



University Council

March 8, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2023-2024

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Dear Colleagues:

The attached proposal from the College of Family and Consumer Sciences to offer a major in Couple and Family Therapy (M.S.) will be an agenda item for the March 15, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

Updated Version: Summer 2023

Points of Contacts

Dr. Dana Nichols

Vice Chancellor for Academic Affairs

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Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
7/15/2023	<i>Overview: Added Degree Acronym</i>	7/31/2023	8/28/2023
7/15/2023	<i>Overview: Changed 6-Digit CIP Code to 8_Digit CIP Code</i>	7/31/2023	8/28/2023
7/15/2023	<i>Chart #28 deleted to reduce redundancy.</i>	7/31/2023	8/28/2023
7/15/2023	<i>Minor grammatical edits for clarity</i>	7/31/2023	8/28/2023
7/15/2023	<i>Prompt #30 – Delivery Mode chart changed to match DMA</i>	7/31/2023	8/28/2023
12/1/2022	<i>Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected numbering</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected footnote dates</i>	12/1/2022	12/1/2022
8/19/2022	<i>Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.</i>	8/19/2022	8/19/2022
8/19/2022	<i>All questions are required for ALL degree levels.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Some charts have been modified/deleted for consistency and to reduce redundancy.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Signature page must be fully completed. Any addendums must be signed off by CBO.</i>	8/19/2022	8/19/2022
8/19/2022	<i>External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.</i>	8/19/2022	8/19/2022

USG Routing Only

- Program was part of the Annual Academic Forecast*
- This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name: University of Georgia*
3. *USG Sector: Research*
4. *School/Division/College: College of Family and Consumer Sciences*
5. *Academic Department: Human Development and Family Science*
6. *Degree Level: Master's*
7. *Proposed Program Name: Master of Science with a major in Couple and Family Therapy*
8. *Major: Couple and Family Therapy*
9. *Degree Acronym: M.S.*
10. *CIP Code (8 digit): 51150500*
10. *Anticipated Implementation Semester and Year^: Fall 2025*
11. *Was this program listed in the most recent Academic Forecast?*
 Yes
 No (If no, explain why below)

This program was not included in the Academic Forecast because it had not been approved through faculty governance.
12. **Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):**

The Master of Science with a major in Couple and Family Therapy (CFT) is an applied program committed to training clinicians who provide therapeutic services to relational systems, understand

diversity in clinical, research, academic, and policy-making settings, and are skilled consumers of research related to CFT. Students are clinically trained and supervised in systemic, relational approaches to ethically serve individuals, couples, and families to create professionals who understand the societal dynamics of working with individuals from marginalized and underrepresented populations. Faculty are committed to training students in evidence-based practices for a wide variety of mental health and relational issues with a focus on trauma and relationship distress. Students gain expertise working across the human lifespan from socioculturally attuned relational and systemic perspectives so that they can intervene ethically and effectively in these family processes. The philosophy of the Couple and Family Therapy program at the University of Georgia is that students learn best with an integration of experiential learning and academic training. This leads to students exceeding all educational and pre-graduation clinical hour and supervision requirements for licensure in Georgia as well as most other states. Students will leave this two-year program ready to work in entry-level mental health and family therapy positions. Additionally, graduates from the thesis track are prepared to successfully pursue advanced doctoral training.

Students are provided with clinical experience on campus at the ASPIRE Clinic and with community partners. The ASPIRE Clinic, formerly the long-standing McPhaul Marriage and Family Therapy Clinic, is a first-of-its-kind interdisciplinary clinic that has provided marriage and family therapy, financial counseling, nutritional counseling, and legal problem solving through partnerships with departments within the College of Family and Consumer Sciences (FACS) and across campus. Additionally, ASPIRE has provided internship placements for students enrolled in the Interdisciplinary Certificate in Marriage and Family Therapy from the School of Social Work and the Mary Francis Early College of Education. Currently, ASPIRE is undergoing a refinement and focusing their services on mental health and relational and financial well-being. The refinement of services offered aims to clarify and strengthen the identity of the clinic while it continues to provide a practicum and internship placement for the CFT doctoral program as well as students from the proposed CFT Masters.

Proposed off-campus internship experiences with community partners allow students to explore other interdisciplinary community environments and offer the potential for students to gain experiences with populations navigating eating disorders, sex and substance addiction, and with children and adolescents, as well as particular modalities of therapy, such as play therapy and community-based intervention.

13. Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

The proposed program will seek accreditation through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) through the American Association for Marriage and Family Therapy (AAMFT). Accreditation is a voluntary process; the major purpose of COAMFTE accreditation is to ensure educational programs meet minimum requirements for ensuring quality and rigor in a marriage and family therapy program. Programs seeking COAMFTE accreditation are required to demonstrate compliance with current accreditation standards at the time of application and throughout the period of accreditation. Programs must submit eligibility criteria documents, a self-study, and host a site visit. Data regarding the mission, goals, and outcomes of the program must be gathered for two years prior to applying for accreditation. The process is outlined in Appendix A.

14. Specify **SACSCOC** or other accreditation organization requirements[^].

Mark all that apply.

- Substantive change requiring notification only ¹
- Substantive change requiring approval prior to implementation ²
- Level Change ³
- None

B. STRATEGIC PLAN

15. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):

The proposed Couple and Family Therapy (M.S.) is well-aligned with USG Strategic Plan 2029. The proposed master's degree addresses the Student Success Goal through providing and continuing professional education as well as the Community Impact Goal by providing real-world experiences through partnerships with community-based agencies. During external internship placements, student need for experiential learning in real-world clinical environments and community needs for increased mental health and relational interventions will be met.

16. How does the program align with your institutional mission and function^?

If the program does not align, provide a compelling rationale for the institution to offer the program.

The proposed M.S. in Couple and Family Therapy is aligned with UGA's mission statement in the following ways:

- Contributing to national recognition through supporting and mentoring students, innovative publications and presentations of interdisciplinary clinical practice, and supplying additional providers at the ASPIRE Clinic to support doctoral research on evidence-based practices;
- Partnerships with Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSIs) across Georgia to increase representation, collaboration, and services for historically underrepresented communities; and
- Collaboration with other academic programs and community service providers to disseminate interdisciplinary research and practice and expand the relationship between training facilities and community providers to increase instructional effectiveness.

17. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

The addition of a Couple and Family Therapy master's program will support all three goals in the current UGA strategic plan as well as Graduate School strategic plan Goals 2 and 4. The proposed program supports promoting excellence in teaching and learning through expanding opportunities for experiential learning (UGA Goal 1.1) and strengthening relationships with community partners by identifying experiential professional development opportunities for graduate students (Graduate School Goal 4). Enrolled students will have the opportunity to participate in observation sessions and practica at the Aspire Clinic, which in turn, will expand internship opportunities for undergraduate students due

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

to the increased number of clinical providers. Specific to Graduate School strategic plan Goal 4, the program will strengthen experiential professional development opportunities through expanding external clinical internship placements (See Appendix C for letter of support). Additionally, the proposed program supports promoting academic access for all students, with particular emphasis on historically underrepresented students (UGA Goal 1.4 and Graduate School Goal 2) through partnerships with HBCUs and MSIs across the University System of Georgia to increase representation, collaboration, and services for historically underrepresented communities. Current undergraduates will have visible representation of graduate students from underrepresented communities, which may lead to additional mentoring and career opportunities as well as services provided to diverse Georgia communities by working alongside the Graduate School to cultivate partnerships with other HBCUs and MSIs.

The proposed program also supports all Goal 2 sub-goals related to growing research innovation and scholarship. Greater representation of underserved populations among students and providers (Goal 2.1) supplies increased perspectives for the clinical research being conducted by graduate faculty via graduate assistantships and clinical practice with more diverse populations. This coupled with the partnership with HBCUs and MSIs will also meet Goal 2.4; “Enhance communications about the University’s strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.” New courses created for this major can also be utilized in the existing Graduate Certificate in Marriage and Family Therapy, and the existing Graduate Certificate in Behavioral Financial Planning and Financial Therapy, which will allow for more interdisciplinary research collaboration (Goal 2.2).

Lastly, subgoals 3.1 – 3.3 refer to increasing collaborative, community-focused scholarship and training both in Georgia and globally, strengthen UGA’s role in economic development across Georgia with particular emphasis on underserved populations, and expand students’ opportunities to engage with the diversity of communities in Georgia and globally, respectively. The proposed program supports these sub-goals through many of the same mechanisms discussed above, such as partnerships with HBCUs and MSIs across Georgia and collaborations with existing programs. In addition to these, community partnerships locally, statewide, and nationally as well as the strong potential for international student enrollment support sub-goals 3.1, 3.3, and 3.5.

Eight existing courses and ten new courses will be included in the curriculum.

C. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

During the 2022 legislative session of the Georgia House of Representatives, House Speaker David Ralston proposed HB 1013 to address the need for mental health services and mental health parity in Georgia. HB 1013 expanded Georgians’ access to care by increasing the number of mental health professionals in the state, requiring insurance companies to cover mental health in parity with physical health, supporting first responders in responding to mental health crises, and improving data and transparency. House Bill 1013 passed unanimously in the Senate (54-0) as well as the House (166-0) and Governor Kemp signed the bill into law on April 4, 2022.

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined

learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

No

Yes (If yes, use the space below to explain how their input informed this proposal)

Discussions with employers and local community representatives and the Georgia Association for Marriage and Family Therapy indicate the demand for systemic and relational therapy services outmatches capacity, both locally and across the state. Additional conversations with local providers about the demand for services echoed reports from community representatives and GAMFT. Consistent with the employers and state professional association, local provider comments indicate increased and unmet demand for mental health services noted by potential internship sites and employers. The local providers noted increased demand in Athens, where mental health services are readily available, while also noting smaller communities in Georgia struggle to meet community demand for such services. All contacted providers noted either no current openings for new clients or extremely limited availability for new clients confined to specific time frames. One Athens provider reported a community-wide lack of services for children under twelve, play therapy, and family therapy for families with non-adolescent children due to few providers being qualified or serving these populations. Specifically, they noted receiving 5-7 referrals daily for such services that they are unable to meet due to operating at capacity. Additional meetings are scheduled with providers in Athens and Atlanta to explore additional community-based internship placements.

First, the ASPIRE Clinic's capacity for the addition of master's level practicum was assessed using the current number of clinical spaces available, hours of operation, and number of direct service clinical hours required for across both master's and doctoral students at full cohort capacity. Previously planned renovations will decrease the rate of occupancy to approximately 61%, with planned cohort sizes, leaving room for the CFT master's program to grow. Additionally, the ASPIRE Director plans to increase the clinic's hours of operation to coincide with the first cohort of CFT Masters students beginning practicum. In addition, the Dean convened a committee to evaluate more efficient use of space already available. One stated objective of the committee is to increase clinical space to accommodate the addition of CFT master's students. These changes allow for the addition of proposed major to increase the ability to meet community demand for mental health services while avoiding competition with the existing CFT doctoral program and decreasing the current latency between when community members seek services and when they can be provided.

Also related to ASPIRE's capacity, the ability for community demand to meet master's students' clinical hour requirements while not impacting doctoral students' required hours was assessed using the previous two ASPIRE annual reports' data on number of clients served, waitlist length, and time the waitlist was open before filling. According to the data, ASPIRE has operated on a waitlist basis or has had to make referrals to other community agencies because the waitlist has been at capacity for most of the previous two years. For example, in August 2022 the waitlist reached maximum capacity within a week after having been closed since May 2022. Master's level practica focus on the development of foundational clinical skills while doctoral practica focus on advanced training, intervention development, and depth in particular models or with particular populations. Therefore, doctoral program faculty will be responsible for doctoral supervision and master's program faculty, adjuncts, and doctoral Supervisors in Training (SITs) will be responsible for master's level practicum. This results in lack of competition for space and faculty resources between the two programs.

Next, capacity related to faculty resources was assessed using existing faculty commitments and areas of expertise. The proposed program proposes using local mental health providers who are AAMFT approved supervisors as part-time instructors. This model allows students to gain clinical training from individuals who are employed full-time in the profession, well-trained in supervision, and represent diverse communities with varied areas of expertise across diagnoses and communities. Additionally, these part-time instructors could contribute to elective courses in content areas specific to their areas of expertise as the program expands.

The addition of a master's program in Couple and Family Therapy would strengthen the existing doctoral program through the thesis option in the M.S. Students who are interested in clinical research can choose the thesis option, leading them to be well-prepared for application/admission to the existing CFT doctoral program. These students will be able to engage in innovative, interdisciplinary clinical research and contribute to scholarship in the field through the doctoral program. The proposed master's program supports the commitment to evidence-based interventions with particular attention to training and meeting the mental health needs in historically underrepresented populations through partnerships with HBCUs and MSIs once the program is established.

20. Identify the partners you are working with to create a career pipeline with this program^{4.^}

Mark all that apply

- High School CTAE
- High School STEM
- Career academies
- TCSG programs
- Other USG institutions
- Other universities
- Employers
- Community partnerships
- Professional associations
- Other (specify below)

- None

21. Are there any competing or complementary programs at your own institution?

No

Yes (If yes, provide additional information about the competing program(s) below).

UGA offers a major in Human Development and Family Science (Ph.D.) with an Area of Emphasis in Couple and Family Therapy (CFT). The addition of Couple and Family Therapy (M.S.) to the existing doctoral program was discussed with the director of the doctoral program and the ASPIRE Clinic Director to address potential impact of the new program on the existing doctoral program. These topics were discussed on several occasions individually, as part of CFT faculty meetings, and CFT program meetings that include current doctoral students. In particular, discussion focused on capacity i.e., (physical and faculty resources, community demand for services, existing clinic space and resources) and ways the existing doctoral program is supported by the addition of a master's program (addressed in Q. 19).

UGA currently has other clinical master's programs and a Graduate Certificate in Marriage and Family Therapy which is shared between the College of Family & Consumer Sciences, School of Social Work and the Mary Francis Early College of Education. However, these programs are not competition for the proposed program because they do not prepare students for licensure as a marriage and family therapist in Georgia or elsewhere. Specifically, the courses offered in the existing clinical master's programs and certificates do not meet the educational, clinical practice, or supervision criteria required for practice or licensure in the field of couple, marriage, and family therapy (i.e., Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Rule 135-5, 2023). For the same reason, the Graduate Certificate in Substance Abuse Counseling is not considered a competing program because CFT Masters students are eligible to enroll in the substance abuse certificate while completing licensure requirements within the CFT discipline.

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

The service area would be local, however the potential for a national service area exists due to the critical need for practitioners in the field.

23. Do any other USG higher education institutions in close proximity or sector service area offer a **similar** program?

No Yes (If yes, provide a rationale for the institution to offer the program)

The only USG Institution offering a similar program is Valdosta University which offers a Master of Science in Marriage and Family Therapy. The Valdosta Marriage and Family Therapy (M.S.) is 60 credits and requires 500 client contact hours.

There are three private institutions in the service area. Mercer University offers a Master of Family Therapy (M.F.T.) degree at both the Atlanta and Macon campuses. However, their program is situated within the Mercer School of Medicine with a focus on the intersections between physical and mental

health. As a private institution, the Mercer MFT program can be cost-prohibitive due to tuition costs and does not offer graduate assistantships.

Lee University, a private Christian-focused program approximately three hours from UGA in Tennessee, offers a COAMFTE accredited master’s program. Similar to Mercer University, it is a private institution without the opportunity for assistantships, can be cost-prohibitive, and may attract a different population of students, specifically those that are interested in Biblically-based therapy programs.

Lastly, Converse University, approximately 2.5 hours away in South Carolina, is also a private institution with a COAMFTE accredited master’s program which would be most closely aligned in terms of curriculum to a program at UGA.

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply ¹ (Graduates/Completers)	Competitor Institutions ²
Marriage and Family Therapy (COAMFTE approved)	51.1505	15	Valdosta University
Master of Family Therapy	51.1505	17	Mercer University
Marriage and Family Therapy (COAMFTE approved)	51.1505	15	Lee University
Marriage and Family Therapy (COAMFTE approved)	51.1505	12	Converse University

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other USG institutions that offer this program or a similar program in the area (see [Question 23](#))

25. Based on the program’s study area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible resources:

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)

- For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office**.
- Using data from *O*-Net*, identify the average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ¹	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Marriage & Family Therapist	Bright Outlook	73,200	16.3%	\$56,570	
Substance Abuse, Behavioral Disorder, and MH Counselor - MH Counselor - Counselors, All Others	Bright Outlook	327,500	22.9%	\$49,710	
MH and Substance Abuse Social Workers	Bright Outlook	124,000	14.9%	\$90,130	

¹National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market?

(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

The current rate of graduates from Couple and Family Therapy programs, as documented in Questions 24 and 25, is well below the need at the local and regional (Q18), state (Q19), and national levels (Q24-25). Specific need for relational intervention is noted by statistics reported in Q18 regarding couple and adolescent risk factors and outcomes during and post-COVID. Additionally, the current graduation rates do not address the well-documented adolescent mental health crisis in Georgia and nationally (Abrams, 2023; Benton, 2021; Berkowitz, 2023; Centers for Disease Control, 2023).

The CFT master’s degree will increase the number of relationally trained mental health providers, meeting the stated goals of increasing the number of mental health providers in Georgia as was signed into law with GA HB 1033 in 2022. Additionally, more community-based mental health providers will reduce the strain on emergency departments and law enforcement agencies in dealing with pediatric and adolescent mental health crises (Abrams, 2023) by increasing the providers trained in developmentally appropriate clinical interventions for children and adolescents, a competency unique to CFTs through extensive training in relational and systemic intervention with children and their caregivers.

27. Using data from *O*-Net*, identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org.

Occupation	SOC Code	Occupation specific technology skills & KSAs
Marriage & Family Therapist	21.1013	Technology: medical software (Electronic Health Records [EHRs]); Accounting software; Presentation software KSAs: Therapy & Counseling; Complex problem solving; Deductive reasoning
Mental Health Counselor	21.1014	Technology: Analytical or scientific software; medical software; Scheduling software KSAs: Therapy & Counseling; Social perceptiveness; Oral comprehension

Provide any additional comments, if needed:

28. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

Based on the data presented in the preceding questions based on community provider and professional organization reports, and Annual Reports from the ASPIRE clinic, the job outlook is bright for couple and family therapy master's graduates given that the need in the community and the labor market outweighs the number of employees/graduates in the field.

Additionally, the field is experiencing high rates of retirement according to the Marriage and Family Therapy Workforce Study 2022 (AAMFT). Over the past ten years, the percentage of CFTs over 65 dropped from 35% to 20%. The aging of the profession is likely to lead to a continued bright outlook in the future.

D. CURRICULUM

29. Enter the number of credit hours required to graduate and/or complete the program^

Enter # 58 hours minimum

30. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

No

Yes (If yes, explain the rationale for the request in the space below)

The proposed M.S. in Couple and Family Therapy curriculum meets the requirements for accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE requires that programs collect eligibility data for two years prior to their application for accreditation. As an applied clinical training program, students are required to practice therapy under supervision year-round as well as accumulate 300 direct client contact hours for a minimum of twelve months (p. 24), necessitating enrollment in a practicum or internship each semester throughout the program of study. COAMFTE specifies the minimum number of credit hours in Foundational

Curriculum Areas (FCAs) 1 through 7 and requires documentation of FCA 8-10 content, although no minimum credit hour requirement is stated. Twenty-seven (27) credit hours required by FCAs 1-7 (p. 20-21), a minimum of 15 practicum/internship credits for students' year-round clinical practice requirement (p. 24), and the 1-credit GRADFirst Seminar total a minimum of 43 credit hours. The proposed program of study requires an additional 15 or 24 credit hours for non-thesis (58 total) and Thesis options (67 total), respectively, and are accounted for as follows: one elective (3 credits), classes that satisfy FCA 8 and FCA 9 (6 credits), and 6-credit internships commensurate with the amount of time spent acquiring direct client contact hours. The additional 9 hours for thesis option students are spent in Master's Research and Master's Thesis hours.

External accrediting body: Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Documentation of external accrediting body requirements:

[https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%2008.26.21%20\(with%20links\).pdf](https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%2008.26.21%20(with%20links).pdf)

See full request for waiver in Appendix G.

31. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a[^]:

Format (Check 1)		Program Percentage	
<input checked="" type="checkbox"/>	On Campus	<input type="checkbox"/>	<50%
<input type="checkbox"/>	On Campus AND Online	<input type="checkbox"/>	50-94%
<input type="checkbox"/>	Online	<input checked="" type="checkbox"/>	95-100%
<input type="checkbox"/>	Partially Online	<input type="checkbox"/>	Unknown
<input type="checkbox"/>	External		
<input type="checkbox"/>	Campus/Online/External		
<input type="checkbox"/>	On Campus & External		

32. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

Asynchronous

33. For **ALL** degree proposals, which **High Impact Practices**⁶ (HIPs) will faculty embed into the program? Mark all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Internships | <input type="checkbox"/> First-Year Experiences |
| <input type="checkbox"/> Common Intellectual Experiences | <input type="checkbox"/> Undergraduate Research |
| <input type="checkbox"/> Diversity/Global Learning | <input checked="" type="checkbox"/> Capstone Courses and Projects |
| <input type="checkbox"/> ePortfolios | <input type="checkbox"/> Learning Communities |
| <input checked="" type="checkbox"/> Service Learning, Community Based Learning | <input type="checkbox"/> Writing-Intensive Courses |
| | <input checked="" type="checkbox"/> Collaborative Assignments and Projects |

34. For **ALL** degrees, discuss how **HIPs** will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

(i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

COAMFTE accreditation and disciplinary standards require direct client contact hours (300 hours minimum; the program proposes 500 hours) during a 12-month internship beginning in May at the end of Year 1 (Internship). Until 2022, COAMFTE accreditation required 500 hours (200 more than the current minimum). The major proposes 500 hours to be consistent with both the Valdosta program (requires 500) as well as peer and aspirational institutions across the U.S. Currently, only 100% online marriage and family therapy degree programs have decreased the hours requirement. Enrolled students will practice at the ASPIRE clinic on campus for their practicum during their first year, during which they will engage with Athens and surrounding area community members (Community Based Learning). Additionally, students will complete an internship, either at ASPIRE or with community-based agencies, beginning in May at the end of Year 1. Community-based agency placements can provide students with clinical experience with a particular population or treatment modality (Internship, Community Based Learning, and Diversity). In fulfillment of COAMFTE accreditation (Foundational Content Area #3), students are required to take the proposed HDFS course: Socioculturally Attuned Family Therapy and Third Order Change (Diversity/Global Learning). Lastly, non-thesis students will complete a Clinical Competency Capstone project in which they demonstrate Clinical Competencies in Couple and Family Therapy in the Spring of their second year (see Appendix D for competencies assessed; Capstone Courses/Projects). Thesis students will complete a master’s thesis under the direction of a Major Professor in addition to their Clinical Competencies Capstone Project during their second year. Demonstration of clinical competency is required by COAMFTE standards.

35. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.

¹ Direct measures may include assessments, HIPs, exams, etc.

⁶ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

36. List the learning outcomes for the program?^ Attach the curriculum map for the upper division or major curriculum.

The curriculum map based on existing HDFS courses is found in Appendix F. The map will continue to be populated with specific information regarding assignments as the new courses are developed.

37. For **ALL** degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.

Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	3.2 Students will demonstrate clinical competency in managing ethical situations in practice.	Students will earn a B or better on the Personal Ethics Statement in Ethics & Issues in CFT (HDFS 7350); 80% of students will earn an average of 3 or higher in the Legal Issues, Ethics, and Standards section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics on the CFT Clinical Competency Capstone Rubric.
Oral/Written Communications	5.2 Students will demonstrate the ability to evaluate empirical evidence to inform their evidence-based practice	Students will earn a B or better on the Proposal in HDFS 6800; 80% of students will earn a B or better on the Project and Project Presentation in HDFS 7170.
Teamwork/ Collaboration	1.1 Students will demonstrate relationally oriented case conceptualization and clinical practice skills throughout the program and demonstrate clinical competency.	Students will will meet or exceed expectations on CFT Master's Core Competencies Evaluation on Relational Practice and Assessment Program Goals and/or CFT Clinical Competency Capstone Rubric (particularly items related to teamwork/collaboration in Admission to Treatment, Treatment Planning, and

		Therapeutic Interventions subcategories).
Digital Technology	1.2 Students will demonstrate relational clinical practice skills (relational assessment, assessment appropriateness of telehealth modality, crisis management in telehealth, etc.) in telemental health practice.	Students will achieve an average of 3 or higher on 3 items on the CFT Master’s Core Competencies Evaluation.
Leadership	4.2 Students will demonstrate clinical competency in developing treatment plans appropriate to the DSM diagnosis code.	Students will earn an average of 3 or higher in the Treatment Planning section of the CFT Masters Core Competencies Evaluation.
Professionalism/Work Ethic	3.1 Students will demonstrate application of AAMFT Code of Ethics, laws governing CFT practice in Georgia, UGA policies, and appropriate ethical decision-making throughout the program.	Students will earn an average of 3 or higher in the Legal Issues, Ethics, and Standards section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics.
Career Management	3.1 Students will demonstrate application of AAMFT Code of Ethics, laws governing CFT practice in Georgia, UGA policies, and appropriate ethical decision-making throughout the program.	Students will earn an average of 3 or higher in the Legal Issues, Ethics, and Standards section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics.
Global/Intercultural Fluency	2.1 Students will develop clinical knowledge and skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8).	Students will meet or exceed expectations on CFT Master’s Core Competencies Evaluation on Self-of-Therapist Program Goal and/or CFT Clinical Competency Capstone Rubric.

	2.2 Students will demonstrate how their positionality influences their clinical decision making both with clients and in supervision.	Students will attain aB or better on the Personal Ethics Statement paper in HDFS 7350 and meet or exceed expectations on pre-practicum and practicum supervisors' evaluation of use of supervision to explore self-of-therapist (FACS 6000, HDFS 7070, or HDFS 7090).
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38. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

The goal of the proposed program is to apply for COAMFTE accreditation after gathering data for the required two-year cycle. One criterion for accreditation is demonstration of an evidence-based curriculum, therefore assessment of program, faculty, and student learning outcomes will be evaluated and documented regularly. For example, each student will be assessed on both their academic progress and their clinical progress during the CFT master's faculty retreat each semester (December and May) and feedback on progress will be provided to students mid-Spring semester (March) in anticipation of the May assessment. Student progress on program outcomes will be evaluated annually using the form in Appendix D (Core Competencies Assessment). Assessment of the students' clinical progress at the end of spring semester of Year 1 will specifically address their readiness to move to an external internship and/or potential counseling out of the clinical CFT master's into the HDFS master's and will be communicated to the Department Head and the Graduate Coordinator. Students, assessed by the CFT master's core faculty as not ready to practice at an external internship site (i.e., community-based placement with lower degree of supervision) will be reassessed in August at which point a decision concerning a student's options for either transferring to and thereafter, completing all requirements for the HDFS master's degree or discontinuing participation in the CFT master's program will be made by the CFT master's core faculty, in consultation with the Graduate Coordinator and Department Head. Through this process, students who are not developing clinical competency may have the option to graduate with a master's degree in HDFS.

Each faculty member and supervisor will contribute to the evaluation at the end of Year 1 on the students' progress on the core competencies using the items in Appendix D as well as MyOutcomes results. ASPIRE uses MyOutcomes to track client treatment progress each session and clients provide feedback on their in-session experiences. Results from these measures will be used to globally assess relevant clinical skills such as building therapeutic alliance, goal setting, and tracking therapy progress. Additionally, faculty teaching CFT core classes will evaluate the students' progress in the semester the student completes the course (e.g., HDFS faculty for 6800 will evaluate progress on research learning outcomes using the assignments specified in Appendix E). In addition, the current HDFS model specifies that faculty who interact with first year students evaluate their progress (e.g., assistantship supervisor, etc.) regarding their progress in the program. The CFT master's program will also follow this model.

Lastly, students who are placed in external internship sites will be evaluated by their site supervisors using the same criteria found in Appendix D.

39. List the entire course of study required to complete the academic program.[^]

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word “new” beside new courses
- Include a program of study

Required Courses (43 hours)

- FACS 6000, Interdisciplinary Practice (**new**) (2 hours)
- FACS 6001, Pre-Practicum (**new**) (1 hour)
- GRSC 7001, GradFIRST: First-year Research and Scholarship Training Seminar (1 hour)
- HDFS 6030, Evidence-Based Practice Treating Traumatic Stress (**new**) (3 hours)
- HDFS 6040, Psychopathology and Relational Assessment Throughout the Lifespan (3 hours)
- HDFS 6070, Couple Therapy (3 hours)
- HDFS 6100, Theories of Human Development (3 hours)
- HDFS 6640, Issues in Family Relationships (3 hours)
- HDFS 6800, Research Methods (3 hours)
- HDFS 7030, Socioculturally Attuned Family Therapy and Third Order Change (**new**) (3 hours)
- HDFS 7070, Masters CFT Practicum (**new**) (3 hours)
- HDFS 7100, Systems Theory and CFT Theory (formerly Family Intervention) (3 hours)
- HDFS 7110, Contemporary Family Therapy (**new**) (3 hours)
- HDFS 7170, Introduction to Applied Statistics in Human Development and Family Science (3 hours)
- HDFS 7350, Issues and Ethics in Marriage and Family Therapy (3 hours)
- Elective (3 hours)

Non-Thesis (15 hours)

- HDFS 7090, Master’s CFT Internship (**new**) (15 hours)

Thesis (24 hours):

- HDFS 7000, Master’s Research (6 hours)
- HDFS 7090, Master’s CFT Internship (**new**) (15 hours)
- HDFS 7300, Master’s Thesis (3 hours)

Elective Options:

- HDFS 6920, Special Topics in Couple and Family Therapy (**new**)
- HDFS 6950, Evidence Based Interventions: Rotation of Identified Models (**new**)
- HDFS 7050, LGBTQ+ Affirmative Therapy (**new**)
- HDFS 7040, Gottman Couple Therapy (**new**)
- HDFS 7060, Play Therapy (**new**)

Students typically progress through the program in the following manner:

Months 1-4: Students begin didactic training in specific therapy models, observe therapy sessions, and

participate in role play exercises as they begin to integrate theoretical and clinical issues. Additionally, students are trained in how to work from an interdisciplinary perspective. Thesis-track students begin working on their thesis.

Months 5-12: Includes an intensive period of clinical application during which students observe more seasoned practitioners, begin seeing clients, and receive live supervision from the clinical faculty at the on-campus clinic. Thesis-track students continue working on their thesis and propose their project.

Months 12-24: Students continue course work and continue seeing clients either at the ASPIRE Clinic, community internship sites, or a combination thereof to complete their clinical hours. Thesis-track students finish and defend their thesis.

Table 1. Non-Thesis Option.

	Year 1	Credits	Year 2	Credits
Fall	FACS 6000, Interdisciplinary Practice (new)	2	HDFS 6070, Couple Therapy	3
	GRSC 7001, GradFIRST	1	HDFS 7090, Master’s CFT Internship (new)	6
	FACS 6001, Pre-Practicum (new)	1	HDFS 7350, Issues and Ethics in MFT	3
	HDFS 6100, Theories of Human Development	3		
	HDFS 7100, Systems Theory and CFT Theory (formerly Family Intervention)	3		
	HDFS 7170, Introduction to Applied Statistics in Human Development and Family Science	3		
	Semester Credits	13	Semester Credits	12
Spring	HDFS 6040, Psychopathology and Relational Assessment throughout the Lifespan	3	FCA2 Elective= (new)	3
	HDFS 6640, Issues in Family Relationships	3	HDFS 7030, Socioculturally Attuned Family Therapy and Third Order Change (new)	3
	HFDS 6800, Research Methods	3	HDFS 7090, Masters CFT Internship (new)	6
	HDFS 7070, Master’s CFT Practicum (new)	3		
	HDFS 7110, Contemporary Family Therapy (new)	3		
	Semester Credits	15	Semester Credits	12
Summer	HDFS 6030, Evidence-based Practice Treating Traumatic Stress (new)	3		

	HDFS 7090, Masters CFT Internship (new)			
	Semester Credits	6		
			TOTAL PROGRAM CREDITS: Non-Thesis	58

- FCA 2 elective list: all (new)
- HDFS 6920: Special Topics in Couple and Family Therapy (new) – possible topics using identified local part-time instructors (new)
- HDFS 6950: Evidence Based Interventions: rotation of identified models (new)
- HDFS 7050: LGBTQ+ Affirmative Therapy (new)
- HDFS 7040: Gottman Couple Therapy (new)
- HDFS 7060: Play Therapy (new)

Table 2. Thesis Option.

Fall	FACS 6000, Interdisciplinary Practice (new)	2	HDFS 6070, Couple Therapy	3
	GRSC 7001, GradFIRST	1	HDFS 7000, Master’s Research	3
	FACS 6001, Pre-Practicum (new)	1	HDFS 7090, Master’s CFT Internship (new)	6
	HDFS 6100, Theories of Human Development	3	HDFS 7350, Issues and Issues in MFT	3
	HDFS 7100, Systems Theory and CFT Theory (formerly Family Intervention)	3		
	HDFS 7170, Introduction to Applied Statistics in Human Development and Family Science	3		
	Semester Credits	13	Semester Credits	15
Spring	HDFS 6040, Psychopathology and Relational Assessment throughout the Lifespan	3	FCA2 Elective= (new)	3
	HDFS 6640, Issues in Family Relationships	3	HDFS 7000, Master’s Research OR HDFS 7300, Master’s Thesis	3
	HDFS 6800, Research Methods	3	HDFS 7030, Socioculturally Attuned Family Therapy & Third Order Change (new)	3
	HDFS 7070, Master’s CFT Practicum (new)	3	HDFS 7090, Masters CFT Internship (new)	6
	HDFS 7110, Contemporary Family Therapy (new)	3		
	Semester Credits	15	Semester Credits	15
Summer	HDFS 6030, Evidence-Based Practice Treating Traumatic Stress (new)	3		
	HDFS 7000, Master’s Research	3		
	HDFS 7090, Master’s CFT Internship (new)	3		
	Semester Credits	9		

E. IMPLEMENTATION

40. Provide an enrollment projection for the next four academic years[^]

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2025-26	2026-27	2027-28	2028-29
Base enrollment ¹		10	10	15
Lost to Attrition (should be negative)		-1	-1	-2
New to the institution	10	10	15	15
Shifted from Other programs within your institution	0	0	0	0
Total Enrollment	10	19	24	28
Graduates	0	9	9	15
Carry forward base enrollment for next year	10	10	15	13

¹Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Student Achievement Data publicly available for the two accredited MFT master's programs in Georgia inform the calculations of attrition rate. Valdosta State University's MFT master's program indicates 100% graduation rate in the maximum time and an average graduation rate of 74% within two years (Valdosta State University, 2022). As a private institution, Mercer University's MFT master's program demonstrates a fluctuating rate across the eight years of posted data (Mercer University, 2022), therefore the average of 85.4% graduation rate was used to inform the projected attrition rate. Based on these data, an attrition rate of 15% was assumed as it was a conservative estimate between the overall graduation rates of the two programs within Georgia.

Given the interest in a Couple and Family Therapy master's program demonstrated by a limited survey of 27 current undergraduates at UGA, a cohort of 10-12 students initially is assumed to be reasonable. The survey was distributed to undergraduate advisors in Psychology, Sociology, Social Work, and Human Development and Family Science in October 2022. Of the 27 responses, 26 indicated interest in a Couple and Family Therapy master's degree and 23 provided email addresses to be contacted with information should the major be developed.

Additionally, once the program is established, the department plans to seek partnerships with Minority Serving Institutions (MSIs) across Georgia. Though in the planning stages, the intention is to create an opportunity for students at MSIs and Historically Black Colleges and Universities

(HBCUs) within the University System of Georgia to participate in the Couple and Family Therapy master's program. The intention behind such partnerships is to increase student diversity within the courses, expand the expertise and knowledge into broader communities, increase access to mental health services, and increase diversity among mental health providers, and increase exposure to mental health concerns across various populations across Georgia.

- b. If projections are significantly different from enrollment growth for the institution overall, please explain.

N/A

41. If projected program enrollment is not realized in year two, what actions are you prepared to take?

Enrollment projections are informed by recent surveys of undergraduates, current MFT certificate students, national enrollment in CFT master's programs, and community need. If projections are not realized, the program will pursue additional steps beyond those anticipated to market the start of the program. For example, offering guest lectures on relevant courses and majors at other USG institutions and peer institutions across the southeastern United States; meeting with and sending marketing materials to advisors at potential pipeline programs; and active partnerships with relevant undergraduate programs for undergraduate internships.

42. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

Upon approval of the CFT Master's program, recruitment efforts will target undergraduate majors in psychology, sociology, and other human services majors, such as social work or human development and family science, through advisors and guest lectures in courses related to CFT across UGA and other institutions across the southeast. The survey results reported in question 40a targeted this audience and provide evidence to support the demand for the major. Additionally, the existing ASPIRE internship provides a direct pipeline to the proposed major: "The Couple and Family Therapy Internship experience is open to 3rd and 4th year UGA undergraduate students looking for an incredible and intensive opportunity that prepares them for graduate training in couple and family therapy and related mental health fields." The ASPIRE Clinic advertises the internship as an opportunity to "actively participate in a clinical practicum in couple and family therapy where they observe the therapy supervision process and contribute to clinical case conceptualization processes," therefore ASPIRE interns will have already identified CFT as a potential career option. As such, a link to the CFT Master's program website will be included on the ASPIRE internship application site. Relatedly, information about the new CFT master's will be disseminated to Human Development and Family Science (HDFS) graduate alumni who are faculty at institutions across the country, thereby increasing the potential pool of applicants.

Other strategies, such as information sessions, making connections with affinity groups, and hosting a lunch for advisors will be used to market within the UGA community. Other targeted approaches include collaboration with UGA Career Services to host a panel discussion with licensed practitioners from the community about their careers as couple and family therapists. Lastly, the department will work with Technology and Instructional Services staff to develop criteria that result in the CFT Master's program website appearing within the top 15 results in search engines.

Currently, the HDFS department and ASPIRE are investigating funding opportunities to support undergraduate students from HBCUs and MSIs in participating in the Summer Intensive internship program at ASPIRE. Though in development, the aim is to support students from underrepresented groups to participate in the Summer Intensive program and provide a pipeline to CFT graduate education.

Budget:

HDFS plans to apply for Recruitment Enhancement Grant funding to offset the costs of printed marketing materials distributed to advisors and to recruit applicants. If this grant is not awarded, the HDFS Department commits to the proposed level of funding. Electronic marketing materials, such as websites and digital flyers, are low to no cost and can be disseminated easily through existing channels.

The department has committed funds to support a lunch with advisors as well as hosting a booth at area events, such as the Wellness Festival and Pride.

43. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

The M.S. in Couple and Family Therapy (CFT) prepares students for clinical practice and licensure in couple and family therapy and produces graduates who are qualified to practice evidence-based, relational therapy with diverse populations across multiple settings. Additionally, graduates who complete a thesis are prepared to successfully pursue advanced doctoral training.

The Couple and Family Therapy program at the University of Georgia believes students learn best through an integration of experiential learning and academic training toward meeting all educational and pre-graduation clinical hour/supervision requirements for licensure. To accomplish this, the CFT faculty partner with the local clinical community to provide students with opportunities for real-world feedback based on full-time practice and provide a curriculum that meets licensing requirements. Interested students can explore interdisciplinary community environments through off-campus internships to gain more clinical depth with populations of interest (e.g., eating disorders, sex/substance addiction, children and adolescents, or community-based intervention). Graduates of this two-year program are ready to work in entry-level mental health and family therapy positions.

44. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Note: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

Reviewer 1 Name	Reviewer 1 Email	
Reviewer 1 Title	Address	Reviewer 2 Name
Reviewer 1 Institution	Reviewer 1 Phone Number	Reviewer 2 Title
		Reviewer 2 Institution

Reviewer 2 Email Address
Reviewer 2 Phone Number

Reviewer 3 Name
Reviewer 3 Title
Reviewer 3 Institution

Reviewer 3 Email Address
Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

45. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

- No (**Move to answer question 46**)
- Yes (If yes, answer questions 47a & 47b)

a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

46. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

There are no plans to reallocate existing funds.

47. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

There are no additional student fees proposed.

48. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

No.

49. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

The HDFS department is currently hiring two new faculty members, one Lecturer and one Assistant Professor in the Couple and Family Therapy doctoral program. Based on the addition of these two faculty lines, there will be adequate capacity for advising. These hires will result in four core CFT faculty across both the master's and the doctoral program by Fall 2025.

In addition, the increased technology needs (Electronic Health Record [EHR] subscriptions, outcome tracking subscriptions, and student clinical hour tracking software) have been addressed in the budget. Specifically, the Student Technology Fee has covered these expenses in the past and the College has committed to supporting them if the Technology Fee does not.

F2. Faculty^ – Explain your faculty and staff plan for the program

50. Discuss how existing courses may be incorporated into this new program:

a. Course Development

of total courses in the curriculum: **Enter # 23**

of existing courses to be part of the new program **Enter # 9**

Net number of new courses to be developed **Enter # 10***

*HDFS 7070, HDFS 7090, HDFS 7000, and HDFS 7300 are repeated in the program of study

b. Comment on the costs and workload related to the new course development.

Two proposed new courses are currently in development as an outcome of the FACS Faculty Leadership Fellows program. Two courses are master's level practica/internship courses in which faculty supervise students' clinical practice. Course development for practica/internship courses is based in faculty member training as an AAMFT Approved Supervisor and is separate from the specific course. Although some workload is required to structure practicum a priori, the majority of effort is concurrent with the course offering. One new course will be the result of splitting content from a currently offered course into two courses such that each course will have more depth in coverage of the content: HDFS 7100 will be split into HDFS 7100 under the new name Systems Theory and CFT Theory, and HDFS 7110, Contemporary Family Therapy. Two courses are currently developed at the doctoral level and can be made into split level courses appropriate for master's students (HDFS 6040 and HDFS 6070). Of the remaining new required courses (HDFS 7030 and HDFS 6030), both will be developed over time until they are required in Spring 2027 and Summer 2026, respectively. The list of electives (HDFS 6920, HDFS 6950,

HDFS 7050, HDFS 7040, and HDFS 7060) will be developed by part-time instructors who are community practitioners and specialize in the specified modalities and populations.

51. Explain how **current faculty and staff** will contribute to the program. ^

- a. How many faculty will be re-directed to this program from existing programs?

Enter # 1

- b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

Dr. Jennifer Gonyea will be redirected to this program as Program Director and core faculty (75%). This will reduce her contribution to the HDFS undergraduate program.

Although not a redirection, three HDFS faculty (Futris, Oshri, Brown) noted in the Budget Excel sheet will have 5% effort in the CFT master's program due to the increased number of students enrolling in existing HDFS graduate courses.

- c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

Dr. Jennifer Gonyea

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

The Lecturer hired as a result of the current search (start date: Fall 2024) will cover multiple undergraduate courses that Dr. Gonyea has been assigned teaching.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

None. As noted in Q. 42 two proposed new courses are currently in development as an outcome of the FACS Faculty Leadership Fellows program; two courses are master's level practica/internship courses in which faculty supervise students' clinical practice; one new course will be the result of splitting content from a currently offered course into two courses such that each course will have more depth in coverage of the content; two courses are currently developed at the doctoral level and can be made into split level courses appropriate for master's students. Of the two remaining new required courses, both can be developed over time until they are required in Spring 2027 and Summer 2026, respectively. The list of electives (6920, 6950, 7050, 7040, and 7060) will be developed by part-time instructors who are community practitioners and specialize in the specified modalities and populations.

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

SACSCOC Roster is attached in Appendix H.

52. Explain your plan for new faculty and staff for the program:

The proposed M.S. in Couple and Family Therapy can be launched using existing faculty resources as well as adding an interdisciplinary faculty position in conjunction with the Department of Financial Planning, Housing and Consumer Economics (Ford), Supervisors in Training (doctoral CFT students) for practicum supervision, and the use of part time instructors for three courses (per cohort) in the first four years. Adding new faculty positions is possible to accommodate increased cohort sizes as well as COAMFTE accreditation as demand indicates. Specifically, COAMFTE limits the number of students in practicum or internship, therefore increased cohort sizes as the program grows would support the need for additional faculty hires.

53. How many new staff will be needed for this program over the next four years?

Enter # 0

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

N/A

F3. Facilities – complete the questions below

54. Where will the program be offered?^ Mark all that apply.

- Main campus
 Satellite campus: Specify Here
 Other: Specify Here
 100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

55. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)	n/a	n/a	n/a	n/a
Wet Labs (STEM related)	n/a	n/a	n/a	n/a
Dedicated Offices	n/a	n/a	n/a	n/a
Fine Arts Spaces ¹	n/a	n/a	n/a	n/a
Classrooms	n/a	n/a	n/a	n/a
Meeting Rooms	n/a	n/a	n/a	n/a
Student Study Space	n/a	n/a	n/a	n/a
Other (Specify) Additional therapy room	n/a	n/a	Spring/Summer 2024	Fall 2024

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

56. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

The addition of an M.S. in CFT will require additional clinical space at the ASPIRE Clinic. Therapy spaces require white noise machines (listed in F4 below), space for conducting confidential tele-mental health sessions in accordance with COAMFTE Accreditation requirements, appropriate observational technology to include audio and video recording.

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

The Dean of the College of Family and Consumer Sciences supports a renovation of the first floor of the ASPIRE clinic in Spring/Summer 2024. The renovation would result in one additional, accessible therapy room on the first floor of the clinic. This space will be usable in Fall 2024.

58. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

Renovations of the ASPIRE Clinic have already been funded and are underway, so there is no additional anticipated cost at this time.

F4. Technology

59. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	Electronic Health Record (EHR)		*\$8300	August 2025
2	Time2Track		*1000	August 2025
3	MyOutcomes		*\$303	August 2025
4	COAMFTE Accreditation	**\$12740		August 2027
5	White noise machines	\$125		August 2025
6	EMDR kits	\$500		August 2025
7	Publication/Printing	\$2500		Fall 2024
Total Technology Costs		\$15865	\$9603	

*Cost is based on number of students enrolled. See Budget for projected costs based on cohort size for Years 2 through 4 for all Software (#1-3). Also, EHR cost has been covered by the Student Technology Fee for the doctoral program.

**Total in Years 3 and 4 of the program

***Plan to apply for Graduate Recruitment Enhancement funding to assist.

G. RISKS AND ASSUMPTIONS

60. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Limited community internship placements	Moderate	Low	<p>A. Efforts to develop future community placements (see Letter of Intent [Appendix C]; meetings with additional agencies/placements)</p> <p>B. Leverage existing community relationships to further develop sites (e.g. Clarke Middle School)</p> <p>C. Potential additional expansion of clinical spaces based on FACS committee recommendation (see Q. 46 re: Little Houses Committee)</p>

61. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

- SACSCOC request is approved
- COAMFTE accreditation after submission of data collected in first two years of the program
- Sunsetting the Interdisciplinary Certificate in Marriage and Family Therapy. Of note, Unit Coordinators and Deans for the participating degrees have been informed.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?



Appendix A: COAMFTE Accreditation process

Timeline: https://www.coamfte.org/COAMFTE/Accreditation/Accreditation_Timeline.aspx

Organization and Submission Requirements for Programs

Document	Submission Requirements(s)	Format	Submission
Letter of Intent & Application	<ul style="list-style-type: none"> - Letter of Intent - Application Form - Distance Education Form (if applicable) 		Email to coa@aamft.org
Eligibility Criteria	<ul style="list-style-type: none"> - Eligibility Criteria Template/Tables - Supporting Appendices & Required Documents - Fee 	<ul style="list-style-type: none"> • PDF Format (read only) • All Eligibility Criteria components must be combined in one <u>PDF document</u> and include bookmarks linking to each individual component. • PDF document shall not exceed 30 MB. 	Email to coa@aamft.org
Self-Study		<ul style="list-style-type: none"> • One electronic USB flash drive • PDF format (read only) • All Self-Study components must be combined in one <u>PDF document in the order noted with</u> bookmarks linking to each individual component. • PDF document shall not exceed 30 MB. 	Mail USB flash drive to: COAMFTE/AAMFT 112 South Alfred Street Alexandria, VA 22314
Site Visit Forms	<ul style="list-style-type: none"> - Site Visit Date Request Form - Site Visit Conflict of Interest Form - Site Visit Confidentiality Form 	<ul style="list-style-type: none"> • PDF format (read only) 	Email to coa@aamft.org
Self-Study Addendum	<ul style="list-style-type: none"> - Self-Study Addendum Template - Appendices (evidence supporting the narrative response) 	<ul style="list-style-type: none"> • PDF format, read only • All Self-Study Addendum components must be combined in one PDF document with bookmarks linking to each individual component. • PDF document shall not exceed 30 MB. 	Mail USB Flash Drive to: COAMFTE/AAMFT 112 South Alfred Street Alexandria, VA 22314

Appendix B: Documentation of community need and current capacity

Aspire Annual Reports

2021: https://www.fcs.uga.edu/docs/Aspire_2021_Annual_Report.pdf

2022: https://www.fcs.uga.edu/docs/Aspire_Annual_Report_2022.pdf

Capacity calculations

Table 3: ASPIRE Clinic Current Capacity

STUDENTS		Total students				
Master's Cohort Size	10	28				
Master's Prac length (months)	17					
Ph.D. Cohort Size	4					
Ph.D. Practice length (months)	15					
SPACE						
# of rooms	# of hours available	Daily capacity	Weekly capacity	Monthly capacity		
5	11	44	228	912		
7	11	77	393	1572		
SPACE PER STUDENT		Daily capacity	Weekly capacity	Monthly capacity		
5	11	1.57	8.14	32.57		
7	11	2.75	14.04	56.14		
			Hours needed per week	Space available/week per student	Total space needed for both programs weekly**	
Master's Hours required	500		7.35	147.06	173.73	76.20%
Ph.D. Hours required	200		3.33	26.67		

Table 4. ASPIRE Clinic’s Capacity with Addition of One First Floor Therapy Room

STUDENTS		Total students				
Master’s Cohort Size	10	28				
Master’s Prac length (months)	17					
Ph.D. Cohort Size	4					
Ph.D. Practice length (months)	15					
SPACE						
# of rooms	# of hours available	Daily capacity	Weekly capacity	Monthly capacity		
5	11	55	283	1132		
7	11	77	393	1572		
SPACE PER STUDENT		Daily capacity	Weekly capacity	Monthly capacity		
5	11	1.96	10.11	40.43		
7	11	2.75	14.04	56.14		
			Hours needed per week	Space available/week per student	Total space needed for both programs weekly**	
Master’s Hours required	500		7.35	147.06	173.73	61.39%
Ph.D. Hours required	200		3.33	26.67		

Appendix C: Letter of Community Support

November 18, 2022

Anisa Zvonkovic, PhD
Dean, College of Family & Consumer Sciences
Dawson Hall
University of Georgia
Athens, GA 30602

Dean Zvonkovic,

Our organization, Project Family LLC, is committed to supporting a Master's degree program in Couple and Family Therapy at the University of Georgia as a local provider of mental health services. We are supportive of the vision, goals, objectives, and strategies proposed for the Masters program that will be aligned with the standards set forth by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the Association of Marriage and Family Therapy Regulatory Board (AMFTRB), both of which set the national standards for training couple and family therapists.

As General Evidence of Our Commitment, we agree to the following:

- Interview Masters students for potential internship placement at Project Family.
- If selected, provide up to 3-4 interns a community-based placement for a Master level intern for 9-12 months (either Fall/Spring or Summer/Fall/Spring),
- Provide AAMFT Approved Supervision weekly to interns placed at Project Family through Live supervision (in-person and/or tele-mental health), session recordings, Participant Supervision, and/or Case Consultation,
- Complete evaluations of clinical competencies for interns each semester they practice at Project Family, and
- Communicate with the Program Director and/or Internship Director about intern progress throughout their experience.

As a Community Partner, we have discussed the benefits to Project Family for our support of the Masters in Couple and Family Therapy as the following:

- Intern supervisors having access to relevant program speaker series and/or research symposia,
- Intern supervisors having access to relevant program events,
- Increased connection to the clinical community in Athens and surrounding areas, and
- Increased capacity to serve the community's mental health needs.

Douglas Morgan, LCSW _____
Printed name

11/18/22 _____
Date

Douglas Morgan, LCSW
Signature

Clinical Director _____
Title

Appendix D: Proposed Core Competencies Evaluation Form

Submitted each semester by Supervisor(s), student, and Clinic Director

Student name: _____ Date: _____

Yr. Entered Program _____

Total Direct Contact Hours to date: _____ (of 500 required)

Total Relational Contact Hours to date: _____ (of 251 required)

Total Supervision Hours to date: _____ (of 100 required)

Please complete this form to the best of your ability by assessing each item regarding your level of competency with the activity described. As the majority of the core competencies are related to clinical practice, your training in these areas most likely took place in your master's program. However, we are interested in knowing what areas of training you believe need further attention. This is an opportunity to problem solve if there are problem areas in your clinical training. Please use the comment sections to elaborate on any issues you would like to bring to our attention.

CFT Masters Program Educational Outcomes

In this area, please indicate if you feel you are “Below” “Meets” or “Exceeds” expectations *for your developmental level for each category*. The CFT Masters faculty expects that most students would rate themselves as “Meets” expectations in assessing their developmental level because most students are actively engaged in the learning process.

I am:

Proposed Program Goals	Below	Meets	Exceeds	N/A
Relational Practice: Developing advanced interdisciplinary clinical knowledge and skills in couple and family therapy across a variety of contexts including tele-mental health (FCA 1, 2, 8, 9, & 10) and evolving an awareness of how positionality impacts clinical decision making (FCA 5 & 9)				
Clinical Competency: Developing clinical knowledge and skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8)				
Ethics: Developing professional judgment demonstrated through analysis of legal and ethical decision-making in relational systemic clinical practice situations and licensure requirements. (FCA 5)				
Assessment: Assessing and treatment planning for relational intervention and established mental health diagnostic categories across the lifespan (FCA 6 & 7)				
Research: Preparing evidence-based family systems professionals whose clinical work is informed by both theory and research (FCA 4)				
Comments:				

AAMFT Core Competencies

In the area below rate your competency with each activity on a scale of 1 (not competent) to 5 (very competent) or N/A. A score of 3 or higher shows competency while a 2 or below would indicate room for improvement.

COMPETENCY	
1. Admission to Treatment	
<u>Executive Skills</u>	
Complete an intake/diagnostic assessment	
Determine who should attend therapy and in what configuration	
Facilitate therapeutic involvement of all necessary participants in treatment	
Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality, policies, and duty to care, to client or legal guardian	
Obtain informed consent to treatment from all responsible parties	
Establish and maintain appropriate and productive therapeutic alliances with clients	
Solicit and use client feedback throughout the therapeutic process	
Develop and maintain collaborative working relationships with referral resources, other practitioners, and payers.	
Manage session interactions with individuals, couples, groups and families	
Develop a workable therapeutic contract/plan with clients	
<u>Evaluative Skills</u>	
Evaluate case for appropriateness for treatment within professional scope of practice and competence	
Evaluate intake policies and procedures for completeness and contextual relevance	
Evaluate case appropriateness for telehealth services, if applicable.	
<u>Professional Skills</u>	
Understand the legal requirements and limitations for working with vulnerable populations	
Collaborate effectively with clients and other professionals	
Complete case documentation in a timely manner and in accordance with relevant laws and policies	
Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality	

Draft documents required for treatment, including informed consent, release of information, and intake forms	
Comments	
2. Clinical Assessment and Diagnosis	
<u>Perceptual Skills</u>	
Determine the person or system that is the focus of treatment	
Assess each client's engagement in the change process	
Systemically integrate client report, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process	
Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems	
Consider the influence of treatment on extra-therapeutic relationships	
Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms	
<u>Executive Skills</u>	
Diagnose and assess client problems systemically and contextually	
Engage with multiple persons and manage multiple levels of information throughout the therapeutic process	
Provide assessments and deliver developmentally appropriate services to clients	
Apply effective and systemic interviewing techniques and strategies	
Administer and interpret results of assessment instruments	
Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others	
Assess family history and dynamics using a genogram or other assessment instruments	
Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems	
Make accurate behavioral and relational health diagnoses	
Identify clients' strengths, resilience, and resources	

Elucidate presenting problem from the perspective of each member of the therapeutic system	
Communicate diagnostic information so clients understand its relationship to treatment goals and outcomes	
<u>Professional Skills</u>	
Utilize consultation and supervision effectively	
Comments	
3. Treatment Planning and Case Management	
<u>Perceptual Skills</u>	
Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan	
<u>Executive Skills</u>	
Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans utilizing a systemic perspective	
Prioritize treatment goals	
Develop a clear plan of how sessions will be conducted	
Structure treatment to meet clients' needs and to facilitate systemic change	
Manage progression of therapy toward treatment goals	
Manage risks, crises, and emergencies	
Work collaboratively with other stakeholders, including family members and professionals not present	
Assist clients in obtaining needed care while navigating complex systems of care	
Develop termination and after-care plans	
<u>Professional Skills</u>	
Advocate for clients in obtaining quality care, appropriate resources, and services in their community	
Participate in case-related forensic and legal processes	
Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state laws	
Utilize time management skills in therapy sessions and other professional meetings	
Comments	

4. Therapeutic Interventions	
<u>Perceptual Skills</u>	
Recognize how different techniques may impact the treatment process	
Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes	
<u>Executive Skills</u>	
Identify treatment most likely to benefit clients for presenting clinical problem or diagnosis	
Match treatment modalities and techniques to clients' needs, goals, and values	
Deliver interventions in a way that is sensitive to special needs of clients	
Reframe problems and recursive interaction patterns	
Generate relational questions and reflexive comments in therapy	
Engage each family member in the treatment process as appropriate	
Facilitate clients developing and integrating solutions to problems	
Defuse intense and chaotic situations to enhance the safety of all participants	
Empower clients to establish effective familial organization, familial structures, and relationships with larger systems	
Provide psychoeducation to families whose members have serious mental illness or other disorders	
Modify interventions that are not working to better fit treatment goals	
Move to constructive termination when treatment goals have been accomplished	
Integrate supervision/team communications into treatment	
<u>Professional Skills</u>	
Respect multiple perspectives	
Set appropriate boundaries and manage issues of triangulation	
Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics	
Utilize and successfully implement interventions appropriate for telehealth, when applicable.	
Comments	

5. Legal Issues, Ethics, and Standards	
<u>Perceptual Skills</u>	
Recognize situations in which ethics, laws, professional liability, and standards of practice apply	
Recognize ethical dilemmas in practice setting	
Recognize when a legal consultation is necessary	
Recognize when clinical supervision or consultation is necessary	
Adhere to clinic policies and state and federal ethical standards regarding provision of telehealth services	
<u>Executive Skills</u>	
Monitor issues related to ethics, laws, regulations, and professional standards	
Develop policies, procedures, and forms consistent with standards of practice to protect client confidentiality and to comply with relevant laws and regulations	
Inform clients and legal guardians of limitations to confidentiality and parameters of mandatory reporting	
Develop safety plan for clients who present with potential self-harm, suicide, abuse, or violence	
Take appropriate action when ethical and legal dilemmas emerge	
Report information to appropriate authorities as required by law	
Practice within defined scope of practice and competence	
Obtain knowledge of advances and theory regarding effective clinical practice	
Obtain license and specialty credentials	
Implement a personal program to maintain professional competence	
Comments	

Finally, please rate your satisfaction with the telehealth technology used at the ASPIRE Clinic (e.g., Theranest, Time2track) with 1 being “I was highly dissatisfied with the technology” and 5 being “I was highly satisfied with the technology”, and N/A meaning you did not provide telehealth services at ASPIRE this semester. _____

Please offer any additional comments or context for your above ratings or provide suggestions in the space below:

Appendix E: Program Goals and Student Learning Outcomes

Couple and Family Therapy (M.S.) program outcomes

Relational Practice: Developing interdisciplinary relational case conceptualization, intervention knowledge and skills in couple and family therapy across a variety of contexts including tele-mental health (FCA 1, 2, 8, 9, & 10)
Self-of-Therapist: Developing culturally-responsive clinical skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8) and evolving an awareness of how positionality impacts clinical decision making (FCA 5 & 9)
Ethics: Developing professional judgment demonstrated through analysis of legal and ethical decision-making in relational systemic clinical practice situations and licensure requirements. (FCA 5)
Assessment: Assessing and treatment planning for relational intervention and established mental health diagnostic categories across the lifespan (FCA 6 & 7)
Research: Demonstrating evidence-based practice informed by both theory and research (FCA 4)

Program Goal #1: Students will develop advanced interdisciplinary relational case conceptualization, intervention knowledge and skills in couple and family therapy across a variety of contexts including tele-mental health (FCA 1, 2, 8, 9, & 10)

Student Learning Outcome 1.1

Students will demonstrate relationally oriented case conceptualization and clinical practice skills throughout the program and demonstrate clinical competency. Accomplishment of this criterion will be measured through the CFT Master's Core Competencies Evaluation completed by their supervisors and clinical content course instructors. The student will be evaluated on their relational case conceptualization and demonstration of relational intervention skill acquisition based on their performance in Practicum or a clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will meet or exceed expectations on CFT Master's Core Competencies Evaluation on Relational Practice and Assessment Program Goals and/or CFT Clinical Competency Capstone Rubric; 80% of students will earn a B or better on the Couple Therapy Paper (HDFS 6070); 80% of students will earn a B or better on their final project in Issues in Family Systems (HDFS 6640); 80% of students will earn a B average or better on their Session Plans and a B or better on their Philosophy of Change paper in Systems Theory and CFT Theory (7100).

Student Learning Outcome 1.2

Students will demonstrate relational clinical practice skills (relational assessment, assessment appropriateness of telehealth modality, crisis management in telehealth, etc.) in telemental health practice.

Target: 80% of students will earn an average of 3 or higher on CFT Master's Core Competencies Evaluation items specific to telemental health practice (3 items) on the CFT Master's Core Competencies Evaluation and/or CFT Clinical Competency Capstone Rubric.

Program Goal #2: Students will develop culturally-responsive clinical skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8) and evolve an awareness of how positionality impacts clinical decision making (FCA 5 & 9)

Student Learning Outcome 2.1

Students will develop clinical knowledge and skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8). Accomplishment of this criterion will be measured through the CFT Master's Core Competencies Evaluation overall evaluation for Self-of-Therapist Program Goal completed by their supervisors and clinical content course instructors. The student will be evaluated on their clinical competency based on their performance in Practicum or a clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will meet or exceed expectations on CFT Master's Core Competencies Evaluation on Self-of-Therapist Program Goal and/or CFT Clinical Competency Capstone Rubric.

Student Learning Outcome 2.2

Students will demonstrate how their positionality influences their clinical decision making both with clients and in supervision. Accomplishment of this criterion will be measured through the Personal Ethics Statement (HDFS 7350) and practicum or internship supervisors' evaluations of the students' use of supervision to explore self-of-therapist (HDFS 7070 or HDFS 7090). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will earn a B or better on the Personal Ethics Statement paper in HDFS 7350 and meets or exceeds expectations on pre-practicum and practicum supervisors evaluation of use of supervision to explore self-of-therapist (FACS 6000, HDFS 7070, or HDFS 7090) and CFT Clinical Competency Capstone Rubric.

Program Goal #3: Students will develop professional judgment demonstrated through analysis of legal and ethical decision-making in relational systemic clinical practice situations and licensure requirements. (FCA 5).

Student Learning Outcome 3.1

Students will demonstrate application of AAMFT Code of Ethics, laws governing CFT practice in Georgia, UGA policies, and appropriate ethical decision-making throughout the program Accomplishment of this criterion will be measured through the Ethics Case Study Presentation in Ethics & Issues in CFT (HDFS 7350) and **Legal Issues, Ethics, and Standards** section of the CFT Masters Student Evaluations completed by their supervisors. The student will be evaluated on their clinical competency based on their performance in Practicum or a clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will earn an average of 3 or higher in the **Legal Issues, Ethics, and Standards** section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics on the CFT Clinical Competency Capstone Rubric.

Student Learning Outcome 3.2

Students will demonstrate clinical competency in managing ethical situations in practice. Accomplishment of this criterion will be measured through Personal Ethics Statement in Ethics & Issues in CFT (HDFS 7350) and the **Legal Issues, Ethics, and Standards** section of the CFT Masters Student Evaluations completed by their supervisors in Practicum or clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will earn a B or better on the Personal Ethics Statement in Ethics & Issues in CFT (HDFS 7350); 80% of students will earn an average of 3 or higher in the **Legal Issues, Ethics, and Standards** section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics on the CFT Clinical Competency Capstone Rubric.

Program Goal #4: Students will assess and develop treatment plans for relational intervention and established mental health diagnostic categories across the lifespan (FCA 6 & 7).

Student Learning Outcome 4.1

Students will demonstrate clinical competency in diagnosis using the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Accomplishment of this criterion will be measured through performance on assignments in Psychopathology and Relational Assessment throughout the lifespan (HDFS 6040) and supervisor evaluation of students ability to diagnose clients during practicum and internship, evaluated by the **Clinical Assessment and Diagnosis** section of the CFT Masters Core Competencies Evaluation.

Target: 80% of students will earn a B or better on assignments in HDFS 6040; 80% of students will earn an average of 3 or higher in the **Clinical Assessment and Diagnosis** section of the CFT Masters Core Competencies Evaluation.

Student Learning Outcome 4.2

Students will demonstrate clinical competency in developing treatment plans appropriate to the DSM diagnosis code. Accomplishment of this criterion will be measured through supervisor evaluation of students' ability to develop and carry out relational treatment plans during practicum (HDFS 7070) and internship (HDFS 7090), evaluated by the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Target: 80% of students will earn an average of 3 or higher in the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Student Learning Outcome 4.3

Students will demonstrate clinical competency in relational assessment. The student will be evaluated on their clinical competency based on their performance in Practicum or a clinical internship (if applicable).

Target: 80% of students will earn a B or better on assignments in HDFS 6040; 80% of students will earn an average of 3 or higher in the **Admission to Treatment** and **Clinical Assessment and Diagnosis** sections of the CFT Masters Core Competencies Evaluation.

Program Goal #5: Students will demonstrate evidence-based practice informed by both theory and research (FCA 4)

Student Learning Outcome 5.1

Students will demonstrate competency in developing theoretically-sound treatment plans for relational intervention. Accomplishment of this criterion will be measured through supervisor evaluation of students' ability to develop theoretically-sound, relational treatment plans during practicum (HDFS 7070) and internship (HDFS 7090), evaluated by the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Target: 80% of students will earn an average of 3 or higher in the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Student Learning Outcome 5.2

Students will demonstrate the ability to evaluate empirical evidence to inform their evidence-based practice. Accomplishment of this criterion will be measured through performance on a research proposal in Research Methods and a research project and project presentation in Introduction to HDFS Statistics.

Target: 80% of students will earn a B or better on the Proposal in HDFS 6800; 80% of students will earn a B or better on the Project and Project Presentation in HDFS 7170.

Appendix F: CFT Masters Curricular Mapping

This map has been populated with information on existing courses or those that will be adapted from the existing doctoral level to fit master's level.

	(FCA 1, 2, 5, 8, 9, & 10)	(FCA 3 & 8)	(FCA 5)	(FCA 6 & 7)	(FCA 4)
FACS 6000	X			X	
HDFS 6001	X				
HDFS 6030	X				
HDFS 6040				X	
HDFS 6070	Paper				
HDFS 6100				Analytic Review Project	
HDFS 6640	Final Project	Presentation of Final Project			
HDFS 6800					Proposal
HDFS 7030		X			
HDFS 7070	-Core Competencies		-Core Competencies		
HDFS 7090	- Core Competencies - Supervisor eval (external)		- Core Competencies - Supervisor eval (external)		
HDFS 7100	Philosophy of Change paper				
HDFS 7110	X				
HDFS 7170					-Project -Presentation
HDFS 7350			-Personal Ethics Statement		

Appendix G: Request for Waiver of Maximum Credit Hours

The College of Family and Consumer Sciences is requesting a waiver to exceed the maximum credit hours for a master’s degree (36) both for the Non-Thesis and Thesis options. This information accompanies the proposal to create a new Master of Science in Couple and Family Therapy and provides documentation of the need for the waiver based on the accrediting organization’s requirements.

Degree requested for a waiver of maximum credit hours: Master of Science in Couple and Family Therapy

Rationale for waiver: The proposed M.S. in Couple and Family Therapy curriculum meets the requirements for accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE requires that programs collect eligibility data for two years prior to their application for accreditation. As an applied clinical training program, students are required to practice therapy under supervision year-round as well as accumulate 300 direct client contact hours for a minimum of twelve months (p. 24), necessitating enrollment in a practicum or internship each semester throughout the program of study. COAMFTE specifies the minimum number of credit hours in Foundational Curriculum Areas (FCAs) 1 through 7 and requires documentation of FCA 8-10 content, although no minimum credit hour requirement is stated. Twenty-seven (27) credit hours required by FCAs 1-7 (p. 20-21), a minimum of 15 practicum/internship credits for students’ year-round clinical practice requirement (p. 24), and the 1-credit GRADFirst total a minimum of 43 credit hours. The proposed program of study requires an additional 15 or 24 credit hours for Non-Thesis (58 total) and Thesis options (67 total), respectively, and are accounted for as follows: one elective (3 credits), classes that satisfy FCA 8 and FCA 9 (6 credits), and 6-credit Internships commensurate with the amount of time spent acquiring direct client contact hours. The additional 9 hours for Thesis option students are spent in Masters Research and Masters’ Thesis hours.

External accrediting body: Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Documentation of external accrediting body requirements:

[https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%208.26.21%20\(with%20links\).pdf](https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%208.26.21%20(with%20links).pdf)

Proposed curriculum program of study for Non-Thesis and Thesis options: Below are two tables documenting the proposed program of study with both thesis and non-thesis options. Foundational Curriculum Areas aligned with courses are noted.

Master of Science in Couple and Family Therapy, Thesis Option Program of Study

		Credits	FCA
Year 1	GradFIRST	1	
Fall	HDFS 6100: Lifespan Development	3	FCA 6
	HDFS 7100: Systems Theory & CFT Theory	3	FCA1
	HDFS 7170: Intro to HDFS Stats	3	FCA9
	FACS 6001: Pre-Practicum	1	FCA9
	FACS 6000: Inter-disciplinary Practice	2	FCA4
	<i>Semester Credits</i>	<i>13</i>	

Spring	HFDS 6800: Research Methods	3	FCA4
	HFDS 7110: Contemporary Family Therapy	3	FCA1
	HFDS 7070: Masters CFT Practicum	3	Practice
	HFDS 6640: Issues in Family Relationships	3	FCA 8
	HFDS 6040: Psychopathology and Relational Assessment throughout the lifespan	3	FCA7
	<i>Semester Credits</i>	<i>15</i>	
Summer	HFDS 7090: Masters CFT Internship	3	Practice
	HFDS 6030: Evidence based practice treating traumatic stress	3	FCA 2
	HFDS 7000: Masters Research	3	
	<i>Semester Credits</i>	<i>9</i>	
Year 2	HFDS 6070: Couple Therapy	3	FCA2
Fall	HFDS 7350: Ethics and Issues in CFT	3	FCA5
	HFDS 7090: Masters CFT Internship	6	Practice
	HFDS 7000: Masters Research	3	
	<i>Semester Credits</i>	<i>15</i>	
Spring	HFDS 7030: Socio-culturally Attuned Family Therapy & Third Order Change	3	FCA 3
	Elective	3	FCA 2
	HFDS 7090: Masters CFT Internship (new)	6	Practice
	HFDS 7000: Masters Research OR HFDS 7300 Masters Thesis	3	
	<i>Semester Credits</i>	<i>15</i>	
	Total Program Credits	67	

Master of Science in Couple and Family Therapy, Non-Thesis Option
Program of Study

		Credits	FCA
Year 1	GradFIRST	1	
Fall	HFDS 6100: Lifespan Development	3	FCA 6
	HFDS 7100: Systems Theory & CFT Theory	3	FCA1
	HFDS 7170: Intro to HDFS Stats	3	FCA9
	FACS 6001: Pre-Practicum	1	FCA9
	FACS 6000: Inter-disciplinary Practice	2	FCA4

	<i>Semester Credits</i>	<i>13</i>	
Spring	HFDS 6800: Research Methods	3	FCA4
	HDFS 7110: Contemporary Family Therapy	3	FCA1
	HDFS 7070: Masters CFT Practicum	3	Practice
	HDFS 6640: Issues in Family Relationships	3	FCA 8
	HDFS 6040: Psychopathology and Relational Assessment throughout the lifespan	3	FCA4
	<i>Semester Credits</i>	<i>15</i>	
Summer	HDFS 7090: Masters CFT Internship	3	Practice
	HDFS 6030: Evidence based practice treating traumatic stress	3	FCA 2
	<i>Semester Credits</i>	<i>6</i>	
Year 2	HDFS 6070: Couple Therapy	3	FCA2
Fall	HDFS 7350: Ethics and Issues in CFT	3	FCA5
	HDFS 7090: Masters CFT Internship	6	Practice
	<i>Semester Credits</i>	<i>12</i>	
Spring	HDFS 7030: Socio-culturally Attuned Family Therapy & Third Order Change	3	FCA 3
	Elective	3	FCA 2
	HDFS 7090: Masters CFT Internship	6	Practice
	<i>Semester Credits</i>	<i>12</i>	
	Total Program Credits	58	

Appendix H: SACSCOC Faculty Roster.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Georgia

Name of Primary Department, Academic Program, or Discipline: Human Development & Family Science, MS in Couple & Family Therapy

Academic Term(s) Included: Beginning Fall 2025 (Year 1) through Spring 2027 (Year 2) Date Form Completed: 11/20/2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Jennifer Gonyea, PhD LMFT LPC (F; CFT Masters Program Director)	Year 1 Fall HDF5 7100: Family Intervention (3, G)* Year 1 Spring HDF5 7070: Masters Practicum (3, G) Year 1, Summer HDF5 7090: Masters CFT Internship (6, G) Year 2, Fall HDF5 7350: Issues and Ethics in Marriage and Family Therapy (3, G)* HDF5 7090: Masters CFT Internship (6, G) Year 2, Spring HDF5 7090: Masters CFT Internship (6, G)	1. Ph.D. in Child & Family Development, Specialization in Marriage and Family Therapy; University of Georgia 2. M.S. in College and Agency Counseling (Community Counseling), State University of New York at Plattsburgh	Licensed Marriage and Family Therapist in Georgia– required for core faculty by COAMFTE accreditation standards AAMFT Approved Supervisor (Exp. 2029) – required to teach 7070 and 7090
Maria Bermudez, PhD LMFT (F)	Year 1, Spring HDF5 7110: Contemporary Family Therapy (3, G) Year 2, Fall HDF5 6070: Couple Therapy (3, G) Year 2, Spring HDF5 7030: Socioculturally attuned Family Therapy & Third Order Change (3, G)	Ph.D. Marriage & Family Therapy/Human Development M.S. Marriage & Family Therapy/Child & Family Development, Purdue University	Licensed Marriage and Family Therapist in Georgia– required for core faculty by COAMFTE accreditation standards AAMFT Approved Supervisor (Exp. 2029) – required to teach 7070 and 7090

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses to be taught, not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Megan Ford, PhD LMFT (F)	Year 1, Fall FACS 6000: Interdisciplinary Practice (2, G) FACS 6001: Pre-practicum (1, G)	Ph.D. Financial Planning, Housing, & Consumer Economics M.S. Family Studies and Human Services, emphasis in Marriage and Family Therapy, Kansas State University	Licensed Marriage and Family Therapist in Georgia– required for core faculty by COAMFTE accreditation standards AAMFT Supervisor in Training (SIT)
Assaf Oshri, PhD (F)	Year 1, Fall HDFS 7170: Introduction to Applied Statistics in Human Development and Family Science (3, G)	Ph.D. Developmental Psychology, Florida International University Miami, Miami FL	Post-doctoral, University of Rochester, Rochester NY Faculty affiliate, UGA's Integrated Life Science - Neuroscience program
Geoffrey Brown, PhD (F)	Year 1, Spring HDFS 6800: Research Methods (3, G)	M.A. Developmental Psychology, University of Illinois Ph.D. Developmental Psychology, University of Illinois	Post-doctoral, Center for Developmental Science, University of North Carolina
Ted Futris, PhD (F)	Year 1, Spring HDFS 6640: Issues in Family Relationships (3, G)	Ph.D. Human Development & Family Studies, University of North Carolina at Greensboro M.S. Human Development & Family Studies, University	National Council on Family Relations Fellow 2021 NCFR Report: Family Focus 2020
Part-time Instructors (P)	Year 1, Spring HDFS 6040: Psychopathology and Relational Assessment throughout the lifespan (3, G) HDFS 6030: Evidence-based practice treating traumatic stress (3, G)	Psychopathology coursework, terminal degree in Marriage & Family Therapy or Counseling	LMFT in Georgia

*A course change is in progress to split HDFS 7100 into HDFS 7100 Systems and Couple and Family Therapy Theory and HDFS 7110 Contemporary Family Therapy (referenced in Question #50) and to change the title of HDFS 7350 to Marriage and Family Therapy Ethics.

Documentation of Approval and Notification

Proposal: Couple and Family Therapy (M.S.)

College: College of Family and Consumer Sciences

Department: Human Development and Family Science

Proposed Effective Term: Fall 2025

Approvals:

- College of Family and Consumer Sciences Dean, Dr. Anisa Zvonkovic, 1/11/2024
- Graduate School Associate Dean, Dr. Anne Shaffer, 3/13/24