	<p>Used 2018-present. Replaced grade for CNS 507 Research proposal as the article critique was a better fit.</p>	<p>SLO5's all benchmarks (B) but one has been consistently met since our initial accreditation. All targets (T) but two (2) have been met in the past. Utilizing score of 90% or better on the CNS 507 Research Proposal paper was consistently not being met. When discussed at the 2018 Annual Assessment meeting, it was decided that the measurement was unrealistic as this particular assignment had many components and was used more as a learning tool and it was heavily criticized and graded.</p> <p>All current assessment mechanisms have only been used for 1 academic year and are meeting both our benchmarks and targets. It would be interesting to see if we continue to have 100% in achievement of our Benchmarks and Targets.</p> <p>SLO6 's benchmarks (B) have been consistently met since our initial accreditation. The current assessment mechanisms are meeting both benchmarks (B) and targets (T).</p> <p>Based on these results, we feel confident in stating that Program Goal#3 is being achieved.</p>	
		<p>b. B=80%; T=90% will score 3 or better out of 4 on CNS 541 Research presentation</p>	<p>Mean: 95.43; 100% scored 3 or better B and T met</p>	<p>Used 2018-present. This was a new assignment created specifically to assess SLO5</p>		
		<p>c. B=80%; T=90% will score 4 or better out of 5 on CNS 554 Final Faculty Supervisor Evaluation of Student Performance questions: 15, 28, 29, 35, 38, 39,40</p>	<p>Mean 4.14; 100% scored 4 or better B and T met</p>	<p>Used in 2018-present</p>		
		<p>B=80%; T=90% will score 90% or better on CNS 507 Research Proposal paper.</p>	<p>Mean: 80.86; 28.33% of students scoring 90% or better B and T not met</p>	<p>No longer being used. Used 2015-2018</p>		
		<p>B=80%; T=90% will score 90% or better on CNS 546 Philosophy of MFT Paper.</p>	<p>Mean: 93.12; 82.14% scored 90% or better B met; T not met</p>	<p>Used 2015-2018. Paper grade is no longer being used. This was changed as this score was used for multiple SLOs (2,4 &5).</p>		
		<p>B=80%; T=90% will score four or better out of five on Final Student Progression Evaluation #3a-h.</p>	<p>Mean: 4.94; 92.86% scored 4 or better B and T met</p>	<p>No longer being used. Used 2015-2018</p>		
		<p>SLO6 Students will practice individual, couple and family therapy in an ethical manner with integrity.</p>	<p>a. B=80%; T=90% will score 80% or better on CNS 508 Poster Presentation paper.</p>	<p>Mean 97%; 100% scored 80% or better B and T met</p>		<p>Used for 2018-present.</p>
			<p>b. B=80%; T=90% will score 4 or better out of 5 on the final CNS 554 Faculty Supervisor Evaluation of students - `questions #44-52.</p>	<p>Mean: 4.57; 90.2% scored 4 or better B and T met</p>		<p>Used 2015-present. Numbers on form have been updated, but items are the same.</p>
			<p>B=80%; T=90% will score 75% or better on the MFT Comprehensive exam</p>	<p>Mean: 80.21; 81.25% scored 80% or better B met; T not met</p>		<p>No longer used for SLO 6. Used 2015-2018 for SLO6. It was moved to SLO1 for 2018-2019 as it was a better fit and the % was moved to 80% to match all Targets.</p>

Describe ongoing processes for collecting and analyzing aggregated data.

Program Response:

The process of collecting and analyzing aggregated data is a team effort between the Program Director and the Operations Manager who collects and files all data collected across the Division of Graduate Counseling. The Operations Manager provides the Program Director the information requested, and the Program Director combines and analyzes the aggregated data. This particular data was specially challenging as it required taking into account various assessment mechanisms that are no longer utilized. All assessment mechanisms utilized to measure SLOs since the MFT program was granted COAMFTE accreditation have been included with explanations of when and why certain mechanisms are no longer being used.

Annual aggregated data is formally reviewed and analyzed formally during the Annual Assessment Day which takes place at the beginning of each academic year. The aggregated data presented in the self-study takes into account the last 4 academic years and will be scheduled to be discussed at our 2020 Annual Assessment Day along with the 2019-2020 data.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix V-B.1.CNS 502 Treatment Presentation Rubric](#)
[Appendix V-B.2.CNS 507 Article critique Rubric](#)
[Appendix V-B.3.CNS 508 Poster Presentation paper Rubric](#)
[Appendix V-B.4.CNS 509 Integration Paper Rubric](#)
[Appendix V-B.5.CNS 541 Research and Evaluation Presentation Rubric](#)
[Appendix V-B.6.CNS 542 Clinical Video presentation Rubric](#)
[Appendix V-B.7.CNS 543 Clinical Video Presentation Rubric](#)
[Appendix V-B.8.CNS 546 Capstone Paper Rubric](#)
[Appendix V-B.9.CNS 554 Faculty Supervisor Evaluation of Student Performance](#)

Examples of Evidence/Documents:

1. Evaluation templates/rubrics for SLOs
2. Aggregated SLO data
3. Narrative how SLO data demonstrates meeting program goals
4. Aggregated Program Outcome data (sample if a large document)
5. Narrative information of how SLO data allows program to achieve the Program Goals.

Key Element V-C: Demonstrated Achievement of Faculty Effectiveness

The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.

- The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.
- The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.

Rubric for Response

Describe the ongoing evaluative process and measures used to determine Program Director's effectiveness in achieving the program's mission, goals, and outcomes.

Program Response:

Evaluation of Program Director

In the past, the Program Director's effectiveness was only evaluated by the Division Chair during their PGDPs. Since the PGDP only provided a brief assessment of the Program Director's role and did not specifically address their effectiveness in achieving the program's mission, goals and outcomes, the program has taken steps to broaden the evaluation of the Program Director's effectiveness by including two (2) specific questions in our surveys taken by various Communities of Interests.

The evaluation of the Program Director's role is clearly assessed by two (2) questions in the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni/Supervisor Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). The questions are set on a 5-point scale (1= strongly agree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree). Effective evaluations are deemed at a minimum of aggregated score of 3. These questions read as follows:

Survey Items Evaluating Program Director	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
The Program Director provides effective leadership in order to maintain the program's goals and student learning outcomes.	3a	2a
The Program Director upholds the program's mission, goals, and learning outcomes through their work.	4a	2b

Present aggregated data of Program Director's effectiveness.

Program Response:

Aggregated Data of Program Director's Effectiveness

The PGDPs evaluations from the last few years demonstrate that the Program Director is being effective in the areas of teaching, scholarship, Christian integration and service. The service section of the PGDP evaluation contained information on the service to the program, university, and community including work as program director. Copies of the PGDP will be available for review in the resource room by the COAMFTE's Site Visitors Team. As presented on the table below the program director has surpassed the minimum positive aggregated score of 3 at both our Indianapolis and Marion campuses.

Survey Items Evaluating the Program Director	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
The Program Director provides effective leadership in order to maintain the program's goals and student learning outcomes.	5	4.8	4.9	4.9	4.44	4.8	4.9	4.71	4.81

The Program Director upholds the program's mission, goals, and learning outcomes through their work.	4.93	4.8	5	4.91	4.5	4.8	5	4.77	4.84
Aggregated Mean	4.96	4.8	4.95	4.9	4.47	4.8	4.95	4.74	4.82

Describe the ongoing evaluative process and measures used to determine program faculty and supervisor effectiveness in achieving the program's mission, goals, and outcomes.

Program Response:

Faculty Effectiveness

Similar to the Program Director's evaluation, the program's evaluation of program faculty effectiveness did not directly address their contributions in terms of mission, goals, and outcomes. The evaluation of faculty effectiveness was primarily left to the PGDP process as described in Key Element III-E.

Overall Evaluation. Starting Spring 2020, the evaluation of faculty effectiveness in upholding the program's mission, Goals and Student Learning Outcomes is now also being assess by two (2) questions in the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni/Supervisor Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). The questions are set on a 5-point scale (1= strongly agree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree). Effective evaluations are deemed at a minimum of aggregated score of 3. These questions read as follows:

Survey Items Evaluating Faculty	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
Core Faculty (Dr. Atchison, Dr. Stoeckle & Dr. Williams) uphold the program's mission, goals and learning outcomes through their work.	4d	3b
Non-Clinical Faculty (teaching, i.e. Dr. Money Brady, Dr. Thompson etc.) uphold the program's mission, goals and learning outcomes through their work.	4e	3c

Supervisor Effectiveness

Similar to the Program Director and faculty' evaluations, the program's evaluation of supervisors' effectiveness did not directly address their contributions in terms of mission, goals, and outcomes. The evaluation of supervisors' effectiveness was limited to student evaluations of the supervisors gathered at practicum and internship.

Starting Spring 2020, the evaluation of faculty effectiveness in upholding the program's mission, Goals and Student Learning Outcomes is now also being assess by one (1) question in the [MFT Student Sufficiency and Safety Survey](#), the [Faculty Evaluation of MFT Program Effectiveness and Sufficiency Survey](#), and the [Alumni/Supervisor Evaluation of MFT Program Effectiveness and Sufficiency Survey](#). The

questions are set on a 5-point scale (1= strongly agree, 2= disagree, 3= undecided, 4= agree & 5= strongly agree). Effective evaluations are deemed at a minimum of aggregated score of 3. These questions read as follows:

Survey Items Evaluating University Supervisors	MFT Student Survey Items	Faculty and Alumni/Supervisors Survey Items
University Supervisors (Katherine Ruiz, Kristina Graber, Kay Keller, Lorrie Neuberg, Dr. Atchison, Dr. Stoeckle & Dr. Williams) uphold the program’s mission, goals and learning outcomes through their work.	4f	3d

Present aggregated data of program faculty and supervisor effectiveness.

Program Response:

Faculty Effectiveness

Evaluation	Results
Professional Growth and Development Plan (PGDP)	The PGDP evaluations of all three (3) core faculty demonstrate that they have been satisfactorily working on all four areas of the PGDP: Teaching, Scholarship, Christian Integration and Service. Copies of the PGDP will be available for review in the resource room by the COAMFTE’s Site Visitors Team.
Annual Faculty Activity Report Form	All three (3) core faculty completed each required activity. These report forms will be available for review in the resource room by the COAMFTE’s Site Visitors Team.
MFT Faculty Evaluations	All core faculty completed each of the requirements for a satisfactory evaluation. The MFT Faculty Evaluation takes into account both the PGDP and the annual faculty activity report forms. These evaluations will be available for review in the resource room by the COAMFTE’s Site Visitors Team.

As presented on the tables below the Core Faculty, Non-Clinical Faculty, and University Supervisors have surpassed the minimum positive aggregated score of 3 at both our Indianapolis and Marion campuses, noting satisfactory evaluation in upholding the program’s mission, Goals and SLOs.

Survey Items Evaluating Core Faculty	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
Core Faculty uphold the program’s mission, goals, and learning outcomes through their work.	4.83	4.8	5	4.88	4.37	5	5	4.79	4.83

Survey Items Evaluating Non-Clinical Faculty	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
The Non-clinical faculty (teaching i.e. Dr. Money-Brady, Dr. Thompson, etc.) uphold the program's mission, goals, and learning outcomes through their work.	4.69	4.7	4.64	4.68	3.75	4.9	4.64	4.43	4.55

Survey Items Evaluating University Supervisors	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
University Supervisors (Katherine Ruiz, Kristina Graber, Kay Keller, Lorrie Neuberg, Dr. Atchison, Dr. Stoeckle & Dr. Williams) uphold the program's mission, goals and learning outcomes through their work.	4.59	4.8	4.82	4.74	4.44	4.9	4.82	4.72	4.73

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

Survey Findings- Faculty and Supervisors

Examples of Evidence/Documents:

1. Aggregated faculty and supervisor effectiveness data (sample if a large document)
2. Aggregated PD data
3. Narrative information of PD data analyses
4. Narrative information of faculty and supervisor effectiveness data analyses

Key Element V-D: Demonstrated Program Improvement

The program demonstrates how evidence is used to maintain the achievement of Student Learning Outcomes and/or foster program improvement with plans for future improvement based on the evidence. Evidence includes but is not limited to findings regarding program goals and outcomes, **student/graduate achievement**, Communities of Interest, and evaluations (as described in the assessment plan) of **curriculum** and teaching/learning practices; fiscal and physical resources; **technological resources**; instructional and clinical resources; academic resources; and **student support resources**. Data should demonstrate that the program is meeting its goals and outcomes, especially specified targets and benchmarks and if not, what plans the program has for meeting or modifying its goals.

Rubric for Response

Describe how the analysis of data in the following areas has led to program improvement, where needed or future program improvement:

- Program goals and Student Learning Outcomes
- Student/graduate achievement
- Communities of Interest
- Evaluations (as described in the assessment plan) of curriculum and teaching/learning practices

- Fiscal and physical resources
- Technological resources
- Instructional and clinical resources
- Academic resources
- Student support resources

Program Response:**Program goals and Student Learning Outcomes****Data observation and changes made:**

Routine data analysis of program goals and SLOs has resulted in several changes to the program's benchmarks over the years. These changes have been made to ensure that the mechanisms in question and their set benchmarks were appropriate to measure achievement of the specific SLO. The [Aggregated Program Evaluation Grid \(2015-2019\)](#) notes when and why these changes were made.

In reviewing the achievement of goals and SLOs for the most recent year, it appears that the program has been meeting program goals 1-3, and all but one current benchmark in SLO1 are also being met (a. **B= 80%; T= 90%** will score 80% or better on CNS 541 Midterm). This was a new benchmark added for the 2018-2019 academic year. This was also the first academic year that a benchmark for SLO1 was not met. While this does not mean SLO is not being met (as 2/3 benchmarks were met), it will require some discussion. As a program we do not want to make changes to that specific benchmark until we have at least one additional academic year's data.

Changes made: Goals are being met and no changes have been made.

Student/Graduate Achievement

The data analysis of student/graduate achievement in regard to graduation/retention rates, employment/job placement and licensure examination pass rate reveal different things about each.

Employment/job placement rates

First, the **employment/job placement rate** for both programs (Marion and Indianapolis) are at 100%, and we are very proud of those statistics. We recognize that trend might be hard to keep up, but the faculty goes to great efforts to ensure we are producing strong clinicians with a strong reputation in our communities. We plan to continue to keep this up.

Changes made: Goals are being met and no changes have been made.

Licensure Examination Pass Rate

Second, the aggregated data of **licensure examination pass rate** since our accreditation is at a respectable 85% for Marion and 89.47% for Indianapolis. We did have a dip below the COAMFTE standard to keep at pass rate of 70% in the Marion 2014-2015 cohort with 66% passage rate. While the number does seem quite low, it is important to note that only 3 of those graduates took the exam and

only 2/3 passed. We also recognize that since 2015 we have had a total of 3 student not pass the licensure exam.

Changes made: While the aggregated numbers are still positive (85% and 89.47%), the MFT faculty has been trying to find ways to help our students be more prepared when going into the exam. Some examples of these include having recent graduates who passed the licensure exam visit the CNS 546 class (last didactic MFT course) and talk to student about their personal experiences and provide study tips.

Graduation Rates

Third, the aggregated graduation rates provided prompted the program to dig deeper into the data and allow us to begin discussions into possible improvements.

The aggregated data of **graduation rates for Marion** are 47.06% for those graduating within the advertised graduation time and 52.94% for those who graduate within the maximum time.

The aggregated data of **graduation rates for Indianapolis** are 37.48% for those graduating within the advertised graduation time and 58.06% for those who graduate within the maximum time.

Changes made: Given that graduation rates consider all students including those who enrolled in 1 semester but later chose to leave for various reasons (see retention rates section) leads to several questions as to why students are not finishing the program within the advertised length of completion. In order to understand this further, the raw data was revisited, information on reasons why students are not completing the program was compiled. The results of this data analysis can be found on the table below.

Based on these results we are seeing that there are four (4) main reasons why our students are choosing to slow down. These differences differ in their % based on campus. Marion has a higher rate of students needing to add an additional semester to collect their clinical hours, while the majority of our Indianapolis students who chose to slow down, make this choice from the beginning of their program. While no major changes have been taken at this time, the results have sparked several informal conversations among MFT faculty as to possible future changes or considerations. This topic will be address at our Annual Assessment Day.

GRADUATION RATES: REASONS WHY STUDENTS SLOWED DOWN AGGREGATED DATA						
Reasons	MARION		INDIANAPOLIS		JOINT PROGRAMS	
	total	% that slowed down	total	% that slowed down	total	% that slowed down
Chose to go slow from the beginning (family reasons; needed more of a part-time option)	1	20.00%	4	33.33%	5	29.41%
Needed 1 additional semester for clinical hours collection	3	60.00%	3	25.00%	6	35.29%
Took a semester or more off (personal reasons)	0	0.00%	2	16.67%	2	11.76%
Decided to slow down after starting program	1	20.00%	3	25.00%	4	23.53%
total #students that slowed down	5	100.00%	12	100.00%	17	100.00%

Retention Rates

Marion has an aggregated retention rate of 80% retention since initial accreditation of the program. The breakdown by cohort has been presented under Key Element V-A.

Indianapolis has an aggregated retention rate of 74.47% retention since initial accreditation of the program. The breakdown by cohort has been presented under Key Element V-A.

Changes made: At this time the program faculty has concluded that retention rates are at a respectable 74.47% for Indianapolis and 80% for Marion. While the program is generally satisfied with these rates, we hope to find ways to increase retention. As commented under Key Element V-A, of the students who left the MFC/T program the majority of them changed to another program within the Division of Graduate Counseling (100% in Marion, and 58.33% in Indianapolis). This issue was brought up at the [April 20, 2020 Divisional Faculty meeting](#) as it affected all programs. After some discussion, it was apparent that the ease at which students can switch from one program to the next is of concern for all programs, and faculty often feel they are expected to not question the move. This becomes a bigger issue as many programs have limited space for students. A motion was made and carried to create a more formalized process for students within the divisional programs to follow when requesting to switch programs. A committee was then formed from volunteers to create a new process and bring it back to the division for further discussion and approval.

Communities of Interest

Communities of Interest (COI) provide a variety of feedback thru various venues as described in Key Element I-C. The information COIs provide affects all areas of our program. Here are some examples.

- COI's information and data has led to curriculum/practice improvement as described in Key Element IV-E (changes in relational hours, number of online courses students can take, and changes to courses).
- COI's data analysis has led to altering class times, providing additional trainings and addressing concern of supervisors (see examples on Key Element I-B).
- COI's data on various resources show that we have sufficient resources at this time.
- Specifically, to the achievement of SLOs, COI's data have provided information that our program and faculty are upholding the program mission, goals and SLO's.

Changes made/being considered: Some examples of changes have already been identified. It is the program's plan to continue to listen and find ways to improve our program as needed. In the comment sections of the graduate exit survey, there were two comment that referred to students being frustrated when asked to move sections of internship. Our internship groups are limited to 5 students per section and can have students from all 3 internships levels (CNS 551, CNS 552 and CNS 554). The cross-section listing means that technically you could have 15 students sign up for the same section. While we circulated sign-up sheets to prevent the over-registration of any one section, we don't seem to have very good follow-thru on signing up for the correct sections. This is certainly an area that needs to be addressed to reduce student frustration at a time when they are trying to manage internship and class schedules.

Evaluations (as described in the assessment plan) of curriculum and teaching/learning practices

As described in the IWU MFC/T Assessment Plan under Key Element I-B, the MFT Core faculty are responsible for the evaluation and updates of curriculum and teaching/learning practices within the MFT program course. Some examples of changes to curriculum and teaching/learning practices include:

- Based on coordination meetings between MFT faculty, several changes have been made to the MFT courses. These changes include updating rubrics, creation of new assignments for CNS 541, CNS 542, CNS 546.
 - i) CNS 541: addition of new research and evaluation model presentation. This assignment requires students to review the literature on an assigned theoretical model exploring the use, efficacy, and evaluation of the model over the last 10 years noting significant shifts/evolutions of the model and the types of problems generally address and groups focused by researcher/clinicians using the theory. The assignment was used to expand students' knowledge of foundational theories and help them see the vitality and ever-changing field of MFT.
 - ii) CNS 542: addition of new advocacy presentation. This assignment requires students to review the existing literature on a population of interest and develop a potential intervention/advocacy plan for that specific population. The focus is on helping students increase their intervention/advocacy knowledge while anchoring the intervention in theory. This assignment replaced a techniques presentation.
 - iii) CNS 546: addition of two new presentations: a Current Events/Issues in MFT presentation and a Crisis Intervention & Trauma Presentation. The Current Events/Issues in MFT presentation requires students to take turns discussing current events in the field of MFT. Students select an issue of the Family Therapy Magazine and provide a brief summary of the topic and facilitate an informal discussion on that topic. This assignment was created to give students one more opportunity to be aware of the current events and changes in our field before they graduate. The Crisis Intervention & Trauma Presentation requires students to examine how they might work with clients dealing with crisis or a traumatic issue utilizing their chosen theory (during this course students are working and developing their philosophy of therapy). This assignment replaced a previously used assignment where students would demonstrate their use of EFT with their current clients. The MFT faculty felt this was a better fit for the course as it incorporated both the student's chosen theory and the focus of the course (trauma and crisis).
- Based on having several students ask to take practicum (CNS 550) ahead of sequence, prompted the review of the Catalog description. Since this change would that impact other programs in the Division, it was brought up to the Divisional Faculty meeting. The issue was discussed, and the MFT Program Director volunteered to complete the appropriate School Curriculum Committee form and bring it to the next faculty meeting for a vote. The vote successfully passed with minor revisions and the form has been sent to the School Curriculum Committee for review and approval.

Fiscal and Physical Resources

Fiscal and physical resources were assessed based on faculty, students and alumni feedback. The items measured utilized a scale from 1-5. Sufficiency is determined by a minimum of a mean of 3 across each

assessed item. Data Analysis of fiscal and physical resources demonstrated that both Indianapolis and Marion campuses had sufficient fiscal and physical resources at this time.

Survey Items addressing Fiscal and Physical Resources	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
The Division of Graduate Counseling has sufficient fiscal resources available to them to uphold the program's mission, goals, and students learning outcomes.	3.61	4.40	3.73	3.91	4.56	4.70	3.73	4.33	4.12
Marriage and Family Counseling/Therapy Program has sufficient fiscal resources available to them to uphold the program's mission, goals, and students learning outcomes.	3.77	4.40	4.00	4.06	4.56	4.70	4.00	4.42	4.24
Division of Graduate Counseling has sufficient physical resources available to them to uphold the program's mission, goals, and students learning outcomes.	4.08	4.50	4.36	4.31	4.63	4.80	4.36	4.60	4.47
Marriage and Family Counseling/Therapy Program has sufficient physical resources available to them to uphold the program's mission, goals, and students learning outcomes.	4.08	4.50	4.45	4.34	4.63	4.80	4.45	4.63	4.48
Classroom facilities are adequate and comfortable	4.71	4.70	4.54	4.65	4.56	4.80	4.54	4.63	4.64
Classroom facilities support students with disabilities	4.50	4.70	4.09	4.43	4.37	4.70	4.09	4.39	4.41
Students have adequate study spaces available on campus	4.21	4.30	4.45	4.32	4.25	4.30	4.45	4.33	4.32
The MFT program has adequate administrative space to operate.	3.92	4.50	4.45	4.29	4.26	4.60	4.45	4.44	4.36
The clinic provides sufficient space for students, supervisors and administrators to operate in the delivery of client care and training of students.	4.25	4.80	4.45	4.50	4.12	4.60	4.45	4.39	4.44
Aggregated Mean	4.13	4.53	4.28	4.31	4.44	4.67	4.28	4.46	4.38

Changes made: Based on the data analysis, no changes were made.

Technological Resources

Technological resources were assessed based on faculty, students and alumni feedback. The items measured utilized a scale from 1-5. Sufficiency is determined by a minimum of a mean of 3 across each assessed item. Data Analysis of technological resources demonstrated that both Indianapolis and Marion campuses had sufficient technological resources at this time.

Survey Items addressing Technological Resources	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students	Alumni & Supervisors	Faculty	Marion Mean	
I have consistent access to at least one printer/fax/scanner that enables me to complete case presentations, clinical documents, and any paperwork related to client care as required by clinical supervisor.	4.15	4.80	4.45	4.47	3.87	4.60	4.45	4.31	4.39

Students have sufficient access to free internet and support services	4.31	4.70	4.36	4.46	4.44	4.90	4.36	4.57	4.51
Students have sufficient access to computer labs and technology support services	4.23	4.50	4.00	4.24	4.2	4.20	4.00	4.13	4.18
Technological resources in the Clinic are adequate to aid in the delivery of client care and training of students	3.91	4.40	4.36	4.22	4.28	4.30	4.36	4.31	4.26
Aggregated Mean	4.15	4.6	4.2925	4.35	4.1975	4.5	4.2925	4.33	4.34

Changes made: Based on the data analysis, no changes were made.

Instructional and Clinical Resources

Instructional and Clinical resources were assessed based on faculty, students and alumni feedback. The items measured utilized a scale from 1-5. Sufficiency is determined by a minimum of a mean of 3 across each assessed item. In addition, alumni data from the Divisional Alumni Survey was taking into account. Data Analysis of instructional and clinical resources demonstrated that both Indianapolis and Marion campuses had sufficient instructional and clinical resources at this time.

Survey Items addressing Instructional and Clinical Resources	Indianapolis				Marion				Indy & Marion Combined
	Students	Alumni & Supervisors	Faculty	Indy mean	Students Marion	Alumni & Supervisors	Faculty	Marion Mean	
Division of Graduate Counseling has sufficient human resources to uphold the program's mission, goals, and students learning outcomes. (should we add this one)	4.08	4.60	3.91	4.20	4.33	4.70	3.91	4.31	4.16
Marriage and Family Counseling/Therapy Program has sufficient human resources to uphold the program's mission, goals, and students learning outcomes.	4.23	4.70	4.36	4.43	4.32	4.70	4.36	4.46	4.44
Classroom facilities are adequate and comfortable	4.71	4.70	4.54	4.65	4.56	4.80	4.54	4.63	4.64
Classroom facilities support students with disabilities	4.50	4.70	4.09	4.43	4.37	4.70	4.09	4.39	4.41
Students have adequate study spaces available on campus	4.21	4.30	4.45	4.32	4.25	4.30	4.45	4.33	4.32
I have consistent access to at least one printer/fax/scanner that enables me to complete case presentations, clinical documents, and any paperwork related to client care as required by clinical supervisor.	4.15	4.80	4.45	4.47	3.87	4.60	4.45	4.31	4.39
The clinic provides sufficient space for students, supervisors and administrators to operate in the delivery of client care and training of students.	4.25	4.60	4.45	4.43	4.12	4.50	4.45	4.36	4.39
Technological resources in the Clinic are adequate to aid in the delivery of client care and training of students	3.91	4.40	4.36	4.22	4.28	4.30	4.36	4.31	4.26
The OCLS library provides an adequate supply of books, DVDs, and therapy resources	4.15	4.50	4.73	4.46	4.44	4.80	4.73	4.66	4.56
Aggregated Mean	4.24	4.59	4.37	4.40	4.28	4.60	4.37	4.42	4.41

Divisional Alumni Survey	Excellent	Good	Neutral	Fair Poor	N/A
IWU counseling clinic	45.10%	20.59%	4.90%	1.96%	27.45%
Quality of library and learning resource material	37.25%	34.31%	12.75%	6.86%	8.82%

Changes made: Based on the data analysis, no changes were made.

Academic Resources

Academic resources were assessed based on faculty and student feedback. The items measured utilized a scale from 1-5. Sufficiency is determined by a minimum of a mean of 3 across each assessed item. Data analysis of academic resources demonstrated that both Indianapolis and Marion campuses had sufficient academic resources at this time.

Survey Items addressing Academic Resources	Indianapolis			Marion			Indy & Marion Combined
	Students	Faculty	Indy mean	Students	Faculty	Marion Mean	
Students have sufficient access to computer labs and technology support services	4.23	4.00	4.12	4.2	4.00	4.10	4.11
OCLS staff are helpful and approachable	4.08	4.64	4.36	4.12	4.64	4.38	4.37
My access to peer review articles and books in the university library is sufficient	4.21	4.82	4.52	4.37	4.82	4.60	4.56
The OCLS library provides an adequate supply of books, DVDs, and therapy resources	4.15	4.73	4.44	4.44	4.73	4.59	4.51
Aggregated Mean	4.17	4.55	4.36	4.28	4.55	4.42	4.39

Changes made: Based on the data analysis, no changes were made.

Student Support Services

Student support services were assessed based on students and alumni feedback. Items gathered from MFT Student Sufficiency and Safety Survey were measured utilizing a scale from 1-5. Sufficiency is determined by a minimum of a mean of 3 across each assessed item.

Data from the Divisional Alumni Survey showed that with the exception of “Quality of RAS” which over 54% stated not having utilized, the other items had a majority of students who rated quality of services neutral – excellent. Data analysis of academic resources demonstrated that both Indianapolis and Marion campuses had sufficient academic resources at this time.

Items addressing Student Support Resources	Student survey		
	Marion	Indy	Marion & Indy
Students receive accurate and timely advising for classes and their plans of study	4.25	4.07	4.17
Adequate financial aid options are available for students	3.44	3.31	3.38
MFT faculty and staff have been available to answer any questions or provide assistance when needed.	4.44	4.5	4.47
I seldom get “the runaround “when seeking information on this campus	3.87	4	3.93

11e. Support and procedures adequately exist should a student choose to file a complaint or grievance	4.12	3.61	3.90
11f. The Center for Student Success offers timely and useful assistance to students	4.31	3.54	3.97
11g. Accessibility and Accommodations Center for Student Success, offers accommodations that meet student needs	4.33	3.61	4
Aggregated scores	4.11	3.81	3.97

Divisional Alumni Survey- Student Support	Excellent	Good	Neutral	Fair Poor	N/A
Quality of Academic Advising	56.86%	27.45%	11.76%	3.92%	0.00%
Quality of RAS (Residential Academic Services) office	20.00%	10.00%	12.00%	4.00%	54.00%
Quality of Financial Aid services	25.74%	31.68%	15.84%	9.90%	16.83%
Quality of Student Account Services office	31.37%	36.27%	14.71%	7.84%	9.80%

Changes made: Based on the data analysis, no changes were made.

Data should demonstrate that the program is meeting its goals and benchmarks. For each area listed above, if data indicated the program is not meeting its benchmark or goal, indicate what plans the program has for meeting or modifying its goals.

Program Response:

Areas of Growth

Area 1: Student Learning Outcome 1

As discussed above, one of SLO#1's benchmarks was not met. As part of our routine goals and SLO data analysis, Goal 1 SLO1 Benchmark A (**B= 80%; T= 90%** will score 80% or better on CNS 541 Midterm SLO1 are also being met) will be specially discussed during our Annual Assessment Day. Faculty will take into account data currently being collected for the 2019-2020 academic year before any changes are made. Changes are not automatically done to the benchmark. Instead, discussions will also take into consideration how the course content could be addressed to help our students increase achievement of this benchmark.

Area 2: Graduation Rates

The MFC/T program is seeing a potential growth in increasing our percentage in graduation rates. Graduation rates for advertised and maximum time are lower than our program would like to be. As discussed in the previous section under Key Element V-D, the aggregated graduation rates provided prompted the program to dig deeper into the data and allow us to begin discussions into possible improvements. At this time, we do not have a specific solution, but have begun informal conversations our findings, reasons and possible ways to address the low percentages in graduation rates. Within these informal conversations, faculty has discussed the needs of the students our program attracts and the possible merits of considering a part-time track. In preparing to start a virtual branch, we are encountering a similar issue with perspective students wishing to find a part-time track where they can have the flexibility to work and go to school. The MFT faculty will be addressing these issues in depth at our Annual Assessment Day.

Area 3: Internship Group Sign-up

As commented in the previous section under Communities of Interest, we recognize that our students are feeling frustrated when asked to move internship sections close to the beginning of the semester (as commented on the written part of the Graduate Exit Survey). We plan to bring this issue up at the next faculty meeting and hopefully find a new solution to this small, yet aggravating problem for our students.

Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):

[Appendix V-D.1. Aggregated Program Evaluation Grid \(2015-2019\)](#)

[Appendix V-D.2. April 20, 2020 Divisional Faculty meeting](#)

Examples of Evidence/Documents:

1. Summary table indicating program improvements and/or future improvements for areas outlined in the key element
2. Narrative information of program improvement based on data analyses

FEEDBACK TO THE COMMISSION FORM (Optional)

The COAMFTE is continually gathering information to make improvements in the Accreditation process. The COAMFTE welcomes any discussion or feedback your program can provide regarding the Accreditation process and how it could be improved (i.e site visits, fees, applications, annual reports, policies and procedures, etc.). In the space below, please provide the COAMFTE with any feedback your program wishes to communicate (please type and attach additional pages if necessary).

Program Response: