GRADUATE STUDENT HANDBOOK:
Marriage and Family Therapy (MFT)
MASTER’S PROGRAM (M.S.)

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The Graduate Faculty consists of those faculty members in the Department of Human Development and Family Science whose education and experience qualify them for membership on the basis of criteria established by the East Carolina University Graduate School Administrative Board (see Appendix B for a list of the Graduate Faculty).
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Introduction

The Graduate Faculty of the Marriage and Family Therapy Master’s Program within the Department of Human Development and Family Science under the College of Health and Human Performance has developed the policies and procedures found in this Handbook. The Handbook serves two major purposes: (1) it supplements information contained in the ECU Graduate Catalog and other University documents relevant to graduate study; and (2) it clearly defines the contributions that graduate students can expect to make to the Department, College, and University in order to complete their graduate programs.

The responsibilities accepted by the Department, College, and the University to facilitate graduate students’ programs include:

- Offering a range of graduate degree courses that allow students to complete established degree requirements in a timely fashion
- Providing financial and physical sufficiency to students
- Providing graduate faculty with necessary skills to serve effectively as graduate advisors, including directing research projects and supervising internship experiences
- Ensuring adequate library and computer resources and staff
- Offering opportunities for student growth
- Ensuring the academic, physical, and emotional health of students through the use of established ECU entities designed to provide those services (e.g. ECU police; ECU Counseling Services; ECU Medical Clinic)

Graduate students’ responsibilities are:

- Developing clear purposes for their degrees
- Committing to their programs through theses completion and/or completion of internship
- To monitor Degree Works in order to graduate within the advertised length of time
- Careful, consistent planning and progression with advisors and committees.

Graduate Programs within Human Development and Family Science

The graduate programs in the Department of Human Development and Family Science offers five degree programs: the Master of Science (MS) degree in Human Development and Family Science, the Master of Science (MS) degree in Marriage and Family Therapy, the Master of Arts in Education (MAEd) in Birth through Kindergarten, and the Doctor of Philosophy (PhD) degree in Medical Family Therapy. These degrees prepare students for professional roles in the discipline and for advanced studies in doctoral programs. The Marriage and Family Therapy master’s
program was established in 1989 and was first accredited by the Commission on Accreditation for Marriage and Family Therapy Education in November of 1992. The MFT program has been continuously reaccredited since then with the most recent accreditation awarded in the spring of 2013. The mission of the master’s (MS) in Marriage and Family Therapy (MFT) program at ECU is to prepare students as marriage and family therapists who are well grounded in systems theory and its application to evidence based and multiculturally-informed clinical practice.

Facilities

The department operates the Nancy W. Darden Child Development Center (CDC) that supports faculty and student research and serves as a model demonstration program for the Eastern North Carolina region. The Nancy Darden CDC serves infants, toddlers, and preschoolers on a full-day, year-round basis. The Child Development Center is accredited by the Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, and holds licensure from the North Carolina Department of Human Resources, Division of Child Development. This center provides graduate students with an opportunity for research and other supervised experiences. In addition, the department operates the ECU Family Therapy Clinic that provides a wide-variety of therapeutic services to families, couples, and individuals while serving as a training site for students in the MFT and Medical Family Therapy (MedFT) programs. The ECU Family Therapy Clinic has been in operation since 1991. In August of 2011, the Redditt House: Medical Family Therapy Research Academy opened to offer research and training space for master’s and doctoral students engaged in collaborative and integrated behavioral healthcare research, training, and grant writing initiatives.

E-mail and Telecommunication

Students should use their ECU e-mail accounts as a primary means of communicating about academic matters. Although students may have other E-mail accounts, ECU accounts should be the only e-mail accounts used for education purposes. Students should also regularly check their ECU e-mail accounts.

Students are welcome to utilize personal cellular or land line telephones to contact faculty, staff, and other students with. Personal cellular or land-line phones should never be used to contact to conduct ECU Family Therapy business or contact clients. ECU telecommunication services should be the only medium students use when conducting clinic business.
Admission and Retention

Requirements for admission to the ECU graduate school are found in Section Two of the Graduate Catalog. Information about academic regulations and retention as well as other important information such as the requirement for continuous enrollment is provided in Section Four of the Graduate Catalog. Information on financial assistance is contained in Section Three of the Graduate Catalog. Students should be familiar with this information and any requirements contained therein. Students must maintain good academic standing in order to remain in any of the Human Development and Family Science graduate programs.

Financial Aid

Financial assistance is available to qualified graduate students from several sources: fellowships and scholarships, assistantships, education loans, university scholars’ awards, and part-time employment.

Fellowships and Scholarships
The Program, Department, College, and University offer a limited number of fellowships and scholarships for graduate study. Depending on funding availability, the following scholarships are offered through the department and/or the College of Health and Human Performance are:

- Bloxton Strawn Endowment Scholarship
- College of Health and Human Performance Endowment Graduate Scholarship
- College of Health and Human Performance Faculty Scholarship
- Gravely Foundation Scholarship
- Marriage and Family Therapy Alumni Scholarship
- Ursich Scholarship
- Mel Markowski MedFT Scholarship

For a complete listing of all HHP departmental and college-wide opportunities please visit the following link: https://ecu.academicworks.com. Type in the search box “College of Health and Human Performance”. Please note that attempting to search scholarships by major or degree program may result in an incomplete listing of all opportunities.

Graduate Assistantships
The MFT program has a limited number of competitive graduate assistantships funded through the Graduate School. Assistantships are subject to availability of state funds. Assistantships are assigned based on the educational outcomes for the program and may be awarded for
research, teaching, and clinic assistants. Research assistantships are also awarded to students who assist faculty with externally funded research and other projects. Applications must be received by April 1 for the following academic year. Information for applications and policies regarding graduate assistantships may also be obtained from the Department Office, Rivers 108.

Appointments for assistantships are normally made for one academic year (not including the summer) with a review of performance each semester. Reappointment is based on satisfactory progress in the academic program, satisfactory performance as a graduate assistant, and availability of funds. Master's students may not receive an assistantship for more than four semesters (excluding summers).

Teaching opportunities may be available to students who have completed 18 semester hours of graduate study in the content area and who have satisfactorily passed the University Teaching Course. Students meeting the above qualification may teach introductory undergraduate courses (1000 and 2000 levels) under the supervision of a graduate faculty member with approval of the graduate advisor, Department Chairperson, and Dean.

Loans and Grants
Long-term loans are available to qualified graduate students through the Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Education Opportunity Grant, East Carolina University Loan, the Guaranteed Student Loan, Supplemental Loan for Students, Federal Parent Loan Program, Federal Work-Study Program, Federal Stafford Student Loan Program, and the Minority Presence Grant programs. Information pertaining to the application process may be obtained from the University Office of Student Financial Aid. To find out more about financial aid, visit ECU’s financial aid department at http://www.ecu.edu/financial/.

Part-time Employment
Qualified students are considered for part-time employment under the University Work-study Program. The university offers a limited number of part-time jobs to graduate students under its University Employment Program. Information pertaining to the application process may be obtained from the University Student Financial Aid Office. Students and their spouses may obtain part-time employment in the surrounding area.

Graduate Advisors

Temporary Graduate Advisors
1. The Program Director is assigned as the temporary advisor when students are admitted to the program.
2. Determine student’s needs and interest—what does the student want this degree to do for him or her?
3. Assist student in initial enrollment.
4. Urge student to visit faculty and to choose a permanent advisor if completing a thesis.
5. The temporary advisor will become the permanent advisor for all students who do not choose the thesis option.

**Permanent Graduate Advisors**

1. Students who are completing the thesis option will have the opportunity to select their permanent advisor. All other students will keep their temporary advisor as their permanent advisor. Advisors are to review the student’s program plan to make sure all requirements are included.
2. Help student select committee for research guidance.
3. Conduct committee meetings for research guidance.
4. Complete need sheet and program check sheet with student before student applies for graduation prior to the beginning of the student’s last semester (Appendix D, Form 2).
5. Forward appropriate thesis forms to Graduate School—human subjects, thesis proposal defense which serves as the written comprehensive examination, and completion of oral examination on thesis.
6. Provide guidance and advice for students conducting thesis research.
7. Supervise oral defense of thesis.
8. Forward appropriate forms to Graduate School.
9. Encourage student to submit research results for publication and/or presentation.
10. Encourage student to complete all requirements in allotted time framework.

**Graduate Committee**

The student’s graduate committee will be composed of at least three members with graduate faculty status: a committee chair and two additional committee members. The committee will consist of at least two members from the Department of Human Development and Family Science and one member from outside the Department. The student’s graduate committee facilitates the thesis process. The committee clears the student for graduation and provides guidance as needed.

**External Thesis Committee Members.**

Individuals external to ECU with demonstrated expertise in the area of study in a thesis may serve on, but not chair a thesis committee. The external member should have a terminal degree in an appropriate discipline or extensive professional experience. This appointment must be approved by the Dean of the Graduate School. The procedure for
appointing a person to serve in this role will require approval by the Graduate Program Director and the unit’s graduate faculty members serving on the thesis committee. The Graduate Program Director will submit a letter of request to the Dean of the Graduate School outlining the person’s credentials (academic CV or resume) as related to the specific thesis or dissertation.

Procedures for selecting the graduate committee are enumerated below:

1. The student selects a permanent advisor and notifies the Department Chairperson in writing of the selection upon or before the completion of nine semester hours of graduate work.

2. The student meets with the permanent advisor and presents a list of potential committee members.

3. The student and the permanent advisor jointly select a committee matching the student’s interests and goals with faculty specialty and expertise.

4. The student personally contacts each graduate committee candidate. After obtaining a verbal commitment to serve, the student completes a form containing the signatures of each committee member (See Appendix D, Form 1). A copy of the form is given to the permanent adviser, each committee member, and a copy is placed in the student’s file.

5. For a student to change membership of the graduate committee, the permanent advisor and student will agree to the change and identify a replacement. A written memo indicating the change will be placed in the student’s file.

6. When a faculty member decides that it is no longer possible to serve on a student’s committee, the faculty member will discuss the decision with the student’s permanent advisor and inform the Department chairperson and permanent advisor in writing of the decision.

**Change of Permanent Advisors**

For a student to change the permanent advisor, the student must request the change in writing and indicate: (1) the reason for the change, (2) the time it is to take effect, and (3) an up-to-date program check sheet and, when applicable, a progress report on the thesis. The request should be submitted to the Department Chairperson for consideration and action. The Chairperson will notify the student and permanent advisor of the decision.
When a faculty member decides it is no longer possible to serve as a permanent advisor for a student, the faculty member must request the change in writing to the Department Chairperson and indicate: (1) the reason for the change, (2) the time it is to take effect, and (3) an updated program check sheet and/or progress report on the thesis. The Department Chairperson will notify the faculty member of the decision. It will be the responsibility of the faculty member to notify the student and committee when a change has been approved.

**THESIS GUIDELINES**

The preparation and completion of a thesis requires following the regulations posted on the Graduate School webpage ([https://www.ecu.edu/cs-acad/gradschool/ETD-Vireo.cfm](https://www.ecu.edu/cs-acad/gradschool/ETD-Vireo.cfm)) and the American Psychological Association (APA) style manual (latest edition). Below is a description of content that should be included within the thesis proposal chapters and final document. Students must work with their thesis director throughout the entire thesis process and must consult with their major advisor on registration for thesis credits.

**Proposal**

After discussing a thesis topic with his/her thesis director and committee members, the student will complete a thesis proposal. Students may follow either the traditional thesis option or the manuscript option.

**Thesis Proposal**

A traditional thesis consists of the following chapters:

1. Introduction
2. Literature Review
3. Methodology

The first three chapters (including preparatory pages and preface) comprise the proposal; however, the methodology chapter will be revised after the study has been completed and prior to the thesis defense.

Preparatory pages include but are not limited to the Title Page, Table of Contents, Table of Figures, Acknowledgment Page, Dedication Page, and Abstract Preface: This should include a brief description of the author’s journey toward the thesis experience (e.g., personal and professional experiences that give credence to the expertise of the author). In addition, the author may include reasons for pursuing the thesis topic.

1. Chapter 1 is a brief introduction that provides an overview of the topic and need for the study. This introduction should include a very general introduction to the thesis, any operational definitions that will be relevant to the thesis including a description of each chapter that will be included in
the thesis. The research questions or hypotheses must be integrated into this Chapter when appropriate.

2. Chapter 2, provides a review of the relevant and critical empirical and theoretical literature. This should be a synthesis of the literature that most relates to the research question presented in the thesis.

3. Chapter 3, provides a detailed description of the proposed methodology, including design, sample/participants, instruments, proposed data analysis, research questions, and/or hypotheses to be explored in the study (depending on methodology).

APA References are required and should follow each chapter.

To reach this stage of completion, students must work closely with their thesis director. Students should anticipate a number of rewrites as their understanding evolves and their writing is refined.

Proposal Defense
The student will present and defend the thesis proposal, which serves as a comprehensive examination covering the field of concentration. The student’s graduate committee serves as the examination committee. When the student has passed the exam, the student, the thesis director, and committee members will sign the corrected proposal, and a copy will be maintained in the student’s file. Notification of completion of the comprehensive examination will also be signed and processed. (See HDFS Graduate Handbook, Appendix D Form 4).

Signed Proposal
The signed thesis proposal serves as a contract between the student and the Department for completion of the research project as approved by the student’s committee. The student’s committee must approve any changes in the research project.

Research Clearance
Each thesis proposal that indicates use of human subjects in any way (i.e., interviews, surveys, questionnaires, or experimentation) must be submitted along with a completed “Research Involving Human Subjects” form to the student’s graduate committee for approval (see Appendix D, Form 7). IRB approval must be obtained prior to collection of data. The IRB form can be accessed at www.ecu.edu/irb. For additional guidelines and operating procedures visit the website provided above. In research using human subjects, an informed consent form will be drafted, approved, and accompany the submission of the Research Involving Human Subjects form. The Department Chair must approve all research clearance forms. Allow a week for departmental review.
Data Collection

Students may NOT collect data until: (1) their proposal is approved by their thesis committee and (2) approval of their Research Involving Human Subjects form (variously referred to as the Human Subjects form or IRB form) by the University Internal Review Board (IRB) (see also Appendix R), and (3) the Pre-Thesis or Dissertation Research Approval Form is submitted.

Full Thesis Guidelines for the Traditional and Manuscript Option

Once the proposal and IRB form have been approved, the student may begin collecting data.

All traditional theses should consist of at least the following:
1) Required Preparatory Pages
2) Preface
3) Chapter 1-Introduction
4) Chapter 2-Literature Review
5) Chapter 3-Methodology
6) Chapter 4-Results
7) Chapter 5- Discussion
8) Appendices must include (IRB approval; HIPAA approval –if required)

All manuscript option theses should consist of at least the following:
1) Required Preparatory Pages
2) Chapter 1-Introduction
3) Chapter 2-Literature Review
4) Chapter 3-Methodology
5) Chapter 4-Article 1
6) Chapter 5- Discussion-discussion should include a summary of previous chapters including a broad range of clinical, research, policy, etc recommendations that are relevant to the overall thesis.
7) Appendices must include (IRB approval; HIPAA approval –if required)

Thesis Defense

When the thesis has been completed to the satisfaction of all committee members, the student and thesis director will set a date that is acceptable to the student and all members of the committee for oral defense of the thesis (See Appendix D, Form 6). Copies of the thesis, in final format, must be presented to the thesis director and all members of the examining committee at least two weeks prior to the date on which the examining committee will conduct the oral examination of the student’s defense of the thesis.
Timeline for Review of Proposal and Thesis
It is essential that students follow this timetable to ensure meeting degree requirements in the time specified for graduation:

Prior to Proposal:
- Submit thesis proposal to committee members two weeks prior to defense.

Upon Approval of Proposal by Thesis Committee:
- Submit IRB form to Department Chair. Allow one week for departmental review
- Submit IRB form as soon as possible after proposal has been approved. Depending upon the nature of their study, it may be as much as 3-4 weeks before approval is granted. Students may not collect data until they have this approval.

Prior to Thesis Defense:
- Distribute copy to thesis committee two weeks prior to defense.

After Successful Defense of the Thesis and Final Changes from the Committee:
- The thesis is delivered to the HDFS Graduate Program Director for review and approval. Students must allow the director at least two weeks prior to submission to the Graduate School's deadline for thesis review.
- Upon approval of the department chair, the proposal may be submitted to the Graduate School. Students are responsible for submitting the thesis by the deadline of the Graduate School.
- NOTIFY THE CHAIR OF THE DEPARTMENT/DESIGNATED READER THAT THIS THESIS IS ON TRACK FOR COMPLETION.

Grade for Thesis
For thesis courses, the instructor of record should assign a grade of "S" ("satisfactory") or "U" ("unsatisfactory") at the end of EACH term according to appropriate academic standards determined by the instructor of record and the graduate faculty in the program.

The grade of "R" is ONLY assigned by the Registrar after receipt of the signed thesis/dissertation acceptance form from the Graduate School.
Operationally, the final term in which thesis was taken will be updated to "R", leaving prior "S" or "U" grades unchanged.

CHHP Recognition and ECU Graduation
Students must apply for graduation through the College of Human Health and Performance and the Graduate School. Students must apply for graduation by the deadlines as specified in the ECU Graduate Catalog.
The College of Human Health and Performance Recognition is held in the fall and spring semesters only.

Students are encouraged to participate in the ECU graduation activities. Information about the graduation activities will be posted on ECU’s web as well as throughout campus. Students must register for graduation through the Degree Works on their Onestop account.

Publications and Presentations of Student Research/Creative Activities

Students who complete theses are required, when appropriate, to submit abstracts for presentations at conferences and/or submit manuscripts for journal articles. All students are encouraged to report the results of course projects and other creative endeavors. Publications and oral presentations provide recognition for students and enhancement of professional credentials. The following information, policies, and procedures are intended to facilitate the report process and to protect the rights of both students and faculty.

Oral Presentations
A variety of professional organizations provide opportunities for students to present the results of research and creative endeavors at annual meetings. A call for proposals of research reports and other presentations is usually issued in the journal, newsletter, or program announcement of the organization well in advance of the meeting date. Persons interested in presenting a report will usually be required to submit a proposal abstract.

Faculty will assist students in developing and submitting proposal abstracts to appropriate organizations. Faculty and students should discuss plans for presentation and agree upon procedures to be followed in each case. Neither thesis director nor student is to take action for the external presentation without knowledge and agreement of the other.

Publications
In addition to oral presentations, students are encouraged to submit manuscripts for possible publication in professional journals. Thesis directors will assist students in preparing manuscripts and in selecting the most appropriate journals.

Principal Authors and Presenters
When the student creates the idea, assumes the initiative and lead role in developing a project and writing the report of the results, the student is usually cited as the first author. The thesis director is typically listed second as a co-author. The names of thesis committee members and/or
consultants who make a significant contribution to the project may also be listed as secondary authors if the student and advisor agree to the inclusion.

The faculty member who serves as the thesis director may be cited as the first author in the following instances:

- The ideas and main impetus for the project as well as the major components of the design originate with the faculty member; or,
- The student does not wish to participate in preparing an oral presentation or a manuscript for publication; or,
- The student does not submit the article to an agreed upon journal within the time frame determined by the student and the thesis director (not to exceed one year after graduation per the MFT master’s program).

**Grievance Procedures**

Whereas Human Development and Family Science programs are designed to instruct students in interpersonal communication and negotiating skills, as well as child and family content issues, students who have a grievance are encouraged to first discuss their concerns directly with the faculty member with whom or whose class there is an issue. In the event that the student and faculty member are unable to resolve their differences, the student may direct the matter to a Human Development and Family Science Grievance Committee for review.

The Human Development and Family Science Grievance Committee (http://www.ecu.edu/studentaffairs/dos/student-grievances-inquiries.cfm) shall be composed of the Department Chair, who will serve as the Grievance Committee chair, one graduate faculty member in the Department, and one second year graduate student in the Department who shall be appointed by the Dean of the College of Human Health and Performance in consultation with the Chairperson of the Department of Human Development and Family Science.

The student shall file with the Chair of the Grievance Committee, a signed original and four copies (one for the faculty member and one for each of the three committee members with original to the Dean), of the Grievance Petition form stating the facts, the issue in controversy, the conclusion which the student believes to be correct, and a justification for that conclusion. The faculty member against whom the petition has been filed shall have ten (10) days to respond in writing if he or she wishes. The Chair shall set a hearing before the full committee on a mutually agreeable date and time, at which time each party to the grievance may present a petition.
The committee shall discuss and vote on the merits of the petitions and issue an opinion for the Dean’s approval. The Dean shall have the power to endorse or overrule the opinion of the Grievance Committee. Forms used in the grievance process are contained in Appendix E.

If, upon review of the petition, the Grievance Committee deems that the matter before it should more appropriately be decided by the East Carolina University Judicial System, the Committee shall have the right to deny jurisdiction and to suggest that the Petitioner pursue the matter in accordance with the rules and procedures of the Campus Judicial Boards. If students have an appeal decisions concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and conditions applicable to graduate assistant appointments, or dismissal from the graduate program, students follow the appeal procedures of the Graduate School. This policy does not apply to the appeal of decisions regarding course grades.

**Diversity and Anti-Discrimination**

The MFT has program complies with the policies of the university regarding discrimination and has created their own policy that serves as the central foundation for diversity and respect: “The Marriage and Family Therapy (MFT) and Medical Family Therapy (MedFT) programs at East Carolina University are committed to equality and prohibit the unlawful discrimination on the following protected classes: race, ethnicity, color, genetic information, national origin, citizenship, religion and spiritual beliefs and/or affiliation, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, relationship status, socioeconomic status, disability, health status, political affiliation and veteran status.”

Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of minority students. East Carolina University is an equal opportunity/affirmative action employer.” This policy is published in the 2017-2018 Graduate Catalog on the inside cover. In addition, the “Affirmative Action/Equal Opportunity Policy,” “Notion of Nondiscrimination,” “Sexual Harassment Prevention Plan, Policy, and Grievance Procedure for Complaints of Sexual Harassment,” and “Racial and Ethnic Harassment Policy” are published in the Graduate Catalog. All students are required to complete a diversity oath (Form M) prior to the start of the MFT program. The MFT program is committed to multicultural and global humility and thus students should share any concerns (at any
point throughout the program) pertaining to diversity awareness with their advisor so that resources can be extended to the student to assist with competency and/or diversity awareness/sensitivity.

**East Carolina University Mission Statement**

**To be a national model for student success, public service and regional transformation, East Carolina University:**
- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow’s leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

**We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.**

*Approved by the Board of Trustees in July, 2013
Approved by the Board of Governors in February 2014*

**College of Health and Human Performance (HHP) Mission Statement**

The mission of the College of Health and Human Performance is to improve health, well-being, and quality of life. By providing instruction, conducting research, and performing service in health, exercise science, recreation, and leisure, the college strives to advance and disseminate knowledge concerning enhancement of health, physical performance, and quality of life of individuals and communities, particularly those is eastern North Carolina.

**Department of Human Development and Family Science (HDFS) Mission Statement**

The mission of the Department of Human Development and Family Science is to educate future leaders and professionals to enrich the
wellbeing of individuals, children, families, and communities through innovative teaching, research, service and community engagement.

**Marriage and Family Therapy Program Mission Statement**

To prepare students as marriage and family therapists who are well grounded in systems theory and its application to evidence based and multiculturally-informed clinical practice.

**MS in Marriage and Family Therapy Student Learning Outcomes**

**Student Learning Outcomes**

1) Examine the historical and contemporary theoretical foundations in the MFT field.

**ECU Education Objective 1.2.1:** Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.

**HDFS Education Objective 1.1:** Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.

2) Demonstrate an ability to systemically assess, diagnose, and collaboratively treat clients with a wide variety of presenting clinical problems using a BPSS lens.

**ECU Education Objective 1.2.1:** Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.

**HDFS Leadership Objective 1.1:** Support partnerships and training opportunities for students and faculty.

**ECU Education Objective 1.1.4:** Advance the cultural competence of our students.

**ECU Health Objective 3.2.2:** Implement an approach to health that integrates health promotion and health care.
ECU Health Care Objective 3.2.3: Create and implement innovative service models that expand access to health services for North Carolinians.

3) Interpret and discuss multicultural systems with respect and dignity and how they impact self, colleagues, supervision, clients’ lives, and research participants.

ECU Education Objective 1.1.3: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures.

ECU Education Objective 1.2.3: Develop each student’s ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.

HDFS Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.

HDFS Education Objective 2.1: Develop each student’s ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.

4) Describe and critique the basic elements of qualitative and quantitative methodologies as they apply to clinical research.

ECU Education Objective 1.2.3: Develop each student’s ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.

ECU Education Objective 1.3.1: Increase the number of research opportunities available to undergraduate and graduate students.

HDFS Health Objective 1.1: Support the university’s efforts to expand health-related research.

HDFS Education Objective 3.2: Support student research opportunities

5) Interpret and discuss legal and ethical issues affecting clinical practice and research.

ECU Education Objective 1.2.3: Develop each student’s ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.
ECU Health Objective 3.3.1: Provide an educational experience for future health providers that are responsive to a changing health environment.

HDFS Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.

HDFS Education Objective 2.1: Develop each student’s ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.

Faculty Outcomes

1) Maintain credentials as AAMFT Approved Supervisors who are actively engaged in clinical practice as LMFTs.

ECU Education Objective 1.4.6: Sustain our commitment to attract and retain excellent faculty, staff, administrators, and students. Further integrate academic and co-curricular and extra-curricular student living and learning experiences.

ECU Health Objective 3.2.2: Implement an approach to health that integrates health promotion and health care.

HDFS Education Objective 2.1: Develop each student’s ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.

2) Expect full time faculty members to participate in scholarly activities, minimum of one publication submitted and one professional presentation each year, as well as the scholarly activities of half-time faculty members.

ECU Education Objective 1.3.2: Continue to support the university’s goals in research and graduate programs.

HDFS Education Objective 3.1: Recognize, reward, and promote faculty’s basic, applied, and pedagogical research and scholarship

HDFS Health Objective 1.1: Support the university’s efforts to expand health-related research.

3) Support full time faculty members in writing and/or maintaining at least one external grant each year.
ECU Health Objective 3.1.1 - Increase external funding for health related research.

ECU Economic Quality of Life Objective 5.2.2 - Enhance the capacity of departments and programs to promote faculty and student creative activity and research.

HDFS Education Objective 3.1: Recognize, reward, and promote faculty’s basic, applied, and pedagogical research and scholarship

HDFS Health Objective 1.1: Support the university’s efforts to expand health-related research.

Program Goals

1) Offer a diverse and organized curriculum.

ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.

HDFS Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges

2) Complete annual curriculum reviews each fall in preparation for the COAMFTE Annual Report.

ECU Education Objective 1.4.6: Sustain our commitment to attract and retain excellent faculty, staff, administrators, and students. Further integrate academic and co-curricular and extra-curricular student living and learning experiences.

HDFS Education Objective 4.3: Increase the number and enhance the quality of students in the behavioral health disciplines

3) Recruit and enroll a culturally diverse cohort of students (minimum 19.6% of students enrolled in the program: a ratio reflective of the boarder university’s) who possess excellent qualifications.

ECU Economic Objective 4.2.2 - Identify, recruit and nurture creative talent and innovators within the region.
HDFS Education Objective 4.3 Increase the number and enhance the quality of students in the behavioral health disciplines

4) Monitor and assess student academic and clinical progress via course assignments, annual competency reviews an exit experience examination and practicum competency evaluations.

ECU Economic Objective 4.1.1 - Administer the foundations curriculum essential to building the knowledge and skills needed in the workplace.

ECU Education Objective 1.4.2: Increase the number of students who persist through key academic thresholds.

HDFS Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.

5) Graduate students in a timely manner.

ECU Education Objective 1.4.2: Increase the number of students who persist through key academic thresholds.

HDFS Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.

6) Maintain COAMFTE accreditation, as well as adhere to the: (1) Professional Marriage and Family Therapy Standards and Educational Guidelines; (2) AAMFT Core Competencies; (3) AAMFT Code of Ethics; (4) AMFTRB Guidelines; and (5) the North Carolina licensing rules and statutes of the state in which this program resides.

ECU Education Objective 1.4.6 - Sustain our commitment to attract and retain excellent faculty, staff, administrators, and students. Further integrate academic and co-curricular and extra-curricular student living and learning experiences.

HDFS Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.

7) Provide educational and clinical opportunities that prepare students for qualification as a Licensed MFT associate.
Foundation of the Program

Family therapy theory, training, and research in the Department of Human Development and Family Science are based upon modern and postmodern approaches with a diversity of clinical and theoretical orientations addressed. Particular attention is given to collaborative work with larger systems. Students are encouraged to develop a personalized therapeutic orientation and style that integrates theory and technique with the person of the therapist.

Faculty, students, and local mental, physical, and spiritual health professionals work cooperatively on treatment teams in the Family Therapy Clinic to develop and apply creative therapeutic strategies. Clinical faculty members provide weekly individual and group supervision for all clinically active MFT students (i.e. interns at Family Therapy Clinic and/or external internship site) enrolled at ECU.

The program requires at least two academic years and 51 semester hours. A calendar year-long supervised clinical experience producing a minimum of 500 contact hours with individuals, couples, and families (250 of those contact hours must be “relational” or conducted with couples or families), with 100 hours of required supervision from AAMFT Approved Supervisors/Supervisor Candidates (MFT clinical faculty only), is mandated for graduation and associate licensure status. Of those 500 hours, students are required to obtain 10 hours of in-home therapy and appropriately document the accumulation of such hours weekly in the Time 2 Track reporting software. Students will be expected to maintain an annual subscription to the software program at their own expense. All other supervision received while in the program from AAMFT Approved Supervisors or Supervision Candidates can count toward licensure, but not toward graduation in all 50 states (please note licensing polices in states changes regularly; check with the state licensing board to which you may apply to verify the accuracy of this statement). Supervision hours from non-MFT faculty must be approved by the Supervisor/Supervisor candidate and documented by the student on an alternate form (which will
not be maintained by the ECU Family Therapy Clinic or ECU MFT supervisors).

The Marriage and Family Therapy program at ECU is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy.

Licensure

Individuals who wish to practice in North Carolina as marriage and family therapists are required to be licensed by the North Carolina Marriage and Family Therapy State Licensure Board. Graduates from the ECU Marriage and Family Therapy program, in addition to completing the course work and 500 hours of client contact required for graduation, must complete an additional 1,000 hours of client contact. While completing their 500 hours of client contact, students must also obtain at least 100 hours of approved supervision within the program. To qualify for North Carolina licensure 200 hours of approved supervision must be obtained, up to 175 hours of approved supervision may be obtained prior to graduation. In North Carolina, graduates who have completed 175 (or more) hours of approved ongoing supervision within the program shall complete a minimum of 25 hours of approved ongoing supervision concurrently with the completion of the remaining 1,000 hours of post-degree clinical experience as required by the MFT licensure law. If a student acquires less than 175 hours of supervision while in the program he/she must obtain the 25 post-degree supervision hours plus any additional hours that would bring him/her to the requisite 200 hours of approved supervision. Additional information on licensure may be obtained by contacting the marriage and family therapy licensure board of the state in which the graduate expects to practice. Supervision by an AAMFT Approved Supervisor or Supervisor Candidate must be continuous until licensure is achieved. Students should frequently check the licensure board website (www.nclmft.org) for the most up to date information.

**STUDENTS ARE ENCOURAGED TO APPLY TO TAKE THE LICENSURE EXAM IMMEDIATELY AFTER THEIR DEGREE HAS BEEN CONFERRED IN THE SPRING.**

Portability of Degree

While the ECU MFT program meets the academic requirements as specified by the North Carolina Marriage and Family Therapy Licensure Board. Students who are planning to pursue licensure in a different state or jurisdiction should be aware that each state or jurisdiction may have specific or unique requirements for licensure or certification. Applicants are encouraged to be aware of these differences and to consult with the MFT Program Director about ways to address concerns about qualifying
for state licensure. Ultimately, it is the responsibility of the student to ensure that all requirements are met for licensure in the jurisdiction of their choice.

**Admission Procedures**

Due to the intense clinical training students receive, enrollment in the Marriage and Family Therapy Program is limited and selection is competitive. Acceptance into the program is contingent upon prior admission to the Graduate School of ECU and meeting one of two interview options: 1) face to face or 2) videoconference (e.g., Skype) with clinical faculty. All application materials for fall admission must be received by February 1. Personal interviews are conducted during the month of February or March, and official notification of acceptance is made in writing by April 15.

Admission to the ECU Graduate School requires:

- A bachelor's degree from an accredited university or college
- A minimum grade point average of 3.0 on a 4.0 point scale in all undergraduate course work
- A satisfactory score on the GRE, a satisfactory cumulative score at the 30th percentile (or higher) to qualify for admission (a minimum of 293). The MAT may also be used as an acceptable examination for graduate admission. Students must also score at the 30th percentile or higher to qualify for admission (a minimum score of 393).

Admission to the Marriage and Family Therapy Program requires an undergraduate bachelor's degree in child development, family studies, the behavioral sciences, or an approved related field from an accredited institution and a favorable recommendation from the department based on the application submitted. Admission to the Marriage and Family Therapy Program also requires:

- Submission of the required Graduate School application, which includes:
  1) A personal statement that clarifies the applicant’s
     - Purpose for seeking a degree in marriage and family therapy
     - Understanding of marriage and family therapy as a profession
     - Experiences (personal or professional) that may most prepare her for this degree and profession
     - Characteristics that will allow him to become a competent therapist
• Information that will help the faculty in determining a fit for the MFT program

2) Three letters of recommendation (at least one letter needs to address the applicant’s potential to be a family therapist)
3) Admission to the Graduate School
4) Qualifying GRE or MAT score
5) Qualifying GPA (3.0 or higher)

Acceptance into the Marriage and Family Therapy Program is based on the following criteria:

- Undergraduate grade point average
- Graduate grade point average (if applicable)
- Standardized test scores (GRE or MAT)
- Appropriateness of previous course work
- Relevant clinical work or practicum experiences
- Clarity, appropriateness, and fit of professional objectives with marriage and family therapy
- Performance during the personal interview

In addition, the overall makeup and “fit” of an incoming class is considered when final selections are made.

ECU is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, sexual orientation, class, age, ability status, or any other social location variable. Moreover, ECU promotes social location awareness from interview through completion of the degree.

Application Review Process
In order to be considered for admission into the program, all application materials, including an application to the ECU Graduate School, must be received by January 15. The MFT Admissions Committee reviews all applications from students who are eligible for admission to the program (i.e., they have been admitted to the Graduate School). Students are officially in the program after receiving a letter from the Graduate School. The Graduate School also mails letters to students not admitted into the program.

Recruitment and Retention of a Diverse Student Community

East Carolina University’s MFT program strongly supports the advancement of a diverse community of faculty, supervisors, learners, and graduates. We have a great need for bilingual and bicultural professionals
in the field. Every year the ECU graduate school disseminates information about the doctoral program to all of the historically Black colleges and universities in the region. Our program is also building a partnership with the Hispanic Studies undergraduate and master’s programs to encourage more of their scholars to consider degrees in the fields of Marriage and Family Therapy. Representatives of our program (i.e., faculty, students, and alumni) also frequently give presentations in the ECU Hispanic Studies’ courses. We are also partnering with the Hispanic Studies department by providing grant funded assistantships to their master’s students on our existing grants to help increase interest in our program. Lastly, we conduct national searches when new faculty positions open in our department and have been very successful in recent years recruiting and retaining a more diverse faculty. Graduates from our doctoral program who have remained in the community and are from a minority group, serve as supervisors and positive role models for our doctoral students in clinical, research, and internship roles. Students who request an additional mentor who shares a similar ethnic and cultural background are offered options for additional support either within the department, college, or through various other resources on campus such as the Office for Diversity and Equity and the Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Office.

Retention of our faculty, supervisors, and students is important and strongly valued. We have recently implemented quarterly cultural meetings where we work to advance the shared respect and cultural humility of our program community. We have invited guest speakers to some of these events to help ensure our worldview is continuously expanded. We have also instituted more check points (e.g., open discussions, one on one meetings with faculty, annual student learning outcome competency meetings) to ensure that students who need more educational, emotional, relational support have the opportunity to receive it.

We understand that not all of our students have had equal access to educational resources and supports so we work hard to provide adequate depth and breadth in our feedback and promote on-campus resources to make it possible to retain all students to graduation. ECU has a writing lab where students can get support with their writing and APA style. There is also support in the Communications Department for students who wish to advance their professional presentation skills. Additionally, we have formed a strong partnership with the Psychology Department to ensure that our students have access to the best statistics teachers and tutoring support. Our faculty also have provided draft support to students where possible so those students who need more time and feedback on drafts of papers, projects, and presentations, get that support when needed.
Degree Completion Timeline

The master's degree program must be completed requires students to enroll in the program as full time students, completing 12 semester credit hours in the fall and spring of the first year, 3 semester credit hours in the summer, then 12 semester credit hours in both the fall and the spring of the second year (a total of 51 semester credit hours). The MFT faculty have established a minimum degree completion of timeline of 21 months (2 years). Nevertheless, circumstances may arise during the program that require students to take a leave of absence. In those approved circumstances, students may become part-time students and work with the program director to establish a plan of study that moves them toward the degree completion requirements. In those unique circumstances, the maximum allowed amount of time for degree completion is 6 years. The time limitation does not include transfer credits, only credits obtained while enrolled in the program. With endorsement of the director of the MFT program, students may request one extension of not more than one semester, summer included.

Requirements for the Degree

A minimum of 51 semester hours is required in the following areas of study:

I. Theoretical Foundations in Marriage and Family Therapy (6 s.h.)
   HDFS 6407 -- Family Systems Theories (3 s.h.)
   HDFS 6408 -- Family Therapy Theories (3 s.h.)

II. Clinical Practice in Marriage and Family Therapy (18 s.h.)
   HDFS 6300 -- Critical Issues in Sexuality, Gender Roles, & Families
   HDFS 6303 -- Critical Issues in Family and Cultural Diversity
   HDFS 6425 -- Assessment and Treatment Planning in Family Therapy (3 s.h)
   HDFS 6409 -- Family Therapy Seminar I (3 s.h.)
   HDFS 6410 -- Family Therapy Seminar II (3 s.h.)
   HDFS 6412 -- Family Therapy Seminar III (3 s.h.)

III. Individual Development and Family Relations in Marriage and Family Therapy (3 s.h.)
   HDFS 6401 -- Family Theories & Issues OR HDFS 6406 -- Human Development in the Family Part II (3 s.h.) OR
   HDFS 6402 -- Theories of Child Development OR 6404 Human Development in the Family Part I (3 s.h.)

IV. Professional Identity and Ethics in Marriage and Family Therapy (3 s.h.)
HDFS 6411 -- Family Therapy Issues (3 s.h.)

V. Research in Marriage and Family Therapy (6 s.h.)
HDFS 7400 -- Research Methods in Child and Family Studies (3 s.h.)
HDFS 7007 -- Statistics in Child and Family Studies (3 s.h.)

VI. Additional Learning in Marriage and Family Therapy (6 s.h.)
________ -- Elective I or Thesis (3 s.h.)*
________ -- Elective II or Thesis (3 s.h.)*

*Thesis or Advisor Approved Electives.

Supervised Clinical Practice (9 s.h.)
HDFS 6415 -- Family Therapy Practicum (3 s.h.)
HDFS 6416 -- Family Therapy Practicum (3 s.h.)
HDFS 6417 -- Family Therapy Practicum (3 s.h.)

Thesis Option
The M.S. degree in Marriage and Family Therapy can be obtained with or without a thesis although students planning to pursue a doctoral degree are encouraged to pursue a thesis track or collaborate with a faculty member on an active research project and subsequent publication. To fulfill the requirements for Category VI, students who choose the thesis track complete required coursework and take HDFS 7000; this course can be repeated for a total of six semester hours while completing the thesis. Students who choose not to complete a thesis take two elective, graduate courses designated by the student and approved by his or her faculty advisor for a total of six semester hours. Upon completion of program requirements, a Master of Science degree is awarded, and the Marriage and Family Therapy specialization is indicated on the student’s official transcript. See the Thesis Guidelines above for more information about completing a thesis.

Requirements for Practicum
Requirements for practicum students include satisfactory completion (with a final grade of B or higher) of prerequisite courses HDFS 6425 - Assessment and Treatment Planning in Family Therapy Developmental Evaluation & Family Therapy, HDFS 6407 - Family Systems Theories, HDFS 6408 - Family Therapy Theories, HDFS 6409 - Family Therapy Seminar I (pre-practicum), and HDFS 6411 - Family Therapy Issues (Ethics) prior to enrollment in HDFS 6415, 6416, and 6417 (the practicum courses), and a willingness to devote 20-30 clock hours per week to the practicum (includes time spent in practicum, supervision, conducting therapy at the Family Therapy Clinic and responsibilities conducted at
his/her off campus internship site). Students must also pass the competency reviews at the end of first and second semester. Once the student has begun the practicum, he or she is expected to continue throughout the year including summer school sessions and holidays. As the clinic operates on a year-round basis, students are expected to make provisions for client coverage during breaks and regularly scheduled school holidays. In order to emphasize this importance, it is expected that all therapy interns arrive on time and participate in each practicum experience to the best of his/her ability. Throughout each semester, the clinic director and clinic administrative assistant will report on appropriate professional etiquette (e.g. timeliness to client appointments, case management accuracy, and contributions to clinic policies) through the use of an established professionalism rubric that will be reported to the student’s practicum supervisor.

Client-Contact and Supervision Requirements
All MFT students must complete 500 MFT client contact hours prior to the completion of HDFS 6417 (practicum) and graduation. At least 250 (50%) of the contact hours must be with couple, family or larger systems (therapy that includes more than one person). A portion of the client contact hours will be obtained through the on-campus experience in the ECU Family Therapy Clinic (including practica); additional hours will be acquired through placement in an off-campus practicum site (internship). Students should expect to work an average of 15-25 hours per week in practicum, ECU Family Therapy Clinic cases, Internship site cases, and case management activities. Students should plan on completing an average of 10 hours per week in direct client contact, with the remaining balance of weekly hours to be spent in supervision and case management activities.

To assist students in approaching competence in the current climate of clinical service delivery, students are also required to complete 10 hours of in-home therapy with clients associated with the Family Therapy Clinic or the student’s off campus therapy site (as appropriate). Students should never attend an “in-home” session alone and should bring another student therapist to accompany them during any in-home session. In-home hours can be documented in the Time 2 Track software program.

In order to comply with COAMFTE accreditation standards and/or the North Carolina Marriage and Family Therapy Licensure Act and Administrative Rules, students are required to meet the following: 1) Students will receive at least 100 hours of supervision; 2) Students will receive at least one hour of supervision for every five hours of direct client contact; 3) Individual or dyadic supervision will occur at least once every week in which students have direct client contact hours; 4) At least 50 hours of supervision will be based on direct observation, videotape, or audiotape. At least 25 hours of this supervision will be based on direct
observation or videotape. Group supervision (includes 2 to 6 supervisees to one supervisor) is required and is provided by clinical faculty via team involvement one night per week (usually three hours per night of live or video supervision). At least one hour per week of individual supervision (one or two students to one supervisor) is provided involving live supervision of direct client contact, video review, or discussion of ongoing cases. In this context, “clinical work” includes therapy in progress, clinical evaluation in progress, role-playing, and other demonstrations of clinical performances. Additionally, students are required as a group to attend mandatory meetings with clinical faculty to discuss programmatic issues of mutual concern, on an as needed basis.

**Internship Protocol**

Students are required to select an internship site that suits their professional goals and interests. Students should exercise prudence when selecting an internship site and only pursue placements that will help them reach clinical contact requirement of the MFT program. The MFT program has designated a faculty representative to serve as an internship coordinator. This person works closely with MFT faculty and community representatives to create placements for students to complete their clinical training. The internship coordinator keeps, and regularly updates, a list of all approved internship placements. Students should contact the internship coordinator and obtain an updated copy of the internship list before they begin searching for an internship placement.

Students may begin to search for an internship placement at the end of the fall term in their first year. Students should: 1) Obtain a copy of approved internship placements from the internship coordinator; 2) Contact second year students about coordinating a time to “shadow” the intern at the internship site; and 3) Contact the site supervisor and the internship coordinator and indicate when visit will take place. This process should take place from the end of the fall term of the first year and proceed through the first month of the spring term of the first year. Students should plan to visit at least 3-5 internship sites and are welcome to visit as many sites as they desire to assist them in making an informed internship selection.

After a sufficient number of internship sites have been visited. Students should rank order their internship preferences on the Internship Priority Form (See Appendix M). This form should be emailed or placed in the clinic mail box of the internship coordinator by February 15th of each year. Faculty will review internship request, contact site supervisors regarding fit and availability, and promptly inform the student about their impending approval. Generally this process takes 2-3 weeks to complete.
Prior to the commencement of an internship, students must complete the following requirements: 1) Complete IRB training and provide documentation to program director; 2) Complete and pass MFT ethics exam; 3) Obtain liability insurance through ECU or AAMFT and provide documentation to program director; 4) Complete internship agreement form; and 5) successfully pass the second semester competency review. Students must be given permission by the MFT faculty to start their clinical hours.

**Documentation of Hours**

Each practicum student is responsible for documenting the clinical client contact and supervision hours they have obtained each week on the Time 2 Track software program. The report must be generated weekly even when no (0) hours are obtained. Supervisors will electronically sign the practicum students weekly hours sheet that attests to the attainment of those hours. **IF STUDENTS DO NOT TURN IN HOURS ON A WEEKLY BASIS, THEY SHOULD EXPECT THAT THEIR PRACTICUM GRADE WILL BE REDUCED.**

**Attention to Teamwork, Collaboration, and Process**

A basic aspect of the philosophy of the program is the encouragement of teamwork and collaboration. This teamwork includes efforts by clinical faculty members, students, and externs to co-create a supportive, respectful, and safe teaching and learning environment. Externs are community professionals who pay to participate in practicum and who are working toward MFT licensure. Of particular importance in this regard is the ongoing attention to process and to developing adequate support for students as they contend with stresses associated with becoming a therapist.

The process begins with the new student initiation and orientation which includes: presentations by clinical faculty members about the privilege, benefits, and costs of being a therapist; presentations by each of the second-year students to the incoming students of symbols representing the program’s significance to him/her; and a presentation by the administrators within the College of Human Health and Performance reviewing the commitment and support of administration for the program. Following these presentations, all participants share refreshments and fellowship.

This attention to process and support continues with the mandatory MFT meetings for students and faculty, to monitor student performance and needs. Students and faculty members deal with issues and concerns as they work collaboratively to construct solutions. These meetings allow students the opportunity to provide on-going feedback to faculty. Other examples of this process orientation include a variety of social events, the
exit experience held each spring that serves as a ritual of celebration, student liaisons who represent each class of students to the faculty, the formalized peer mentor system whereby second-year students help first-year students, and the use of graduates to help graduating students in their job searches. Over the years, traditions have developed around these activities and students have accepted responsibility for supporting each other and for complementing the efforts of the clinical faculty.

**Professional and Ethical Behavior**

**Social Networking**

Students are expected to maintain professional boundaries via appropriate behavior at all times in relation to faculty, staff, colleagues, and clients. This professionalism includes promoting respectful interactions with others, and keeping class discussions and sensitive conversations confidential. Social networking sites should reflect your professional relationship with the MFT program, ECU, and AAMFT.

Social networking sites are not appropriate venues for posting program dynamics, interactions, and outcomes. Prior to posting any entry or picture on a social networking site, students should consider whether the material would be appropriate for colleagues, clients, faculty, or future employers to view. Most importantly, interactions with clients are strictly protected under HIPAA and AAMFT ethical guidelines.

Students misusing social networking sites for unprofessional behavior (including but not limited to: academic integrity violations, breach of confidentiality, poor conduct toward the profession, program, or clients, and harassment of colleagues, faculty, or clients) will be subject to appropriate programmatic discipline that may include academic probation, suspension of client privileges, and/or dismissal from the academic degree program. Depending on the nature of the behavior, students may be reported to ECUs Office on Academic Integrity and/or the North Carolina Marriage and Family Therapists Licensing Board (NCMFTLB).

Please be very cautious when you engage in social networking use as a student in the MFT program and as family therapy professional upon graduation. Your behavior is a reflection of the personal and professional identity of many people.

**Journals and Notebooks**

Students are not permitted to document in personal or professional journals (hardcopy or electronic form) any client information or case details (de-identified or not) and take this information off clinic premises or
off their individual internships/clinical sites at any time. All information related to the clients should be documented in their case notes or stored in their assigned, confidential and properly secured filing system. Any exceptions to this policy MUST be cleared through each student's individual supervisor or the Family Therapy Clinic director.

**Technology Requirements and Training**

Students in the MFT program are required to have consistent access to a computer with sufficient capabilities for word processing, producing presentations and University email. Students should have regular and consistent internet access. Students are expected to manage confidential client information in a manner that adheres to the AAMFT Code of Ethics and HIPAA rules. All personal electronic devices, which may access confidential information, must be password protected and only accessible to the student.

Training for specific technologies will be provided on a regular basis in the Family Therapy Clinic and resources for library use can be found on the Joyner or Laupus Library websites. The ECU Information, Technology, and Computing Services (ITCS) website (http://www.ecu.edu/itcs/) maintains a listing of detailed “how-to” guides on a variety of technical training issues. MFT Faculty and Supervisors will stay current on appropriate uses of technology and will encourage students to develop competent and secure practices.

The College of Health and Human Performance (HHP) also has its own ITCS staff who are available for trainings, consultation, and support during business hours. Technology training and HHP technology service requests are to be placed on the HHP Sharepoint page available under the “Faculty” tab (http://www.ecu.edu/hhp/). Login to the Sharepoint page is required using your Pirate ID and Password to successfully log in.

**Travel Reimbursement**

There is often a small budget of travel funds in the ECU Graduate School for master’s students presenting research at conferences. The Graduate School has a required form that would need to be submitted to Alexis Morris (morrisal@ecu.edu), Graduate School Business Services Coordinator. The request should include information about the conference (e.g., registration materials, program, and documentation of the student’s presentation) and written confirmation of matching funds from the student’s home department (HDFS) and/or college (HHP). Note: there is the expectation that the funds requested from the Graduate School are matched by the student’s home department or college. Then, the Graduate School will match, potentially. Therefore, all requests should be
brought to the Program Director first and the Program Director will see if departmental funds are available.

**Vacation Policy**

MFT students are commonly contracted for assistantships on nine or twelve month increments. Because students are paid by state or grant funds for their time, any vacation time must be approved. When students are traveling to conferences, other professional events, or on vacation, the Pre-Travel Approval Form for Students must be completed ([http://bit.ly/2xZrbQW](http://bit.ly/2xZrbQW)) In addition to completing the Pre-Travel Approval Form for Students, students must also complete the Student Leave Request Form (see Student Leave Request Form in Sharepoints and submit it to all current teaching faculty, supervisors, Clinic Director, Internship Supervisor, and Program Director) and have it approved by the Program Director to ensure that there are no liability concerns with clients, research participants, or obligations that were aligned with the student during the leave time. Even when students are not on an assistantship contract, students must still request vacation leave (see Leave Form in Sharepoints and submit it to all current teaching faculty, supervisors, Clinic Director, Internship Supervisor, and Program Director) and have it approved by the Program Director to ensure that there are no liability concerns with clients, research participants, or obligations that were aligned with the student during the leave time. Students should not make travel plans or commitments to travel until this form has been approved.

**Inclusion/Exclusion of Students**

**Candidacy for the M.S. Degree**

Students who wish to complete all clinical and academic requirements and graduate with the M.S. degree in Marriage and Family Therapy must be admitted to candidacy for the degree. A candidacy evaluation is conducted with the clinical faculty. This process will begin at the end of the first semester and will continue through the second full semester in which the student is enrolled. The student should have completed a minimum of 12 hours of course work, and must maintain a B average before beginning the practicum. Clinical faculty will determine the student’s status and ability to continue in the program. This evaluation will include an examination of student’s academic standing and the student’s potential as a marriage and family therapist. Students must document that they possess liability insurance with a $1,000,000 unit of liability, have completed the Health Insurance Portability and Accountability Act (HIPAA) training, completed the UMCIRB modules with a passing score, and have
a signed copy of their off-site internship contract on file at the clinic before they can begin the supervised clinical experience.

**Decision to Admit as a Candidate**

1) If the clinical faculty determines that the student meets the criteria for progression in terms of academic standing, the candidacy evaluation proceeds to an examination of the student’s potential as a marriage and family therapist. Each student will meet with the faculty to discuss their responses to the MFT Graduate Student Competency form (Appendix P) as well as the student’s perceived strengths and growth areas. This evaluation will be completed at the end of each semester.

2) The clinical faculty considers recommendations from faculty who have taught the student during the first 12 semester hours of academic performance. Students are also admitted based on their desire and motivation to become a therapist, and their perceived ability to perform well as a therapist. Of particular interest will be the student’s performance in the MFT courses, with a strong emphasis on performance in the pre-practicum course, HDFS 6409. Faculty members complete the MFT Graduate Student Competency (see Appendix P). This process is intended to be collaborative and based on the student’s progression of competency in the MFT program.

There are three possible outcomes of the candidacy evaluation:

a) The clinical faculty may decide that the student meets all requirements and demonstrates adequate capabilities to pursue the clinical portion of training in the program. In this case, the student is admitted to candidacy for the M.S. degree.

b) The clinical faculty may decide, based on their professional judgment, that the student does not meet either the academic requirements or does not demonstrate the necessary skills and abilities to proceed in clinical training as a marriage and family therapist. In this case, the clinical faculty denies candidacy. The student may no longer pursue the M.S. degree in Marriage and Family Therapy and is asked to withdraw from the program.

c) The clinical faculty may determine that although the student has some deficits in clinical potential, such deficits could be remediated. Academic deficits may also be remediated, so long as the student has maintained a “B” average or petitioned the Admissions
Committee to remain in the program. All students must earn at least a B in HDFS 6409, in order to continue in the program.

If a remediation plan is constructed, the decision regarding candidacy is suspended until specific requirements are met. The clinical faculty may require a delayed entry into the supervised clinical experience or require additional supervision of such work. Alternatively, the clinical faculty may recommend that the student pursue remediation of the deficits, and reapply for candidacy at a later time.

Ongoing Review of Clinical Students

The clinical faculty continually review the progress and proficiency of all students enrolled in clinical training, with attention to strengths, abilities, and areas of concern. Clinical faculty members meet at least once a month to review the progress of clinical students. It is the goal of the clinical faculty to enhance students’ abilities and build on their strengths as family therapists, and to do everything possible to help students in their progression through clinical training. Students are made aware each semester through both written and oral evaluations by the current supervisor of their progress as clinicians. At least once each semester, each student’s current and next supervisor meets to facilitate the identification of goals for each student’s on-going work. When clinical faculty members determine that a student’s clinical work is compromised by personal issues, the faculty may stipulate remedial action that may include personal therapy, discontinuation of clinical cases, medical withdrawal (or other extenuating circumstances policy), or, if necessary, dismissal from the program. In cases where therapy is recommended, it will be independent of the program, clinic, and faculty. In any case, the supervisor, program director and invited faculty members will meet with the student to discuss remedial intervention to ensure the competent clinical care of clients in the family therapy clinic and those at identified internship sites.

At the end of each semester, the faculty completes the MFT Graduate Student Competency review. It is the same form used for first and second year students and is designed to show progress over time (i.e., at the end of each semester; see Appendix P).

If at any point during the student’s training, it is the assessment of the faculty that the student does not possess the necessary skills and potential to effectively work with families, the student will be notified verbally and in writing of his/her status. The purpose of these notifications serves as a warning that clinical deficits have been detected and that remedial action is warranted. The written notice identifies how students
can work to overcome deficits and meet the requirements for continued enrollment in the clinical training. If at the end of the specified probationary period, the clinical faculty determines that satisfactory progress has not been made, the student will not be allowed to continue in the program and be formally dismissed. At such time, academic and professional alternatives will be discussed with the student.

Evaluation of Students

Each practicum student will be evaluated at the end of each semester by the on-site supervisor using the BASIC SKILLS EVALUATION DEVICE (see Appendix N). Additionally, the off-site administrative supervisor completes the Intern Evaluation form (see Appendix R). The supervisor will provide the student with a copy of the evaluation and review its contents during a private meeting at the end of the semester. Additionally, students will have the opportunity to evaluate themselves using the same form.

Written Competency Exam. Students must successfully pass ECU’s Written Competency Exam to qualify for graduation. This exam will be administered during the final spring semester. The exam will consist of 100 multiple choice questions. Students must receive at least 70% on the written exam. If the student does not pass the written exam, a remediation plan will be integrated within the student’s program of study. The remediation plan will target the content areas associated with the items missed by students. Students must conduct an oral presentation on all areas not passed (below 70%) on the written competency exam (see Competency Remediation Rubric-Appendix W). The MFT faculty will evaluate the student’s performance in this presentation to determine if the student has demonstrated mastery of the material. If not, the student will be assigned additional tasks until the MFT faculty has determined that the student has demonstrated competence. If however, the student still cannot demonstrate mastery of the material after the third attempt, the MFT faculty will begin the process of removing the student from the MFT program.

Clinical Competency Exam. As part of the student’s final practicum (HDFS 6417), each student must complete a clinical competency exam. Included in this student presentation will be a discussion of the theory/theories that has/have influenced how they conceptualize their work as therapists. They will also present examples of their work via video file. The clinical competency exam has been created to help students: 1) provide an overview of the case at critical junctures in the therapy process (including assessment, joining, intervention and termination phases of therapy); 2) how they theoretically conceptualize the case; 3) what they learned from the case and how they evaluate effectiveness/efficacy of therapy.
The case review paper should include the following elements:

- Social Location
- Definition of Problem
- Integration of Model at Various Stages
- Relevant Diagnoses
- Assessment and Collaboration
- Cultural Humility
- Empirical Support for Model/Interventions
- Ethics

Students will submit a completed case review to their practicum supervisor at a date determined by the program director in the final semester of the student’s program. The program director will notify each student in writing (by email) when case review papers should be submitted and when the student will present their case to a panel of faculty supervisors (see Appendix S). The case review paper will be evaluated by a faculty panel consisting of at least two clinical faculty members. Case review papers will be graded by faculty members using an established rubric that will be made available to students during their first clinical practicum class.

Students will be required to complete a clinical presentation of their case using video clips demonstrating their competency in assessment, middle stages (intervention) and termination phases of therapy from the conceptualization of their identified theoretical model. The student’s review of the case with their accompanying video clips should not exceed 30 minutes in length.

Students who do not receive a passing grade on the case review paper, will not receive a passing grade in HDFS 6417.

Clinical faculty members will evaluate each student’s performance on the clinical competency exam. Students will be notified within 24 hours whether they passed or failed the exam. Copies of the student’s case review paper, as well as a copy of the letter grade on the paper must be placed in the student’s academic file. Students who fail their initial exam will work with the clinical faculty to establish procedures for addressing deficiencies in performance and for re-examination.

**Exit Experience.** The exit experience provides graduating students a sense of closure and consolidation. Students are encouraged to view the exit experience as a ritual of celebration that will provide a means of punctuating their growth, progress, and change as family therapists. All graduating and first-year students are required to attend.
At the exit experience each student will make a 5-10 minute presentation of his/her process to becoming a therapist, describing pivotal moments from their experience in the program. Students should also describe their legacy including what they would leave behind for the next generation of MFTs and what they are taking with them for their future career. Following the presentations there will be time for the first-year students to ask questions about the second year students’ experiences in the program.

Prior to graduation, students must complete with his/her advisor the MFT Master’s Student Plan of Action (Appendix U). This plan is used to support the focus on future skills and growth for the graduate. The original copy of the Plan of Action should be turned in to the Program Director prior to graduation. A copy of the plan of action is given to the graduate to share with his or her post-master’s clinical supervisor.

**Procedures on Student Outcome Data Collection**

*Most assessment processes and policies are described above, however this section will illustrate ways that additional data is garnered from currently enrolled students.*

Every fall and spring semester the University administers Student Perception on Teaching Survey (SPOTS) to courses with a minimum of 10 students enrolled in them. The results of these evaluations are provided to the instructor 2-3 weeks after the completion of the semester. The instructor uses the assessment to make adjustments and/or improvements in the course or in teaching procedure. Student responses are anonymous and results compiled by the Office of Institutional Planning, Assessment and Research (see [http://www.ecu.edu/ipar/](http://www.ecu.edu/ipar/)). These evaluations become part of the instructors’ personnel records and are used by academic unit heads for decisions regarding annual evaluations.

Since the clinical practicum course includes less than ten students per section, the faculty members who teach this course are not eligible to be evaluated using the SPOTS instrument. Therefore, the MFT Program has incorporated a Practicum Course Evaluation and the Basic Skills Evaluation Device to help capture student feedback at the conclusion of each practicum experience. Students place completed surveys directly into the instructors’ mailboxes (in a sealed envelope) after grades are completed. They are instructed not to identify themselves on the instrument.

**Procedures on Alumni Data Collection**
Approximately every three years, the Program Director gathers information from the Graduate Evaluation (Appendix W) form that is completed by employers of graduates asking them to evaluate the graduate’s preparation and performance regarding their current position. This evaluation was last completed in June 2016.

In addition, the program director solicits information from graduates (every three years) regarding their satisfaction with their education and their preparedness to function in the workplace. This evaluation is done through the Program Evaluation form. This evaluation was last completed in June 2013.

Information on graduates including their professional employment status, credentialing status, current mailing address, email address, work and home phone numbers, and changes in marital or family status is constantly being updated by the clinic office assistants and the Program Director. This file is saved on both the Clinic Director and Program Director’s computer.
APPENDIX A

Planning and Progression Checklist
PLANNING AND PROGRESSION CHECKLIST

☐ 1. All requirements for admission satisfied.

☐ 2. Temporary advisor assigned.

☐ 3. Student’s goals and plan of study identified.

☐ 4. Permanent advisor and committee members selected (before completion of 9 s.h.).

☐ 5. Planned program submitted to committee for approval (before completion of 9 s.h.).


☐ 7. Need Sheet and Student Course Check List prepared with advisor for submission to Graduate Registrar (before completion of 30 s.h.).

☐ 8. Comprehensive examination, as appropriate to student’s degree program, arranged in consultation with advisor.

☐ 9. Oral examination, as appropriate to student’s degree program, scheduled in consultation with advisor.

☐ 10. Application filed in Registrar’s office and graduation fee paid one semester prior to completion of degree requirements.

☐ 11. Registration for participation in the Fall or Spring College of Human Health and Performance Recognition Completed.

☐ 12. All course requirements with a minimum overall average of “B” completed. (Students with grades of “C” in excess of 6 s.h. will have graduate program terminated).

☐ 13. All incomplete grades cleared through the Registrar’s office. *Students seeking advanced teaching licenses should secure the set of forms from the College of Education, Office of Teacher Education.
APPENDIX B

HDFS Faculty and Staff Information
## HDFS GRADUATE FACULTY AND STAFF INFORMATION

[www.ecu.edu/che/HDFS/HDFSHome.htm](http://www.ecu.edu/che/HDFS/HDFSHome.htm)

(Phone = 252-328-6908) (Fax=252-328-4276)

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail(@ecu.edu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Ballard, Ph.D.</td>
<td>Rivers 108</td>
<td>328-1356</td>
<td>BALLARDS</td>
</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Department Chair</td>
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<tr>
<td>Eboni Baugh, Ph.D.</td>
<td>RW 336</td>
<td>328-5714</td>
<td>BAUGHE</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Susannah Berry, M.S.</td>
<td>RW 130</td>
<td>328-1332</td>
<td>BERRYS</td>
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<tr>
<td>Sheresa Blanchard, Ph.D.</td>
<td>RW 127</td>
<td>737-2075</td>
<td>BLANCHARDSH</td>
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<tr>
<td>Barbara Brehm, M.S.</td>
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<td>Andrew Brimhall, Ph.D.</td>
<td>RW 309</td>
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<tr>
<td>Priti Desai, Ph.D.</td>
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<td>Bernice Dodor, Ph.D.</td>
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<tr>
<td>Jennifer Hodgson, Ph.D.</td>
<td>Redditt 114</td>
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<tr>
<td>Professor MedFT Program Director</td>
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<tr>
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<td>Linda Mitchell, Ph.D.</td>
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<tr>
<td>Damon Rappleyea, Ph.D.</td>
<td>RW 324</td>
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<td>Natalia Sira</td>
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<td>328-5544</td>
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<tr>
<td>Alan Taylor, Ph.D.</td>
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<td>Erin Ness Roberts, Ph.D.</td>
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<tr>
<td>Chia &quot;Ruby&quot; Yeh, Ph.D.</td>
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APPENDIX C

GRADUATE PROGRAM CHECK SHEET
MASTER OF SCIENCE (M.S.)

Adviser __________________________

MARRIAGE AND FAMILY THERAPY

East Carolina University
College of Human Health and Performance
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE

Name: ___________________________________________ ___________________________________________
(Last) (First) (Middle) Expected Date of Graduation

E-Mail Address: ___________________________________________ Effective Until: ______________________

Local Address: ____________________________________________________________
Street/P.O. City State Zip Effective Until

Permanent Address: ___________________________________________ Phone: _________
Street/P.O. City State Zip

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<tr>
<th>AREA I: THEORETICAL FOUNDATIONS (6 s.h.)</th>
<th>HOURS</th>
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<th>AREA III: HUMAN DEVELOPMENT AND FAMILY STUDIES (3 s.h.) (Select one)</th>
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<td>HDFS 6402 Theories of Child Dev. OR</td>
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<td>HDFS 6404 Human Dev in Family Part I OR</td>
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<th>AREA V: RESEARCH (6 s.h.)</th>
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* Thesis or Advisor Approved Electives
**SUPERVISED CLINICAL PRACTICE (9 s.h.)**

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<td>HDFS 6416</td>
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<tr>
<td>HDFS 6417</td>
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*Student may choose the thesis option or additional electives - 6 s.h.

**Minimum requirements for degree – 51 s.h. of which at least 50 percent must be 6000 level courses.*
APPENDIX D

THESIS OPTION FORMS
CONFIRMATION OF PERMANENT COMMITTEE MEMBERSHIP

The undersigned have agreed to serve as the permanent graduate committee for

(Name of Student)  (Banner ID)

a candidate for the degree

________ Master of Science (MS) in  
_____ Human Development and Family Science  
_____ Marriage and Family Therapy  

________ Master of Arts in Education (MAEd) in  
_____ Birth through Kindergarten Education

<table>
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<tr>
<th>Chair of Committee/Director of Thesis</th>
<th>HDFS</th>
<th>Date</th>
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<tbody>
<tr>
<td>Committee Member</td>
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<td>Committee Member</td>
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<td>Committee Member</td>
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</table>

The permanent graduate committee will be composed of at least three members with associate or full graduate faculty status: (1) a committee chairperson who is the student’s Graduate Committee Chair, (2) one additional committee member from the Department of Human Development and Family Science and (3) one committee member from either in or outside of the Department.

Form 1
cc: Student Folder
    Approved 10/90
    Student
Revised 10-2016
Thesis Proposal/Professional Project Proposal Defense Form

The following student has successfully defended his/her thesis/project proposal. By signing below, the graduate committee has recommended that this student move forward in completing his/her thesis/project.

**Date of Proposal Defense:** __________________________

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Banner ID</th>
<th>Student’s Signature</th>
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</thead>
</table>

**Title of Thesis/Professional Project:** __________________________________________

Mark ONE: _____ Thesis Option _____ Professional Project Option

<table>
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<tr>
<th>Chair of Graduate Committee</th>
<th>Department</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Committee Member</td>
<td>Department</td>
<td>Date</td>
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<tr>
<td>Committee Member</td>
<td>Department</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Department</td>
<td>Date</td>
</tr>
</tbody>
</table>

**THESIS COMMITTEE:** The permanent graduate committee must include at least three members with associate or full graduate faculty status: (1) a committee chairperson who is the student’s Graduate Committee Chair, (2) one additional committee member from within the Department, and (3) one committee member from either within or outside the department.

**PROFESSIONAL PROJECT COMMITTEE:** The permanent graduate committee must include at least three members: a committee chairperson who is the student’s Graduate Committee Chair and two additional committee members.

**THIS FORM MUST BE SIGNED BY STUDENT AND ALL COMMITTEE MEMBERS BEFORE BEING PLACED INTO THE STUDENT’S FILE**
THE GRADUATE SCHOOL
East Carolina University

THESIS – NON THESIS CHANGE FORM

TO: The Graduate School

FROM: Department/School/College

SUBJECT: Student’s Name ECU ID

DATE: Month/Day/Year

Because of a change from a thesis to non-thesis option, please drop the following thesis course(s) from this student’s record. In doing so, please indicate for each semester if the student was only registered for thesis credit.

Course Semester & Year only course (yes no)

Course Semester & Year only course (yes no)

Signature: Graduate Program Director or Other Authorized Official

FOR GRADUATE SCHOOL USE ONLY

Approved

Signature: Dean of the Graduate School

Disapproved

ATTENTION: Dean of Students

The above named student should be retroactively withdrawn effective 

C: dept/school Registrar

08/07
APPENDIX E

GRIEVANCE PROCESS FORMS
GRIEVANCE PETITION

Facts (Concisely review the important facts of the issue):

Issue in Controversy (Concisely state what the grievance is):

Conclusion (State what you believe the correct conclusion should be):

Justification for Conclusion (Explain why you believe your conclusion is correct):

Signed and dated, this the __________day of________, 20____.

________________________________________
Petitioner
RESPONSE TO GRIEVANCE PETITION

Facts (Concisely review the important facts of the issue):

Issue in Controversy (Concisely state what the grievance is):

Conclusion (State what you believe the correct conclusion should be):

Justification for Conclusion (Explain why you believe your conclusion is correct):

Signed and dated, this the ________ day of _____________ 20______.

____________________________________
Respondent
GRIEVANCE COMMITTEE ACTION

Signed and dated, this the ________day of__________________, 20______.

_______________________________________
Chair, Grievance Committee

_______________________________________
Member

_______________________________________
Member

Approved, this the ________day of__________________, 20______.

_______________________________________
Chair, Human Development and Family Science

CC: Dean, College of Human Health and Performance
APPENDIX F

GRADUATE FORMS
REQUEST FOR TRANSFER CREDIT
(DEGREE AND NON DEGREE)
EAST CAROLINA UNIVERSITY
THE GRADUATE SCHOOL

Name ___________________________ ECU ID ________________

School/Department _______________ Semester/Session Admitted ________________

Degree student is pursuing ________ Program of Study ____________________________

Minimum Number of hours required for this degree ____ (e.g., 30,36, etc.)

How many hours of transfer credit have already granted for this student:
From other accredited institutions? ________
Non-degree credit from ECU? ________

CHECK BELOW ALL THAT APPLY & LIST THE COURSE INFORMATION.
SEE PAGE TWO OF FORM FOR INFORMATION GOVERNING TRANSFER CREDIT.

☐ This request is for course(s) TAKEN AT ANOTHER ACCREDITED INSTITUTION.
   (NOTE: An official transcript from the other institution showing the courses MUST be attached)

☐ This request is for course(s) TO BE TAKEN AT ANOTHER ACCREDITED INSTITUTION.
   (NOTE: An official transcript from the other institution showing the completion of the course MUST be sent to the Graduate School before credit will be given)

☐ This request is for NON DEGREE COURSE(S) TAKEN at ECU
   (NOTE: Use this request only for course credit over the 9 sh of non-degree credit already allowed)

<table>
<thead>
<tr>
<th>Institution Where Taken</th>
<th>Course Prefix &amp; Number</th>
<th>Credit Hours</th>
<th>Year &amp; Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

(Signature & Date) of Chairperson or Authorized Official

GRADUATE SCHOOL USE ONLY

☐ Approved ☐ Disapproved

(Signature & Date) Dean or Associate Dean of Graduate School

cc: Registrar
    Department (The department should also give a copy to the student)
    Graduate School
Up to 20% of the credit hours in a nondoctoral program may be earned in a different but regionally accredited institution. NO CREDIT HOURS COMPLETED AS PART OF AN EARNED GRADUATE DEGREE CAN BE COUNTED TOWARD A SECOND MASTER'S DEGREE. Transfer of graduate level course work must be approved by the chair or other authorized unit official and the Dean or Associate Dean of the Graduate School. Refer to the Graduate Catalog for more details. SUBMISSION OF OFFICIAL TRANSCRIPT(S) FOR NON ECU WORK IS THE STUDENT'S RESPONSIBILITY. PETITIONS WITHOUT A TRANSCRIPT WILL NOT BE CONSIDERED.

Number of Transfer Hours Allowed From Other Accredited Institutions

<table>
<thead>
<tr>
<th>For a</th>
<th>30-33 hour graduate program</th>
<th>only 6 s.h. are allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-39</td>
<td>hour graduate program</td>
<td>only 7 s.h.</td>
</tr>
<tr>
<td>42</td>
<td>hour graduate program</td>
<td>only 8 s.h.</td>
</tr>
<tr>
<td>45-48</td>
<td>hour graduate program</td>
<td>only 9 s.h.</td>
</tr>
<tr>
<td>51-54</td>
<td>hour graduate program</td>
<td>only 10 s.h.</td>
</tr>
<tr>
<td>57</td>
<td>hour graduate program</td>
<td>only 11 s.h.</td>
</tr>
<tr>
<td>60</td>
<td>hour graduate program</td>
<td>only 12 s.h.</td>
</tr>
</tbody>
</table>
REQUEST FOR TIME EXTENSION
OF COURSE CREDITS
EAST CAROLINA UNIVERSITY
THE GRADUATE SCHOOL

Name of Student____________________  ECU ID ____________________

Degree_________________________  Program__________________________

Semester/Session Admitted______  Extend time through__________________
(Semester/Session)

This is the___________________________request.
(first, second, third, etc.)

JUSTIFICATION: Attach additional sheet if necessary.

(Signature & Date) Chairperson or Authorized Official

GRADUATE SCHOOL USE ONLY

Credits Committee Action: _______Approved through
___________________________
(Semester/Session)

Stipulation(s)
___________________________
___________________________

(Signature & Date) Assoc. Dean of Graduate School

cc: Registrar
    Department
    Student
    Graduate School
East Carolina University
Graduate Application for Graduation

Please print all information

Today's Date ______________________ Current Phone including area code ______________________ B __________ ECU ID

Name on diploma will be as appears on this application

Print Name in Full ______________________
First ______________________ Middle ______________________ Maiden (Optional) ______________________ Last ______________________

Permanent Address* ______________________
No. Street ______________________
City __________ State __________ Zip Code __________ County ______________________

(*This address will be used when mailing your diploma)

Degree Information

Degree ______________________
Major ______________________
Minor ______________________ (IF APPLICABLE)
Concentration ______________________ (IF APPLICABLE)

Check expected date and year the requirements will be completed: FALL, 20 __ □ SPRING, 20 __ □ SUMMER, 20 __ □

This application for graduation must be filed in the Office of the Registrar, 108 Whichard Building, no later than two semesters prior to the completion of all requirements.
APPENDIX G

GUIDELINES FOR UNDERSTANDING RESIDENCE STATUS FOR TUITION PURPOSES
RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to “maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.” The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates, is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student’s seeking such status and providing all information that the institution may require in making the determination.

Parents’ Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual’s domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstances insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for application tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis
for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

**Grace Period.** If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months period ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

**Minors.** Minors (persons under eighteen years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

10) If a minor’s parents live apart, the minor’s domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor’s domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person

11) upon becoming an adult “acts, to the extent that the person’s degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina” and

(2) “begins enrollment at an institution of higher education not later than the fall academic term following completion of higher education prerequisite to admission at such institution.”

12) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months’ duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months’ duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

**Lost But Regained Domicile.** If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of this provision only once.

**Change of Status.** A student admitted to initial enrollment in an institution (or permitted to
re-enroll following an absence from the institutional program, which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Copies of the most current North Carolina residency manual are available for inspection in the university residence classification office, Joyner Library, and Health Sciences Library. Students are responsible for being familiar with the contents of this source of regulation.

Deadline for Application. Any persons applying for the in-state rate of tuition should complete the current Residence Status Application and return it to the university residency classification office, in the Office of Admissions, at least three weeks prior to registration day for the semester or term they are seeking in-state tuition. The Residence Status Application can be downloaded from the Graduate School website.
APPENDIX H

ACADEMIC INTEGRITY POLICY
ECU ACADEMIC INTEGRITY POLICY

13) **Principles of Academic Integrity** – Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University.

B. **Academic Integrity Violations** – Academically violating the Honor Code consists of the following:

1. **Cheating** – Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
2. **Plagiarism** – Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.
3. **Falsification** Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
4. **Attempts** – Attempting any act that if completed would constitute an academic integrity violation as defined herein.

14) **Student Observation of Suspended Violation** _ A student or group of students knowing of circumstances in which an academic violation of the Honor Code may have occurred or is likely to occur is encouraged to bring this knowledge to the attention of the responsible faculty member or to the dean or department chair or to the attention of a member of the university Academic Integrity Board.

D. **Organization and Procedures**

1. The faculty member has original jurisdiction in all suspected violations. In cases where the faculty member believes a violation has occurred, the faculty member must summon the student to a primary interview or waive the primary interview in accordance with the procedure below. In cases of an academic integrity violation not related to a class requirement or activity, the matter will be referred directly to the Academic Integrity Board.

2. **Primary Interview**
   a. **Notification** – A student who is believed to have violated academically the Honor Code shall be informed of the change by the faculty member who identified the violation. The student may not withdraw from the course if an academic integrity violation is pending. Subsequently, the student will be called to an interview with the faculty concerned. The interview shall be set within three class days after the alleged violation has come to the attention of the faculty member.
   b. **Composition** – The student and the faculty member may each have a nonparticipating observer at the interview. The faculty observer shall be the chair of the department or dean, associate dean, or assistant dean of the college or school. The student may select a student or faculty member as he or she desires.
The observer(s) is/are to observe the procedures impartially and to be prepared to testify in the event of an appeal of the judgment of the faculty member.

c. **Procedure** –

(1) At the interview, the faculty member shall present evidence in support of the charge or charges against the student. The student shall be given the opportunity to respond and present evidence to rebut the charge or charges.

(2) After hearing the student, the faculty member may either dismiss the charge or find it supported on the basis of evidence. If supported, the faculty member may record a failing grade in the course or some portion thereof or take other appropriate action. He or she shall report the action taken to the dean of students’ office.

d. **Referral to Academic Integrity Board** – After completion of the primary interview and on the basis of the evidence presented, if the faculty member is of the opinion that a failing grade in the course(s) is inadequate disciplinary action, the faculty member may refer the entire case to the Academic Integrity Board for appropriate action. In each case, a new hearing will be conducted by the Academic Integrity Board without regard to the findings made or any disciplinary action taken during the primary interview.

e. **Appeals**

(1) The student may appeal the decision of the faculty member following the primary interview to the Academic Integrity Board if:

   (a) the student believes the penalty is too severe and/or

   (b) the student contests the decision of the faculty member on the basis of the evidence presented.

(2) The appeal must be submitted to the dean of students’ office within five class days after notification of the decision by the faculty member.

3. **University Academic Integrity Board**

   a. **Composition:**

      (1) Four faculty members and four alternates elected for three-year staggered terms by the Faculty Senate

      (2) Three students and four alternates nominated by the SGA Executive Council and elected by the SGS Legislature. These students shall serve for a year and may be reelected for one additional year.
(3) A quorum shall consist of four faculty members and three students.

(4) The chair, elected for a one-year term, shall be a faculty member of the board, elected by members of the entire board, and may be reelected.

(5) The associate dean of students shall serve as administrative officer of the board.

b. **Original Jurisdiction** – The Academic Integrity Board shall have original jurisdiction over academic violations of the Honor Code if the faculty member elects to refer the case after the primary interview.

c. **Appellate Jurisdiction** – The Academic Integrity Board shall have appellate jurisdiction in cases appealed by the student pursuant to the provisions of D.2.e. above.

d. **Procedures**

(1) The associate dean of students on behalf of the chair shall notify the parties involved of a meeting of the Academic Integrity Board within ten class days after an appeal by a student. The faculty member, the student, witnesses, and the independent nonparticipating observer(s) shall be provided not less than seven day’s notification of the date, time, and place of the meeting. If a grade for the student in the course must be submitted, the faculty member shall record a grade of incomplete, pending a decision by the board.

(2) Those present at the hearing shall be:

(a) The student, who has the right to be accompanied by witnesses.

(b) The faculty member, who has the right to be accompanied by witnesses.

(c) Independent nonparticipating observer(s) if present at the primary interview.

(d) Any other person called by the chair.

(e) The student attorney general and the student public defender.

(3) Should the student or the faulty member fail to appear without prior approval of the administrative officer, the Academic Integrity Board shall proceed with an absentia hearing.

(4) The Academic Integrity Board will follow the hearing procedures established for the University Honor Board.

(5) A majority of the board shall decide the issue. The chair shall vote only in the case of a tie.
(6) The associate dean of students shall serve as administrative officer for maintaining accurate and complete records of the proceedings.

(7) The administrative officer of the Academic Integrity Board shall, on behalf of the chair, notify eacharty of the decision of the board.

e. **Actions by the Board**

   (1) Evidence insufficient to sustain charge or charges. When this action is taken, in order to protect both the student and the faculty member, continuation in the class(es) and other related issues must be resolved by the dean or department chair in consultation with the student and the faculty member.

   (2) Evidence sufficient to support the charge or charges. The board may impose one or more of the following sanction:

   - (a) Sustain the decision of the faulty member, or, in the case where the primary interview has been waived, recommend to the faulty member that the student receive a failing grade for the course(s) or some portion thereof.

   - (b) Impose probation for a period of time not to exceed one year.

   - (c) Impose suspension or expulsion from the university.

   - (d) Require a period of counseling with a member of the university staff or a counseling professional of the student’s choice. It will be the responsibility of the student to provide evidence to the board of having fulfilled this requirement.

   - (e) Take any other action commensurate with the findings.

f. **Appeals** – An appeal decision of the Academic Integrity Board may be submitted to the vice chancellor for student life. The vice chancellor for student life and the vice chancellor for academic affairs shall jointly review the decision and take appropriate action.
APPENDIX I

PROGRAM ACADEMIC CONDUCT POLICY
PROGRAM ACADEMIC CONDUCT POLICY

The Marriage and Family Therapy Master’s Program values professionalism. Students must exercise professionalism in the following ways:

- Consistently demonstrate ethical, honest, responsible, and reliable behavior in accordance with the AAMFT Code of Ethics and any policies enforced by ECU governing ethical behavior.
- Demonstrate willingness to respectfully dialogue with faculty members, administrators, staff, supervisors, or peers about unprofessional behavior brought to your attention. Subsequently develop a strategy to maintain professional behaviors, enhances learning, and resolves differences.
- Strive to recognize personal limitations and biases and find ways to deepen understanding and work toward overcoming them.
- Conduct yourself in a professional manner (absent from prejudice, discrimination, hostility, insensitivity, false truths, gossip, ethical violations, blatant and/or repeated disregard of others’ time, ideas, or feelings, etc.) in all face-to-face, social media, and other interactions with fellow students, faculty, administrators, as well as interactions with others within and beyond the local community.
- Demonstrate respect for others’ perceptions of your professionalism and exercise integrity and respectful communication while resolving all differences of opinion.
- The organization, presentation, and documentation of your research and all course work should meet the standards for publishing journal articles or monographs in your field. Consult your faculty committee and/or APA Manual (most recent edition) for industry publication and writing standards.
- Attend to professional roles, boundaries, and non-discriminatory communication in all interactions within and outside of the university campus.
- Demonstrate professional demeanor in behavior, appearance, and communication at all times.

Examples (not an exhaustive list) of Unacceptable/Unprofessional Behaviors that may result in dismissal from the program….

- Violations of the AAMFT Code of Ethics or any university policies governing ethical conduct and behavior in the role of student, instructor, researcher, and/or employee.
- Inappropriate/aggressive physical, sexual, and/or verbal behavior
- Repeated tardiness and/or unexcused absences, or lack of preparation in any role (i.e. student, clinician, research assistant, instructor, etc.).
- Misrepresentation of self, qualifications, and/or competencies
- Criminal charges
- Disrespectful behavior, which may include (but is not limited to) impugning the character or professional qualifications of another without clear evidence to support the complaint.
- Intentional or unintentional violations of academic integrity and/or the non-discrimination policies of the program, institution, or professional placements
• Postings on social media about anyone or anything related to your role as a graduate assistant, student, colleague, researcher, and/or therapist that are brought to the attention of classmates, faculty, or administrators where you are conducting yourself in an unprofessional manner inconsistent with the professional standards outlined in the section above, the AAMFT Code of Ethics, and/or HIPAA regulations.

• Extended absences without appropriate notification or approval as outlined in the program handbook.

• Lack of response to emails from faculty or supervisors within 3 business days (with the exception of University holidays or breaks).

• Lack of consulting with research committees on their role related to publications pertaining to theses or dissertations.

• Taking action on research projects without formal approval from the IRB and/or one’s permanent advisor, instructor, and/or employer.

________________________________________________________________________
Print Student’s Name

________________________________________________________________________
Student’s Signature

________________________________________________________________________
Program Director’s Signature

________________________________________________________________________
Date

________________________________________________________________________
Date

________________________________________________________________________
Date
APPENDIX J

SEXUAL HARASSMENT, DISCRIMINATION, AND CONFLICTS OF INTEREST POLICIES
SECTION I. RATIONALE

Well-publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of sexual harassment or discrimination are assured that their grievances will be dealt with fairly and effectively. It is more important still to create an atmosphere in which instances of sexual harassment or discrimination are discouraged. Toward this end, all members of the university community should understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violates the university’s policy and will not be tolerated. Members of the university community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment or discrimination prohibited under these policies. East Carolina University will take every step to resolve grievances promptly and confidentially. Any act by the university’s employees or students of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these policies responsibly interferes with free expression and openness, and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against individuals who bring charges or are involved as witnesses or otherwise try to use these policies responsibly.

SECTION II. POLICY ON SEXUAL HARASSEMENT, DISCRIMINATION, AND CONFLICT OF INTEREST

A. Introduction – Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the university is to fulfill its mission. East Carolina University is committed to providing and promoting an atmosphere in which employees can engage fully in the learning process. Further, amorous relations between a student and a university employee who is responsible for supervising or evaluating the student, or between an employee and the person supervising that employee, any derogate the merit principle of supervision and evaluation. This policy is the university’s statement of its intent to prohibit sexual harassment and discrimination, and to prohibit amorous relations between the university’s employees and students, and employees and supervisors when these relations create a risk of favoritism.

B. Definitions

B-1. Sexual harassment – The following constitute sexual harassment:
   a. Making verbal remarks or committing physical actions that propose to people of either sex that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward;
   b. Singling out people of either sex and creating or attempting to create a hostile university or working environment or otherwise attempting to harm or harming people because of their sex;
c. Continuing verbal or physical conduct of a sexual nature when a person or persons the conduct is directed toward has indicated clearly, by word or action, that this conduct is unwanted.

B-2. Sexual Discrimination – Sexual discrimination consists of actions that subject employees or students to unequal treatment on the basis of their sex.

B-3. Conflicts of interests – Consensual amorous relationships in which one person is responsible for supervising or evaluating the other create conflicts of interest because they impair or reasonably can be expected to impair the professional judgment of the supervisor.

C. Policy – It is the responsibility of members of the university community to strive to create an environment free of sexual harassment and discrimination and free of unprofessional bias in the supervision and evaluation of students and employees.

C-1. It is against the policies of East Carolina University for its employees or students to propose to other employees or students that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward.

C-2. It is against the policies of East Carolina University for its employees or students to create a hostile environment or work place environment for an individual or group because of the individual’s or the group’s sex.

C-3. It is against the policies of East Carolina University for its employees or students to subject other employees or students to unequal treatment on the basis of their sex.

C-4. It is against the policies of East Carolina University for the employees or students to continue verbal or physical conduct of a sexual nature when he employees or students of the university toward whom such conduct is directed indicate clearly, by word or action, that such conduct is unwanted.

C-5. It is against the policies of East Carolina University for any employee of the university to engage in consensual amorous relationship with students or other university employees whom the employee is or will be supervising or evaluating. (This policy does not apply in cases where both the amorous relationship and the supervising or evaluating relationship were initiated before the policy’s adoption date).

SECTION III. GRIEVANCES AGAINST EAST CAROLINA UNIVERSITY STUDENTS

Complaints brought against East Carolina students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in The Code Book.
SECTION IV. GRIEVANCE AGAINST EAST CAROLINA UNIVERSITY STAFF

Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the East Carolina University Business Manual, Volume 2, Section VIII.
APPENDIX K

RACIAL AND ETHNIC HARASSMENT POLICY
Racial and Ethnic Harassment Policy

Section I. Rationale

The faculty, staff, administration, and students of East Carolina University maintain that it is important to create an atmosphere in which instances of racial and ethnic harassment are discouraged. Well-publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of racism or ethnic harassment are assured that their grievances will be dealt with in a timely, confidential, fair, and effective manner. Toward this end, all members of the university community should understand that racial and ethnic harassment violates university policy and will not be condoned. Members of the university community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment prohibited under these policies. Any act by a university employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against those who bring charges or are involved as witnesses or otherwise try to responsibly use this policy.

Section II. Racial and Ethnic Harassment Policy

15) Introduction. Racial and/or ethnic harassment endangers the environment of tolerance, civility, and mutual respect that must prevail if the university is to fulfill its mission. Such harassment will not be condoned by members of the university community. This policy is the university’s statement of its intent to protect its educational environment by prohibiting specific forms of racial and/or ethnic harassment. The university recognizes that the free and unfettered interchange of competing views is essential to the institution’s educational mission, and that the peoples’ right to express opinions is guaranteed by the United States Constitution.

16) Definitions. The following constitute racial and/or ethnic harassment:

17) Singling out people because of their race or ethnic affiliation and subjecting them to unequal or unfair treatment.

18) Harming, attempting to harm, or threatening to harm people because of their race and/or ethnic affiliation.

19) Policy. It is the responsibility of members of the university community to strive to create an environment free of racial and/or ethnic harassment.
C-1. It is against the policies of East Carolina University for its employees or students to single out employees or students of the university because of their race or ethnic affiliation and subject them to unequal or unfair treatment.

C-2. It is against the policies of East Carolina University for its employees or students to single out employees or students of the university or visitors to the university because of their race or ethnic affiliation and subject them to conduct which causes severe emotional disturbance.

Section III. Grievances Against East Carolina University Students

Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the Clue Book.

Section IV. Grievances Against East Carolina University Staff

Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the East Carolina University Business Manual, Volume 2, Section VIII.

Section V. Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedures stated in the East Carolina University Faculty Manual, Appendix X. However, if a faculty member raises allegations of racial or ethnic harassment or discrimination during a hearing he or she requested before the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee (in accordance with the policies and procedures set forth in the East Carolina University Faculty Manual, Appendix D), the relevant committee shall determine the merits and bearing, if any, of the allegations raised by the faculty member on the matter before the committee. Such actions by the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee shall not preclude a faculty member from independently bringing a complaint of racial or ethnic harassment or discrimination in accordance with the grievance procedures stated in the East Carolina University Faculty Manual, Appendix X. The outcome of an Appendix X grievance brought by a faculty member against other faculty members or administrators holding faculty status either may be appealed in accordance with the provisions for appeal set forth in section J of Appendix X or may be appealed before the Faculty Affairs Committee in accordance with the policies and procedures set forth in Appendix D of the East Carolina University Faculty Manual, but not both.
APPENDIX L

IMPROPER RELATIONSHIPS POLICY
Policy of the Board of Governors of the University of North Carolina Concerning Improper Relationships Between Students and Employees

The University of North Carolina does not condone amorous relationships between students and employees. Members of the University Community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) when the employee is responsible for evaluating or supervising the affected student. (2) When the student is a minor as defined by North Carolina law.

The following policies shall apply to all employees and students of the sixteen constituent institutions.

A. Prohibited Conduct

1. It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative, or other university employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law, or marriage.

2. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

B. Definition of Terms

1. “Amorous relationship.” An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

2. “Related by blood, law, or marriage” means:

   a. Parent and child
   b. Brother and sister
   c. Grandparent and grandchild
   d. Aunt and/or uncle and niece and/or nephew
   e. First cousins
   f. Step-parent and step-child
   g. Husband and wife
   h. Parent-in-law and children-in-law
   i. Brothers-in-law and sister-in-law
j. Guardian and ward

3. “Evaluate or supervise” means:

   a. To assess, determine, or influence (1) one’s academic performance, progress, or potential or (2) one’s entitlement or eligibility for any institutionally conferred right, benefit, or opportunity

   b. To oversee, manage, or direct one’s academic or other institutionally prescribed activities

C. Corrective Action

Violations of the provisions of Section-A shall be addressed in accordance with remedial measures prescribed by each constituent institution; if disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

For more information on University Policies visit
http://www.ecu.edu/studenthandbook/policies.htm
APPENDIX M

Diversity Oath
A Diversity Oath to East Carolina University

I believe that an appreciation and sensitivity to diversity is essential to becoming a competent and aware doctoral student and professional. As such, I will make a commitment to East Carolina University, the Medical Family Therapy program including faculty, staff, and students and to all other peers that I encounter to respect and honor the beliefs and values of others. I will seek to practice empathy in recognizing the importance of the values and beliefs of others as well as my own. I will also seek to recognize and to be accountable for personal views, beliefs, perspectives, and biases in all clinical, research, teaching, and peer relationships.

If you agree to this oath, please print and sign below:

Print Name: __________________________
Signature: ____________________________ Date: __________

In order for the ECU MedFT faculty to best recognize the importance of diversity awareness in your academic experience via research, teaching, and clinical endeavors, we ask that you circle all ways in which you have gained experience thus far in relation to the following questions (Clinical Experience, Research, Completed Coursework):

I have had the opportunity to work directly with individuals, couples, and families who are of a different race than me through:
Clinical Experience: ___________ Research: ___________ Completed Coursework: ___________

I have had the opportunity to work directly with individuals, couples, and families who do not use English as their first/primary language through:
Clinical Experience: ___________ Research: ___________ Completed Coursework: ___________

I have had the opportunity to work directly with individuals, couples, and families who are of a different sexual orientation than me through:
Clinical Experience: ___________ Research: ___________ Completed Coursework: ___________

I have had the opportunity to work directly with individuals, couples, and families who are of a different religion/faith than me through:
Clinical Experience: ___________ Research: ___________ Completed Coursework: ___________

I have had the opportunity to work directly with individuals, couples, and families who have intellectual disabilities through:
Clinical Experience: ___________ Research: ___________ Completed Coursework: ___________

I have had the opportunity to work directly with individuals, couples, and families who have physical disabilities through:
Clinical Experience: ___________ Research: ___________ Completed Coursework: ___________

I have had the opportunity to work directly with individuals, couples, and families who are underserved/low-income through:
Clinical Experience | Research | Completed Coursework

I have had the opportunity to work directly with individuals, couples, and families who have little formal education or low literacy level through:

Clinical Experience | Research | Completed Coursework

Thank you for completing this document as you consider East Carolina University your home for your doctoral studies and path toward becoming a culturally sensitive MedFT.
**INTERNSHIP PRIORITY FORM**

*Instructions: Fill out the internship preferences form in rank order (e.g. most preferred internship site to least). Provide a brief rationale indicating why you selected the site and how that particular site/experience/supervisor will assist you in reaching some of your immediate professional goals. In the additional comments section, feel free to provide any commentary that you would like faculty to consider as they select an appropriate internship placement. When the form is complete, email a cop to, or place this form in the clinic mail box of the internship coordinator.*

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

*Additional Comments:*
APPENDIX N

BASIC SKILLS EVALUATION DEVICE
(Nelson & Johnson, 1999)
### Conceptual Skills

<table>
<thead>
<tr>
<th>Inadequate Information</th>
<th>Deficient</th>
<th>Below Expectation</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
</table>

1. Knowledge
2. Systems Perspective
3. Familiarity with Therapy Model
4. Self as Therapist

Comments:

### Perceptual Skills

<table>
<thead>
<tr>
<th>Inadequate Information</th>
<th>Deficient</th>
<th>Below Expectation</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
</table>

5. Recognition Skills
6. Hypothesizing
7. Integration of theory practice

Comments:

### Executive Skills

<table>
<thead>
<tr>
<th>Inadequate Information</th>
<th>Deficient</th>
<th>Below Expectation</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
</table>

1. Joining
2. Assessment
3. Hypothesizing
4. Interventions
5. Communication Skills
6. Personal Skills
7. Session Management

Comments:
### Professional Skills

<table>
<thead>
<tr>
<th>Inadequate Information</th>
<th>Deficient</th>
<th>Below Expectation</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervision</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2. Recognition of Ethical Issues</td>
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<tr>
<td>3. Paperwork</td>
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<tr>
<td>4. Professional Image</td>
<td></td>
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<tr>
<td>5. Professional Conduct</td>
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</tbody>
</table>

Comments:

### Evaluation Skills

<table>
<thead>
<tr>
<th>Inadequate Information</th>
<th>Deficient</th>
<th>Below Expectation</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Self</td>
<td></td>
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</table>

Comments:

### Theory of Choice

<table>
<thead>
<tr>
<th>Inadequate Information</th>
<th>Deficient</th>
<th>Below Expectation</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes Theory in Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognized Strengths and Weakness of Theory</td>
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</tbody>
</table>

Description:

Comments:
APPENDIX O

MFT Graduate Student Competency
EAST CAROLINA UNIVERSITY

MFT Graduate Student Competency (Faculty Evaluation)

Student’s Name: ____________________________ Year in Program: ____________ Semester: ____________

Form Completed by: ____________________________

Faculty Members Present: ____________________________

Identify the descriptor that best fits this student’s current ability to complete each of these tasks at their current developmental stage in the program:

Circle the descriptor that best fits this student’s current ability to:

1. **Knowledge:** Examine the historical and contemporary theoretical foundations in the MFT field.

   - Doesn’t Meet Competency (1)
   - Approaching Competency (2)
   - Meets Competency (3)
   - Exceeds Competency (4)

   Comments: ____________________________________________

2. **Practice:** Demonstrate an ability to systemically assess, diagnose, and collaboratively treat clients with a wide variety of presenting clinical problems using a BPSS lens.

   - Doesn’t Meet Competency (1)
   - Approaching Competency (2)
   - Meets Competency (3)
   - Exceeds Competency (4)

   Comments: ____________________________________________

3. **Diversity:** Interpret and discuss multicultural systems with respect and dignity and how they impact self, colleagues, supervision, clients’ lives, and research participants.

   - Doesn’t Meet Competency (1)
   - Approaching Competency (2)
   - Meets Competency (3)
   - Exceeds Competency (4)

   Comments: ____________________________________________

4. **Research:** Describe and critique the basic elements of qualitative and quantitative methodologies as they apply to clinical research.

   - Doesn’t Meet Competency (1)
   - Approaching Competency (2)
   - Meets Competency (3)
   - Exceeds Competency (4)

   Comments: ____________________________________________

5. **Ethics:** Interpret and discuss legal and ethical issues affecting clinical practice and research.

   - Doesn’t Meet Competency (1)
   - Approaching Competency (2)
   - Meets Competency (3)
   - Exceeds Competency (4)

   Comments: ____________________________________________

Additional Comments (if necessary):

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Developmental Plan of Action:
APPENDIX P

FAMILY THERAPY PRACTICUM
COURSE EVALUATION
The MFT practicum experience is designed to provide students with hands-on clinical training as well as opportunities to expand and clarify theoretical orientations as they apply to clinical work. Your candid comments regarding the effectiveness of this semester’s experience in meeting these goals will be extremely useful in modifying and planning future practicum experiences.

1) Please describe your own personal goals/reasons for participating in the practicum this semester.

2) In what specific ways did this experience help you to meet these goals?

3) In what ways were your goals not met? What additional activities or experiences would have helped you attain your goals?
4) In what ways did the supervisor’s style of supervision enhance or limit your ability to experiment with new therapeutic approaches, expand your view of family therapy, and otherwise grow as a therapist?

5) In reviewing your growth as a therapist this semester, please rate the quality of the practicum in enhancing the following specific areas: (rate on a scale of 1 to 5, with 5 indicating much improved and 1 indicating no significant improvement).

| ______ | Theoretical conceptualization |
| ______ | Clinical skills |
| ______ | Integration of theoretical concepts with clinical practice |
| ______ | Understanding of team process |
| ______ | Sense of self as a professional marriage and family therapist |

Comments:

6) Please note any additional information which you believe would be useful in planning future practicum experiences.

7) Overall I rate this supervisor as:

| ______ | Excellent |
| ______ | Good |
| ______ | Average |
| ______ | Below Average |
| ______ | Poor |
APPENDIX Q

MFT INTERN EVALUATION
Intern’s Name

Placement Site (Agency)

I. Please rate the MFT student named above on the following criteria using the accompanying scales.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate background for this placement</td>
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<tr>
<td>2. Planning and preparation</td>
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<tr>
<td>3. Acceptance of supervision</td>
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<tr>
<td>4. Ability to relate to client population</td>
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<tr>
<td>5. Ability to relate to staff (peers)</td>
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<tr>
<td>6. Ability to relate to supervisors</td>
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<tr>
<td>7. Positive attitude</td>
<td></td>
<td></td>
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<tr>
<td>8. Contributions through suggestions</td>
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<tr>
<td>9. Professional demeanor (actions and appearance)</td>
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<tr>
<td>10. Potential for functioning in similar professional role</td>
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</tbody>
</table>
II. Overall how would you rate this intern’s performance compared to other persons of similar education and experience?

Excellent  Above  Average  Average  Below Average

III. Briefly describe what you consider this intern’s strengths to be.

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

IV. Briefly describe any deficits you would advise intern to address.

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

V. How would you recommend intern for similar employment?

Would not recommend  Would recommend with Reservation  Would recommend without reservation  Would strongly and enthusiastically recommend

I have reviewed this form and discussed it with my off-campus supervisor.

________________________________________  ______________________________________
Intern’s Signature  Date

________________________________________  ______________________________________
Signed  Title  Date
APPENDIX R

FINAL CASE PRESENTATION CRITERIA
Final Case Presentation (50 points): Students will be required to provide a final case presentation during their final semester in the program. The final case presentation will occur (during final month of final semester) and be presided over by your spring practicum supervisor and a panel of at least two faculty members from the MFT program.

The final case presentation consists of three primary parts: 1) paper; 2) video evidence; and 3) presentation of your paper and video. Please follow the steps associated with each part as outlined below.

Paper:
The primary purpose of the case presentation paper is for students to demonstrate their clinical competency in working through a case they have been assigned at the Family Therapy Clinic. Students should make every reasonable attempt to present their own clinical work rather than a case where they worked in a couple or family client constellation. Students are strongly advised to present their work using a couple or family client constellation (though this is not a requirement). Should a student use an individual client, they must be prepared to demonstrate how they are conceptualizing their work from a systemic perspective and effectuating relational change with regard to the presenting problem.

Students will be expected to complete their paper, detailing their work with the identified client from specific MFT theoretical orientation (or theoretical perspective that accounts for relational dynamics and effectuates relational change) during the assessment, middle phases (intervention) and termination of the treatment process. Students will be expected to address the following components in their paper:

1. **Introduction:** Students should provide a “grand tour” to the case presentation in paragraph format. Introduce the reader to the body of your work that identifies a linear flow to the context of the paper.
2. **Client Context:** Students should provide a detailed section that identifies all the relevant social location information of their clients. This should include, but not limited to, some of the following: race, age, gender (or gender identity), sexual orientation, ability, religious beliefs. Be thorough in explaining the factors that are central in the make-up of your client.
3. **Definition of Problem:** Students should provide a rich description of the context of why the client is seeking therapy. This section should report the definition of the problem according to each member of the client constellation that presents in therapy. Students should also provide their perception of what the “problem” is and why the client is seeking therapy. Be candid in the presentation of information, yet balanced, sensitive, and fair to all client members.
4. **Integration of Model at Various Stages:** Students should provide ample discussion about the parameters of their identified MFT theoretical orientation and how model theorists and student therapist conceptualize change from their respective lens. Students must be able to demonstrate appropriate information at each of the identified stages of therapy (assessment, middle phase, & termination) and how their theoretical model informed their decision making process at each transition. This section should clearly identify how the student conceptualized the treatment plan and what steps they took to carry it out to completion.
5. **Relevant Diagnoses/Assessment:** Students will be required to provide appropriate DSM diagnoses for client that appropriately factors in the contextual information gathered through the therapy process. Students should provide a rationale as to how they arrived at their diagnostic impressions (e.g. interview data, psychometric assessments, etc.). Students will also demonstrate, using empirically supported assessments, how they
established treatment goals ("problems") and how they are tracking progress towards achieving remediating the presenting problems ("progress" in therapy).

6. **Systemic Collaboration:** Students will be required to discuss how they collaborated with the client’s relational system. Discuss how you decided to collaborate with that partner, what you collaborated about, and what the outcome of that collaboration was. Collaboration could include conversations with family members, school system, medical providers, etc.

7. **Cultural Humility:** Students will be required to provide information on the various multicultural considerations that are evident in their work with the client. Students should provide contemporary and empirical support/references that aided them in the intersection of their work with clients. Students must provide literature support in this section that establishes a process of becoming informed about the manifestation of culture in the therapeutic context. Students clearly demonstrate through their written work how they see themselves in relation to their clients.

8. **Self of the Therapist:** Students will be required to provide a clear and concise reflection of their work with the identified client. In this reflection, the student identifies what they learned from the therapeutic process and how they learned it. Students should be sure to discuss any areas of social location dissonance in the relations, issues of transference, or other pivotal moments in developing a therapeutic relationship. The presented information demonstrates an authentic process of learning from clients and from the therapy process.

9. **Empirical Support for Model/Interventions:** Students should provide appropriate literature support that their identified therapeutic model has empirical evidence of effectiveness. Students should critique their model using contemporary literature of the strengths and limitations of their model.

10. **Ethics:** Students should provide a clear and accurate summary of the relevant legal and ethical scenarios encountered in their work with their clients. AAMFT code of ethics at minimum should be used to guide ethical decision making.

Students should use APA standards for formatting their paper. Given the breadth of information covered, please make the document single spaced. A title page or abstract are not necessary. Papers will be graded according to the rubric provided to you by your practicum supervisor.

**Video Evidence:**

Students will create video clips of their clinical work using the client they have identified in their submitted paper. Students should not provide video evidence of their work with any other client for the final case presentation. The video evidence provided should showcase your clinical competence and capability during the assessment, middle (i.e., intervention) and termination phases of therapy. Video should closely correspond with the sections of the paper that deal with the integration of your model at various stages requirement (Item #3 in "paper section").

Students will use available video software at the Family Therapy Clinic to create the video evidence of their work. Faculty recommend that students identify a system of marking their video evidence so they can quickly recall data during their presentation. Students are also welcome to download video data from software system and create a PowerPoint presentation of their work (though this is not required). Should a student create a PowerPoint presentation with video downloaded in its format, students should store the file on an external hard drive and keep locked up in their respective file cabinet. Video evidence, under NO CIRCUMSTANCES should ever leave the Family Therapy Clinic.

The number of video clips a student may provide can range in number from 3 to 5 (but must have minimum of 3) and will vary in duration length. At no point, should any one video clip you provide for the final case presentation exceed 4 minutes in length. The duration of all video clips combined should not exceed 10 minutes in length. The intention of the video evidence section is to provide raw data to support your clinical conceptualization skills and competence (rather than rely on self-report data exclusively) in each of the identified phases of therapy.
Presentation:

Please remember that the final case presentation is a serious exam. This presentation in conjunction with your ECU written competency exam are the culminating exit points for the MFT program. Students will be allotted 30 minutes to complete their case presentation to a panel of faculty members. Students will be provided 20 minutes to give the faculty panel a brief introduction of the client they will present on (using items provided from the paper), how they conceptualize the case using their identified model of therapy (also from the paper), provide video evidence, and conclude with an update on the client progress and any important lessons learned from their work with the client. Students are not expected to provide a PowerPoint or Prezi, though may do so if they wish. It is suggested that students provide a brief 1 page handout to the faculty panel that provides an overview of what they plan to present on. The handout should be created from the submitted paper, but in a brief format to create a few “talking points” for the presentation.

At the conclusion of the 20 minute presentation, faculty will be provided up to 10 minutes to ask questions or resolve concerns identified in the presentation. Additionally, faculty may have another 15 minutes at the conclusion of the presentation to “debrief” with the student and provide specific feedback about the paper or presentation.

Upon completion of all presentations, the faculty panel will meet and deliberate on the submitted materials (paper and video evidence) and the presentation and determine a final grade using the rubric provided to by your practicum supervisor. Students will be notified of the results within 24 hours of their presentation, though in some cases, an immediate decision following the presentation may be provided.

Case Presentation Scoring:

The following scores will determine if you pass the exam, need to revise (or re-presents) portions of the case presentation, or have failed:

45-50 points: High pass. Student has successfully passed the exam and is not expected to revise any portion of their paper or present any additional evidence.

40-44 points: Pass. Student has passed the exam but may be required to complete a revision of some portion of the paper or present additional evidence as determined by faculty panel. Should revisions be required, students should submit them within 1 week (7 calendar days) of the time they completed their presentation.

35-39 points: Conditional pass. Student has passed but will be expected to revise or present additional evidence as determined by faculty panel. Students should submit any revisions within 1 week (7 calendar days) of the time they completed their presentation.

0-34 points: Fail. Student has failed the clinical case presentation and will be required to re-submit materials and complete examination procedure again. Faculty members will meet with student to identify areas of concern and provide guidance and clarity on how they can improve on subsequent attempt. Student will be required to meet with program director to identify a remediation plan to address clinical competency deficiencies and to coordinate the second attempt of the exam.

Revisions:

If revisions to the paper or presentation are required. Students will be expected to provide those changes within one week (7 calendar days) of the notification of exam revision. Students will be expected to provide an electronic copy of their revised paper/presentation (using track changes to demonstrate where changes have been made) to the practicum supervisor and the faculty members
present on the review panel. Faculty members will notify students within 3 business days of the outcome of the revision (which may include more revisions).

Should a student fail their final case review paper, the program director will work with the student to create a timeline to complete the exam.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client Context</strong></td>
<td>Not provided</td>
<td>Some understanding rendered, incomplete</td>
<td>Relevant client information regarding multiple factors of diversity (race, age, gender, sexual orientation, gender identity, ability, etc) have been clearly identified and fully explained.</td>
</tr>
<tr>
<td></td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td><strong>Definition of Problems According to Clients/Therapist</strong></td>
<td>Not provided or limited information</td>
<td>Inadequate information, but an attempt provided to justify client attempts to seek treatment</td>
<td>Rich description about client and why they are seeking treatment as reported by client and as perceived by the therapist. Information clearly stated, well-balanced, and properly presented.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>Knowledge (SLO 1): Integration of Model at Stages of Treatment</strong></td>
<td>Little to no evidence of integration</td>
<td>Some integration provided but lacking clarity about the direction of the model</td>
<td>General discussion about parameters of chosen model identified with accompanying application demonstrated. Abundant justification for model use, justified at each stage. Demonstrated evidence that theoretical orientation drives the conceptualization of the case, treatment planning, interventions, assessment of progress, and appropriate termination procedures applied.</td>
</tr>
<tr>
<td></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
</tr>
<tr>
<td><strong>Practice (SLO 2): Relevant Diagnoses</strong></td>
<td>Not provided or inaccurately reported, or unable (or inaccurately) to identify in oral defense.</td>
<td>Summary provided but lacking in significance or appropriateness to case or client. Insufficient evidence provided to justify diagnosis (written or orally).</td>
<td>Summary is clearly evident and appropriate for client, given the presented context. DSM and Systemic (Relational Conceptualization) diagnoses are accurately represented with justification provided and defended. Student provides a clear and accurate depiction of client related information and concerns using established empirically (or model specific) supported assessments (e.g. genogram, ORS, OQ45, PHQ-9, GAD-7, etc.).</td>
</tr>
<tr>
<td></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
</tr>
<tr>
<td><strong>Practice (SLO 2): Systemic Collaboration</strong></td>
<td>Missing information or abundance of errors contributes to an incomplete or misidentified understanding of case or conceptualization.</td>
<td>Information from collaboration efforts are unclear or incomplete. Presented information does not demonstrate a depth of the professional relationship in a clear or concise manner.</td>
<td>Student provides a clear and accurate depiction of how they have collaborated with the various entities involved in the client system. Efforts to collaborate with system partners (e.g. family members, school systems, health care team, etc.) are clearly identified, demonstrating the student’s commitment to involve these entities in the treatment process.</td>
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<tr>
<td></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
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<tr>
<td>Diversity (SLO 3): Cultural Humility</td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
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<tr>
<td>Missing or incomplete information on identified topic.</td>
<td>Student provides some information on self-reflection or evidence associated with social location. Information appears to be inadequate or improperly applied to case.</td>
<td>Student provides a clear and accurate depiction of self-reflection related to client’s multicultural information. Clearly able to comment on issues of social location and how they impact the perceived experience, presentation of the problem, and resources for treatment. Student provides own reflection and supporting literature on the intersection of social location with lived experience. Students must cite contemporary sources to demonstrate how their approach to cultural humility is both a stance in therapy and grounded in empirical literature.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Diversity (SLO 3): Self of the Therapist</th>
<th>0 points</th>
<th>1-2 points</th>
<th>3 points</th>
</tr>
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<tbody>
<tr>
<td>Missing or incomplete information on identified topic.</td>
<td>Student provides some information on self-reflection but fails to capture the essence of self of the therapist data. Presented information fails to fully convey an authentic and in-depth analysis of the therapeutic relationship.</td>
<td>Student demonstrates a clear and concise reflection of their work with the identified client. In this reflection, the student identifies what they learned from the therapeutic process and how they learned it. Students should be sure to discuss any areas of social location dissonance in the relations, issues of transference, or other pivotal moments in developing a therapeutic relationship. The presented information demonstrates an authentic process of learning from clients and from the therapy process.</td>
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<tr>
<th>Research (SLO 4): Empirical Support for Model/Interventions</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
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<tbody>
<tr>
<td>Missing or incomplete information on identified topic.</td>
<td>Student provides some information on evidence of empirical support for model, however, information appears to be inadequate or improperly applied to case.</td>
<td>Student provides a contemporary support for the empirical evidence of their identified model/interventions. Critiques or limitations of approach are also identified.</td>
<td></td>
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<thead>
<tr>
<th>Ethics (SLO 5): Ethics</th>
<th>0-1 points</th>
<th>2-3 points</th>
<th>4-5 points</th>
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<tbody>
<tr>
<td>Missing or incomplete information on identified topic.</td>
<td>Summary of ethical scenarios improperly identified or missing. Student demonstrates a cursory understanding of the legal and ethical scenarios encountered but unable to demonstrate depth of understanding.</td>
<td>Student provides a clear and accurate summary of legal and ethical scenarios encountered in the case, properly identified in AAMFT code of ethics (or site specific codes of ethics), and demonstration of how they competently attended to the issue.</td>
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<thead>
<tr>
<th>Clarity of Writing</th>
<th>0-1 points</th>
<th>2-3 points</th>
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<tbody>
<tr>
<td>Unclear writing style. Misspelled words, incorrect grammar, and improper punctuation are manifest throughout document.</td>
<td>Writing is generally clear. Paragraph or sentence structure may be repetitive. Few (3) spelling, grammar, or punctuation errors are made. APA format not fully followed.</td>
<td>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made. APA guidelines strictly adhered to.</td>
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<td>Video Evidence</td>
<td>Description</td>
<td>Points</td>
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<td>---------------</td>
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<tr>
<td>Video evidence is inconclusive or unrelated to competence of model fidelity at critical therapy stages.</td>
<td>0-5 points</td>
<td>6-8 points</td>
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<tr>
<td>Documentation of video evidence is brief or is difficult to understand competence fully. Some integration of personal therapy model evident, yet lacking in full application clarity.</td>
<td>6-8 points</td>
<td>9-10 points</td>
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<tr>
<td>Student is able to demonstrate competence of identified family therapy model at the various stages of treatment using clinical video of therapy application.</td>
<td>9-10 points</td>
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APPENDIX S

MFT MASTER’S STUDENT PLAN OF ACTION
Master’s Student Plan of Action

Students are to complete a plan of action grid with their graduate advisor prior to graduation. The grid should only include those competencies that were not considered “complete” at the end of the student’s final semester. The student is charged with reviewing this Plan of Action with future employers or AAMFT Approved Supervisors.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Primary Domain</th>
<th>Secondary Domain</th>
<th>What continuing education did you receive regarding this competency</th>
<th>How were you evaluated for this competency</th>
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<tbody>
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Signature of Graduate Student ___________________________ Date _______

Signature of Graduate Advisor ____________________________ Date _______
APPENDIX T

Comprehensive Examination Remediation Scoring Rubric
### ECU MFT Program

**Comprehensive Examination Remediation Scoring Rubric**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary (3)</th>
<th>Pass (2)</th>
<th>Insufficient (1)</th>
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<tbody>
<tr>
<td><strong>Overall understanding</strong></td>
<td>• Shows thorough and complete understanding of the topic</td>
<td>• Shows incomplete understanding of the topic</td>
<td>• Shows superficial and limited understanding of topic</td>
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<tr>
<td></td>
<td>• Well-developed argument supporting response</td>
<td>• Weak argument supporting response</td>
<td>• Completely inadequate argument supporting response</td>
</tr>
<tr>
<td><strong>Logic/Coherence</strong></td>
<td>• Responses were logical and coherent</td>
<td>• Some gaps in logic and coherence</td>
<td>• Significant gaps in logic and coherence</td>
</tr>
<tr>
<td><strong>Evidence Marshaled</strong> (if relevant)</td>
<td>• Provided relevant and accurate evidence</td>
<td>• Provided mostly relevant and/or mostly accurate evidence</td>
<td>• Provided largely irrelevant and inaccurate evidence</td>
</tr>
<tr>
<td></td>
<td>• Sufficient evidence provided to support argument</td>
<td>• Limited evidence provided to support argument</td>
<td>• Argument was not supported by evidence</td>
</tr>
<tr>
<td><strong>Prompting</strong></td>
<td>• Did not have to prompt</td>
<td>• Prompted a few times</td>
<td>• Had to prompt a lot</td>
</tr>
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</table>

**Subtotals**

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<tr>
<th><strong>Total Score ( &gt; 11 = Exemplary) (7-10 = Pass) (&lt; 6 = Fail)</strong></th>
</tr>
</thead>
</table>

**Comments**

**Modified version of Grading Rubric for Oral Exams developed by the Early Center for Teaching Excellence, Carnegie Mellon University**
APPENDIX U

MFT/MedFT Faculty Job Descriptions
**Medical Family Therapy PhD Program Director** - Dr. Jennifer Hodgson has served as the Medical Family Therapy PhD program director since August 2015 and is responsible for its oversight. More specifically, her responsibilities include the following: 1) direct and coordinate the maintenance of COAMFTE accreditation and annual reports (including the review of all syllabi, CVs, and educational outcomes on a frequent basis); 2) oversee all recruitment through recruitment fairs, program showcases/training fairs, e-mail requests, and recruitment web pages (e.g., GradSchool.com), 3) manage the application procedures and processes for the program, constructing the interviewing schedules, disseminating assistantship applications, constructing mentorship agreements between applicants and current students and then upon acceptance between first and second year MedFT students, 4) completing all accreditation reports for MedFT including documents for SACS (university accreditation) and AAFCS (college accreditation) (this also includes managing multiple data systems in Word, Excel, and TracDat and reviewing the overall program curriculum on a frequent basis), 5) managing student concerns related to the program (e.g., challenges within the cohort, concerns about success related to coursework, ideas for improving the program), 6) creating and managing the program budget as it fits with the current EOs, and 7) managing all programmatic issues that are related to the ECU Family Therapy Clinic (including updating to the current technology at the Clinic).

**Marriage and Family (M.S.) Therapy Program Director** - Dr. Damon Rappleyea has served as the Marriage and Family Therapy Masters of Science (M.S.) program since 2012. As program director, Dr. Rappleyea is responsible for overseeing the operation of the MFT master’s program. Specifically, his responsibilities include the following: (1) direct and coordinate the maintenance of COAMFTE accreditation and annual reports; (2) completing all reports for the MFT program for university (SACS accreditation) and department level (AAFCS) accreditation requirements; (3) oversee all recruitment of potential students and retention/graduation of current students (e.g. recruitment fairs, program communication, program advising); (4) manage the application procedures and processes for the program admission; (5) managing student concerns related to the program (e.g., challenges within the cohort, concerns about success related to coursework, ideas for improving the program); and (6) managing all programmatic issues related to the ECU Family Therapy Clinic.

**Clinic Director** - Dr. Erin Roberts is the Clinic Director for the ECU Family Therapy Clinic and Director for the Redditt House. She is a non-tenured track faculty whose workload is 85% administrative and 15% teaching. Dr. Roberts is charged with the budget, daily management of services, policy and finances, securing contracts through the clinic, and outreach on behalf of the ECU Family Therapy Clinic. Within her role, she has oversight of every intake that is completed at the Clinic to determine whether family therapy services are the best choice for the family (e.g., not a good fit for those who only need a prescription). Dr. Roberts constructs grants and contracts that may benefit the community via direct services and supervision of providers. She collaborates with Dr. Hodgson on services, policies, and/or financial changes that may influence the PhD program. She is also charged with creating the ECU Family Therapy Clinic’s annual outcome plan. Dr. Roberts also oversees the maintenance and budget associated with the Redditt House: Medical Family Therapy Research Academy.
Dr. Erin Roberts serves as Internship Coordinator of the MS program and is responsible for generating and maintaining relationships with on- and off-campus internship site administrative supervisors. In this same capacity, Dr. Roberts maintains the internship database for COAMFT and SACS, denoting the contact person, contact information and contract end and start date.

**Professional Development Coordinator (MS Program)** -- Dr. Damon Rappleyea serves as the Professional Development Coordinator for the MS program and is responsible for communicating information to master’s level students regarding changes in licensure laws, paperwork, and general licensure related updates. In addition, Dr. Rappleyea provides students with outside learning opportunities and assists in coordinating alumni networking opportunities.

**Professional Development Coordinator (PhD Program)**--Dr. Jennifer Hodgson serves as the Professional Development Coordinator for the PhD students. She is responsible for sharing information with the students about changes in licensure laws, licensure paperwork, and updates pertaining to service definitions or practice issues that may influence provisionally licensed providers (LMFTA). Dr. Hodgson also responds to questions pertaining to memberships in AAMFT and CFHA (Collaborative Family Healthcare Association).

**Teaching Coordinator** --Dr. Andrew Brimhall serves as the Teaching Coordinator. Students with an interest in academia are encouraged to enroll in the HDFS independent study teaching course that allows them an opportunity to teach undergraduate classes. Dr. Brimhall serves as the teaching coordinator for these students by answering questions pertaining to academic integrity, syllabus development, and protocol within the classroom. He also observes their teaching and provides individual feedback.

**Research Coordinator** -- Dr. Katharine “Kit” Didericksen serves as the Research Coordinator overseeing research activities that pertain to data from the Family Therapy Clinic. Dr. Didericksen works with the ECU Family Therapy Clinic Director to promote research and data collection collaborations within the Family Therapy Clinic (i.e. MFT Practice Research Network) and maintain the Internal Review Board proposals for these research collaborations.

**Supervision Coordinator** --Dr. Jake Jensen serves as the Supervision Coordinator. He serves as the on-call supervisor when a student’s clinical supervisor is not accessible. He also assists students with questions following graduation pertaining to supervision challenges or concerns. The supervision coordinator is a position relevant to students who are active clinically and who are enrolled in on-campus courses.

**Global and Diversity Awareness Coordinator** - Dr. Angela Lamson serves as the Global and Diversity Awareness Coordinator, facilitating trainings with and for MFT and MedFT students and faculty associated with global and domestic awareness, diverse social locations, health disparities, and cultural humility. Dr. Lamson also disseminates information related to trainings, activities, and opportunities that can improve diversity informed research, practice, training, supervision, and leadership. She ensures diversity is represented throughout course syllabi as evidenced through required readings, assignments, or lectures.