

Takeaways from Preparing the Eligibility Criteria

Lenore McWey

Program Director, Florida State University

The Plan

- Walk through Eligibility Criteria (EC)
- Informally share what I learned
- Q&A at end of both but feel free to ask along the way

Background



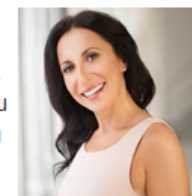


Program Directors

Welcome to the Program Directors Networks Homepage!

Dear Program Directors,

We have created this page to provide Program Directors from COAMFTE-accredited programs with a central and user friendly site to access accreditation resources, communicate with group members through Forum discussions, pose questions, interact with peers, share ideas, contact staff, and provide feedback. On this site, you will find the latest news, announcements, and event postings related to accreditation. I encourage you to utilize the resources available to you on this site to help you with maintenance and renewal of accreditation and to stay current with accreditation and COAMFTE updates.



Sincerely,
Tanya A. Tamarkin
Director of Accreditation

Quick Links

- [COAMFTE Accreditation Manual](#)
- [COAMFTE Fee Structure](#)
- [PDF Bookmarks Guide](#)
- [Accreditation Standards Version 12](#)
- [Accreditation Process Information](#)

Site Visit Forms

- [Site Visit Agenda \(SP\)](#)
- [Site Visit Agenda \(DP\)](#)
- [Program Evaluation of Site Visit Form](#)
- [Site Visit Confidentiality Form](#)

COAMFTE Actions

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) meets biannually to review programs in marriage and family therapy at a masters, doctoral and post-doctoral degree level for compliance with the current COAMFTE Accreditation Standards. For current list of actions, [click here](#).

Where I Started:
<https://networks.coamfte.org/program-directors>

Where I Started:
www.coamfte.org



[COAMFTE Accredited Programs](#)

[Get Accredited](#)

[Events and Trainings](#)

[Frequently Asked Questions](#)

News and Updates

[Call for Public Member](#)

[Upcoming Events](#)

[Notice of Actions](#)

[Resources for Argosy Students](#)

COAMFTE at a Glance

[Benefits to Students](#)

[Accreditation Process at a Glance](#)

[Accreditation Timeline](#)

[COAMFTE Hot Tips](#)

Quick Links

[COAMFTE Accreditation Manual](#)

[COAMFTE Accreditation Standards V12](#)

[Accreditation Forms](#)

[Accreditation Fees](#)

Where I Started

- Killed a couple trees. Printed:
 - Accreditation Standards
 - Interpretation Guide
 - Instructions and Example
- Saved the EC Template
- Saved Mission, Goals, and Outcomes template (from Self-Study forms)



Mission, Goals and Outcomes Template

Outcome-Based Framework

Mission, Goals, and Outcomes

Florida State University's Mission

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

Program's Mission

The mission of our program is to produce Marriage and Family Therapy (MFT) leaders through engagement in programmatic research and advanced clinical preparation. The program addresses family processes and evidence-based relational interventions for today's diverse families. We accomplish the program mission through active and integrated engagement in research, teaching, and clinical experiences consistent with professional marriage and family therapy principles.

Each Program Goal must include one or more of these areas: knowledge, practice, diversity, research, and ethics competencies.

Program Goal 1

Graduates will be able to conduct and disseminate relational/systemic research within a focused program of research.

Associated Student Learning Outcome 1.1

SLO#1.1: Graduates will demonstrate in depth knowledge in research methods and statistics relevant to MFT research.

SLO#1.1 Benchmark: 80% of students will successfully complete Intervention Research and MFT Outcomes Research with a B or higher.

SLO#1.1 Target: 80% of students will earn an

Program Goal 2

Graduates will demonstrate advanced, multiculturally-informed, and ethical clinical practice competencies and supervision skills to meet the needs of diverse individuals, couples, and families.

Associated Student Learning Outcome 2.1

SLO#2.1: Students will gain advanced, mentored clinical experiences and demonstrate behaviors of ethical practice and cultural sensitivity consistent with COAMFTE requirements and AAMFT Code of Ethics.

SLO#2.1 Benchmark: 80% of students will pass practicum and meet or exceed expectations on annual evaluations on item #10 on the student's portfolio.

Program Goal 3

Graduates will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats.

Associated Student Learning Outcomes

SLO#3.1: Students will successfully complete College Teaching in Family Science and a supervised teaching experience.

SLO#3.1 Benchmark: 80% of students will successfully complete College Teaching and Supervised College Teaching with a grade of satisfactory.

Program Goals

- Every goal must say at least 1 of these:
 - Knowledge
 - Practice
 - Diversity
 - Research
 - Ethics

Example

(Example borrowed from COAMFTE)

- **Program Goal:** Graduates are competent and ethical mental health professionals
 - SLO #1: Students are successful in passing the MFT national exam.
 - Target: 80% of MFT students who sit for the MFT National Exam will achieve passing scores.
 - Benchmark: Achieve passing scores on the AMFTRB practice exam

Use the Tools

The glossary is a God-send!



E.g. “Targets are specified levels of performance for an measure (indicator) at a predetermined point in time (achieve target x by Y [date]).”
Benchmarks – “ongoing and systemic process of the actual activity” (p. 51).

Eligibility Criteria Template

Eligibility Criterion A: Program Identity as Educating Couple or Marriage and Family Therapists

The program is clearly identifiable as training MFTs who have a relational/systemic philosophy that is multiculturally-informed, and ethically competent. The program's mission, goals, and outcomes substantially reflect the PMFTPs.

INTERPRETATION GUIDE

Rubric for Response:

- Complete the Tables A1 and A2 to map program materials, mission, goals, and outcomes with relevant Criterion A requirements
- Provide examples of program materials that demonstrate the program's identity
- Goals must include knowledge, practice, diversity, research, and ethics competencies in addition to any other program specific goals. *SLOs should only be used for one Program Goal, although programs can have multiple SLOs to support one Program Goal.*
- Attach the required documents

Required Documents:

1. Criterion A Tables A1 and A2
2. Specific links, copies, and page numbers (when relevant) of program materials

Eligibility Criterion A1 and A2 Tables: Program Identity as Educating Marriage and Family Therapists

Program Mission, Goals and Student Learning Outcomes (each SLO may be used with one Goal only)

Table A1: Demonstrate how Program's Mission, Goals, Outcomes and program materials align with: 1) a relational/systemic philosophy; 2) the importance of being multiculturally-informed (Diversity); 3) the importance of ethical behavior or knowledge.		Relational/ Systemic	Multiculturally -informed	Ethically Competent
Program Mission:				
Program Goal 1	List Student Learning Outcomes			
	SLO #			
	SLO #			
	SLO #			

Eligibility Criteria Template: A1

Example on COAMFTE site

A1: Program Identity as Educating Couple or Marriage and Family Therapists

Table A1: Demonstrate how Program's Mission, Goals, Outcomes and program materials align with: 1) a relational/systemic philosophy; 2) the importance of being multiculturally-informed (Diversity); 3) the importance of ethical behavior or knowledge.			Relational/ Systemic	Multiculturally -informed	Ethically Competent
Program Mission: The ABC Marriage and Family Therapy program will prepare students to become licensed MFTs that are trained in relational/systemic models and theories, with a strong focus on being multiculturally-informed, and practicing with the highest ethical competence.			X	X	X
Program Goal 1			X		
List Student Learning Outcomes			X		
Knowledge and Research: Teach, publish, research, and present MFT specific models, theories, and treatment techniques.	SLO #1	Student and graduates will demonstrate an ability to understand and evaluate research knowledge as it applies to the practice of Marriage and Family Therapy.	X		
	SLO #2	Student and graduates will demonstrate a knowledge of MFT specific models and techniques.	X		
Program Goal 2			X		
Practice: Train the next generation of MFTs to use clinical systemic skills and models to positively impact individuals, couples, families, and communities.	SLO #3	Student and graduates will demonstrate competency applying systemic clinical skills and models of therapy with clinical populations.	X		
Program Goal 3				X	
Diversity: Increase awareness and inclusion of diversity and create a more multi-culturally informed profession.	SLO #4	Student and graduates will demonstrate an understanding of and respect for diverse populations as it relates to the field of family therapy.		X	
Program Goal 4			X		X
Ethics: Promote the development of ethical professionals and practices in the field of MFT.	SLO #5	Student and graduates will demonstrate a graduate level knowledge and application of the AAMFT Code of Ethics.	X		X

Eligibility Criteria Template: A1

Documentation:

- “Provide examples of program materials that demonstrate the program’s identity.” (Accreditation Standards Manual, p. 10)

Provide Link to Program Website	
Program Handbook (link or page #)	
Program Brochure (link or page #)	
Additional Program Materials (link or page #)	

If you don't already have one, create a Program Handbook!

Eligibility Criteria Template: A2

Table A2: Link Student Learning Outcomes to PMFTPs	STUDENT LEARNING OUTCOMES <i>(list SLOs and add additional rows as needed)</i>								
PROFESSIONAL MARRIAGE AND FAMILY PRINCIPLES (PMFTPS)	#OTS	#OTS	#OTS	#OTS	#OTS	#OTS	#OTS	#OTS	#OTS
MFT Core Competencies									
[List any applicable core competencies]									
[List any applicable core competencies]									
[List any applicable core competencies]									
<i>[Add more rows as needed]</i>									
AAMFT Code of Ethics									
[Insert relevant Ethics Standards and/or sub principles]									
[Insert relevant Ethics Standards and/or sub principles]									
<i>[Add more standards or principles as needed]</i>									
AMFTRB Examination Domains, Task and Knowledge Statements									
[Insert relevant Domains, Task and Knowledge Statements]									
[Insert relevant Domains, Task and Knowledge Statements]									
<i>[Add more domains and statements as needed]</i>									
Relevant State Licensing Regulations									
[Insert relevant state licensing regulations]									
[Insert relevant state licensing regulations]									
[Insert relevant state licensing regulations]									

Eligibility Criteria Template: A2

- Domains:
 - MFT Core Competencies
 - AAMFT Code of Ethics
 - AMFTRB Exam Domains, Task, and Knowledge Statements
 - Relevant State Licensing Regulations

Eligibility Criteria Template: A2

Domains -- MFT Core Competencies

- 1) Admission to Treatment
- 2) Clinical Assessment and Diagnosis
- 3) Treatment Planning and Case Management
- 4) Therapeutic Interventions
- 5) Legal Issues, Ethics, and Standards
- 6) Research and Program Evaluation

Eligibility Criteria Template: A2

Domains -- MFT Core Competencies

1) **Admission to Treatment** – All interactions between clients and therapist up to the point when a therapeutic contract is established.

Domain 1: Admission to Treatment

Number	Subdomain	Competence
1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
1.1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
1.1.3	Conceptual	Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system.
1.1.4	Conceptual	Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.
1.2.1	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
1.2.2	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.

Eligibility Criterion A2: Sample Response

Eligibility Criteria Template: A2

Table A2: Link Student Learning Outcomes to PMFTPs	STUDENT LEARNING OUTCOMES				
	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
PROFESSIONAL MARRIAGE AND FAMILY PRINCIPLES (PMFTPS)					
MFT Core Competencies					
Domain I: Admission to Treatment					
1.1.1 Understand system concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.	X				
1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).		X	X		
Domain II: Clinical Assessment & Diagnosis					
2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups		X	X		
2.3.3 Apply effective and systemic interviewing techniques and strategies		X			
2.3.6 Assess family history and dynamics using a genogram or other assessment instruments.		X			
Domain III: Treatment Planning & Case Management					
3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.		X			
3.4.3 Evaluate level of risks, management of risks, crises, and emergencies.		X			
Domain IV: Therapeutic Interventions					
4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	X		X		
4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.		X	X		
Domain V: Legal Issues, Ethics and Standards					

Eligibility Criterion A2: Sample Response

Eligibility Criteria Template: A2

Table A2: Link Student Learning Outcomes to PMFTPs	STUDENT LEARNING OUTCOMES				
	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
PROFESSIONAL MARRIAGE AND FAMILY PRINCIPLES (PMFTPS)					
MFT Core Competencies					
Domain I: Admission to Treatment					
1.1.1 Understand system concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.	X				
1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).		X	X		
Domain II: Clinical Assessment & Diagnosis					
2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups		X	X		
2.3.3 Apply effective and systemic interviewing techniques and strategies		X			
2.3.6 Assess family history and dynamics using a genogram or other assessment instruments.		X			
Domain III: Treatment Planning & Case Management					
3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.		X			
3.4.3 Evaluate level of risks, management of risks, crises, and emergencies.		X			
Domain IV: Therapeutic Interventions					
4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	X		X		
4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.		X	X		
Domain V: Legal Issues, Ethics and Standards					

Eligibility Criteria Template: A2

- You don't have to list every PMFTP subdomain
- Pick only those that apply to your SLOs

Eligibility Criteria Template: A2

Domains -- AAMFT Code of Ethics

Table A2: Link Student Learning Outcomes to PMFTPs	STUDENT LEARNING OUTCOMES <i>(list SLOs and add additional rows as needed)</i>								
	SLO#1.1	SLO#1.2	SLO# 1.3	SLO#2.1	SLO#2.2	SLO#2.3	SLO#2.4	SLO#3.1	SLO# 3.2
AAMFT Code of Ethics									
Standard I – Responsibility to Clients				x	x	x			
Standard II – Confidentiality				x	x	x			
Standard III – Professional Competence and Integrity				x	x	x			
Standard IV – Responsibility to students and supervisees								x	x
Standard V – Research and Publication	x	x	x						

- You can list the broad standard and/or subprinciples

Eligibility Criteria Template: A2

Domains -- AMFTRB Exam Domains, Task, & Knowledge Statements

1. The practice of systemic therapy
2. Assessing, hypothesizing, and diagnosing
3. Designing and conducting treatment
4. Evaluating ongoing process and terminating treatment
5. Managing crisis situations
6. Maintaining ethical, legal, and professional stds.

Eligibility Criteria Template: A2

Domains -- AMFTRB Exam Domains, Task, & Knowledge Statements

Table A2: Link Student Learning Outcomes to PMFTPs	STUDENT LEARNING OUTCOMES <i>(list SLOs and add additional rows as needed)</i>								
	SLO#1.1	SLO#1.2	SLO# 1.3	SLO#2.1	SLO#2.2	SLO#2.3	SLO#2.4	SLO#3.1	SLO# 3.2
PROFESSIONAL MARRIAGE AND FAMILY PRINCIPLES (PMFTPs)									
MFT Core Competencies									
Domain 1: Admission to Treatment									
1.1.1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.				x	x				
Domain 2: Clinical Assessment and Diagnosis									
2.1.2. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.	x			x	x				
Domain 3: Treatment Planning and Case Management									
3.2.1. Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.				x	x				
Domain 4: Therapeutic Interventions									
4.1.1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	x			x	x	x	x		
Domain 5: Legal Issues, Ethics, and Standards									
5.1.2. Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.				x	x	x	x		
Domain 6: Research and Program Evaluation									
6.1.1. Know the extant MFT literature, research, and evidence-based practice [conceptual] [MFT Outcomes and Adv. Clinical Theory]	x			x	x	x			
6.5.1. Contribute to the development of new knowledge [professional]		x	x			x		x	x

Eligibility Criteria Template: A2

Domains -- Relevant State Licensing Regulations

Table A2:	STUDENT LEARNING OUTCOMES <i>(list SLOs and add additional rows as needed)</i>								
	SLO#1.1	SLO#1.2	SLO# 1.3	SLO#2.1	SLO#2.2	SLO#2.3	SLO#2.4	SLO#3.1	SLO# 3.2
Relevant State Licensing Regulations									
Practice MFT in accordance with Florida State Licensing Requirements as specified in Florida statute 491.				x					

Eligibility Criterion B

Eligibility Criterion B: Faculty Identity as Marriage and Family Therapists

Core faculty members identify as Marriage and Family Therapists:

- The majority of core faculty members identify professionally primarily as Marriage and Family Therapists. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct, and may include utilizing, for example, the PMFTPs, membership in relationally-focused organizations (including AAMFT), a degree from a COAMFTE-accredited program, and/or demonstrating relational identities in their work and/or other environments.
- The majority of the core faculty members are **Licensed/Provisionally Licensed/Registered as MFTs (unless the program is in a jurisdiction where there is no MFT credential)** and are AAMFT Clinical Fellows and **AAMFT Approved Supervisors** or **AAMFT Supervisor Candidates**, if applicable to the context and mission of the program. The majority of the core faculty members must be AAMFT Approved Supervisors, Supervisor Candidates, or meet the **supervisor equivalency** definition found in the glossary.
- **Non-clinical faculty** must demonstrate qualifications through academic degrees and experience.

INTERPRETATION GUIDE

Rubric for Response:

- Complete Table B1 and Table B2
- Attach the required documents

Required Documents:

1. Criterion B Tables B1 and B2 for core and non-clinical faculty
2. Copies of MFT licenses
3. Copies of MFT Approved Supervisor or Candidate designation (For Supervisor Candidates, include a letter/statement from the mentor of the Supervisor Candidate indicating their status in the Candidacy process)

Eligibility Criterion B

Tables B1 and B2: Core/Clinical vs. Non-Clinical Faculty

- Your program determines your definition of core faculty and non-clinical faculty
- Include your rationale

Eligibility Criterion B1

Table B1: Core Faculty										
Provide Program's Definition of "Core Faculty":										
								Number	%	
Core Faculty in the Program										
Core faculty who identify as MFTs										
Core faculty who are licensed as MFTs										
Core faculty who are AAMFT Clinical Fellows										
Core faculty who are AAMFT Approved Supervisors										
Core faculty who are AAMFT Approved Supervisor Candidates										
Core faculty who meet supervisor equivalency definition										
Core Faculty Data: Please note that data in the table below should support percentage listed above.										
Name:	FT/PT	Follows AAMFT Code of Ethics	Membership			Degree from COAMFTE Accredited Program	Licensed MFT Status	Supervisor Status		
			AAMFT Clinical	AAMFT	Other			AAMFT Approved	AAMFT Candidacy	Equivalency
Program Director:										
Additional Program Director if program shares responsibilities										
Core Faculty										
Example: Lenore McWey	FT	Yes	X	X	X	Florida State University	LMFT	X		

Table B2: Non-Clinical Faculty

Name	FT/P T	Degree and Name of Institution Granting Degree	Special Area of Expertise	Experience over the last 5 years (begin with current experience)
Example: Frank Fincham	FT	PhD Oxford University	Family Studies and Clinical Psychology	2005-present Professor and Eminent Scholar, Florida State University

Program's Contextual Information regarding the tables above, as needed: Non-clinical faculty include departmental faculty who also teach graduate courses in our department and have "graduate faculty status" enabling them to serve as committee members and major professors of MFT PhD students.

Eligibility Criterion B2

Eligibility Criterion B

Documentation:

- Copies of core faculty MFT licenses
- Copies of Approved Supervisor or Candidate status

Eligibility Criterion C

Eligibility Criterion C: Program Leadership

The program has a **Program Director** or an individual designated with ultimate program responsibilities who meets the following criteria:

INTERPRETATION GUIDE

Rubric for Response:

- Describe the supervisory status of the Program Director (PD) or whoever has or shares ultimate program responsibilities
- Describe the PD's responsibilities as they relate to oversight of curriculum, clinical training, facilities, services, and maintenance and enhancement of program's quality
- Attach the required documents

Required Documents:

1. Criterion C Table
2. Documentation showing that the PD or whomever has or shares ultimate program responsibilities has a current credential as an AAMFT Approved or Supervisor Candidate
3. Job description, policy in program/university materials (e.g. program handbook, etc.) for PD
4. For AAMFT Approved Supervisors, include a copy of certificates/letters of Approved Supervisor status. For Supervisor Candidates, include a letter/statement from the mentor of the Supervisor Candidate indicating their status in the Candidacy process. If a program utilizes two PDs, both must have current credentials as an AAMFT Approved Supervisor or Supervisor Candidate
5. Documentation showing PD and/or designee provides year- round program direction (e.g. a letter from program's institutional administration, signed by an administrator of the school where the program is housed, attesting that the program is managed throughout the year)
6. If the PD is a Supervisor Candidate, identify when that person assumed the PD role

Eligibility Criterion C Table: Program Leadership

Table C: Program Leadership

Eligibility Criterion C

Eligibility Criterion C Table: Program Leadership

Table C: Program Leadership								
Name	Title	Number of Months/Weeks Responsible for Program	Program Oversight Responsibilities					
			Curriculum	Clinical Training	Facilities	Service	Program Quality	
							Maintenance	Enhancement
Example: John Smith	Program Director	12 Months	X – PD Job Description p. 2	X – PD Job Description p. 4	X – PD Job Description p. 4	X – PD Job Description p. 4	X – PD Job Description p. 3	X – PD Job Description p. 3
Required Documents:			Provide location (appendices and page numbers) of the documentation required below:					
Job Description								
Copies of Supervisor Credentials								
Year-Round Program Direction								
Program's Contextual Information regarding the table above, as needed: <input type="text"/>								

Eligibility Criterion C

Documentation

- Verification of PD's supervisory status
- PD's job description
- Verification PD provides year-round program direction

Eligibility Criterion D

Eligibility Criterion D: Institutional Accreditation/Oversight

Master's degree program and doctoral degree programs reside in educational institutions that have legal authority to confer higher education degrees (i.e., regional accrediting authority, **Association of Universities and Colleges of Canada [AUCC]**, other¹). Post-degree programs are chartered or otherwise state licensed/enabled to offer educational certificates and have a governance board to ensure the integrity of the program.

INTERPRETATION GUIDE

Required Documents:

1. Verification of regional accreditation or charter or state license for degree or certificate authority
2. Documentation of governance board

Program's Response:

Required Documents:	Provide location (appendices and page numbers) of the documentation required below:
Verification of regional accreditation or charter or state license for degree or certificate authority	
Documentation of governance board	

Eligibility Criterion D

Documentation:

- Verification of University accreditation
- Documentation of governance board

Eligibility Criterion E: Evidence of Program Implementation

INTERPRETATION GUIDE

Programs renewing their accreditation should indicate “Not Applicable” for this criterion

Eligibility Criterion E Table: Evidence of Program Implementation

Table E: Program Implementation (Required for programs applying for initial accreditation ONLY)

Student/Graduate Name	Program Type	Year Entered Program	Year Graduated	Advanced Curricula <i>Has this student completed the Advanced curricula? (doctoral)</i>	Advanced Experience Component <i>Has this student completed one of the two areas of the required advanced experience component? (doctoral)</i>	SAC II Job Placement Rate. <i>Has this graduate found employment?</i>	SAC III Licensure Pass Rate <i>Has this graduate passed the licensure exam?</i>
Not Applicable							

IP = In progress
 N/A=Not Applicable
 Pink- Master’s and PDI’s required, doctoral optional
 Blue- Doctoral only
 *Master’s degree and post degree programs only need to provide a list of graduates from the most recent graduate cohort.

Program’s Contextual Information regarding the table above, as needed:



Eligibility
Criterion E

Eligibility Criterion E

- Only required for new programs
- Renewing programs put “Not Applicable” for this section



Eligibility Criterion E

Documentation:

- List of students and graduates
- Student achievement data

Eligibility Criterion F

Eligibility Criterion F: Accuracy and Program Transparency in Publications

Published and/or promotional materials accurately reflect the program to students and the public.

- Published information includes but is not limited to: descriptions of the program's mission, goals, and outcomes; **student/graduate achievements**; description of the **faculty** including supervisors and related educators and students; accreditation/approval status; academic calendar; degree completion requirements; tuition and fees; degree completion timeframes including percentage of students graduating within advertised and maximum timeframes; and faculty roles in teaching, scholarship, service, and practice congruent with the program's mission, goals, and outcomes.

INTERPRETATION GUIDE

Rubric for Response:

- Complete the table with locations of materials found in publications

Required Documents:

- Criterion F Table
- Program's published materials (electronic)
- Program's website
- For all above, a link to a specific page or webpage in the document referenced or specific excerpt from document referenced must be included

Eligibility Criterion F Table: Accuracy and Program Transparency in Publications

Table F: Program's Published and/or Promotional Materials		
For each and every row below, a web link <u>or</u> a link to a specific page or webpage in the document referenced or specific excerpt from document referenced <u>must be included</u> in order to satisfy Eligibility Criterion F.		
Published Information	Web Link(s)	Handbook/Catalog(s) and Page Number(s)
Program's mission		
Program's goals		

Eligibility Criterion F

Documentation:

- Links to published materials including:
 - Website
 - Program Handbook or wherever program goals, SLOs, etc are listed

Eligibility Criterion G

Eligibility Criterion G: Establishment and Accessibility of Policies

The Program has **published and accessible policies** readily available to applicants, students, faculty, and the public.

- Published and accessible policies include but are not limited to policies on recruitment, admission, retention, complaints and grievances, remediation and dismissal, grading/assessment, and anti-discrimination. Programs with **codes of conduct** must publish these along with published disciplinary processes.
- Programs have policies informing the public about the portability of their degree, publish information on minimum technology requirements, have mechanisms in place to ensure the authenticity of student work, and have in place technical training for students, faculty members, and supervisors.
- Anti-discrimination policies shall explicitly prohibit discrimination on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

However, programs with a religious affiliation or purpose may have policies that are directly related to their religious affiliation or purpose and that conflict with the aforementioned anti-discrimination policy requirements, provided they are published and accessible policies, and available publicly to applicants, students, faculty members, supervisors and any other relevant educators and/or staff prior to any affiliation with or enrollment in the program. In no circumstance may programs remove a student or faculty member solely on the basis of identifying with a group, class, or category in the above aforementioned anti-discrimination policy requirements (e.g., identifying as LGBT) provided he or she is otherwise in compliance with the institution's code of behavioral conduct.

INTERPRETATION GUIDE

Rubric for Response:

- List of program policies should include but are not limited to the following. For all program policies listed below, include a link to a specific page in the document referenced or specific excerpt from document referenced must be included
 - Student recruitment
 - Anti-discrimination
 - Admission
 - Retention
 - Graduation
 - Complaints and grievances

Eligibility Criterion G

Documentation:

- Links to published materials including:
 - Website
 - Program Handbook or wherever program policies are listed

Eligibility Criterion G

Policies must address:

- Recruitment
- Admission
- Retention
- Graduation
- Remediation and dismissal
- Grading and assessment
- Codes of conduct
- Authenticity of students' work
- Complaints and grievances
- Portability of degree
- Technology requirements
- Technical training for students, faculty, and supervisors
- Anti-discrimination

Key Takeaways

- Start early!
- Find a work strategy that works for you
 - e.g., Admin Fridays
- Remember to reference the Standards Manual
- Remember the glossary
- Keep meeting minutes
- When in doubt, schedule a time to talk with COAMFTE

Questions

