

**Northcentral University application for a renewal
of its Certificate of Approval to operate in Maryland
under Code of Maryland 13B.02.01.08C**

MAR 23 2015

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION
Application for Renewal Approval for Out-of-State Degree-Granting
Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.
Please provide the complete mailing address.
Not Applicable, the instruction will take place online only, with the exception of the practicum component. It is the student's responsibility to locate and secure a local clinical placement as well as a local supervisor who meets state requirements for supervision.

PROPOSED START DATE OF CONTINUED OPERATION. 9/1/15
Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSITUTION APPLYING FOR APPROVAL.	
Name of Institution:	Northcentral University
Web Address:	www.ncu.edu
OPEID Code:	0381330
<small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>	
Chief Executives Officer:	George A. Burnett
Mailing Address:	8667 East Hartford Drive, Suite 100, Scottsdale, AZ 85255
Telephone:	928-541-7777
Email:	President@ncu.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:
Name: Johanna Randle
Title: Regulatory Affairs Coordinator
Mailing Address: 8667 East Hartford Drive, Suite 100, Scottsdale, AZ 85255
Telephone: 480-253-4604
Email: jrandle@ncu.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

3/18/15 Date Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?

[] Yes, we wish to be approved for _____ years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. CHECK EACH ITEM AS ATTACHED.

[X] Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? [X] Yes [] No If yes, please submit new copies.

[X] Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The

application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

- Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- Advertisements COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?

- Yes No **If yes, please provide copies of the new advertisements.**

- Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled “A-1: Current Programs”) to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Marriage and Family Therapy	MA	Distance Ed	45 sem	N/A
Marriage and Family Therapy	PhD	Distance Ed	69 sem	N/A
PK-12 Principal Leadership	MEd	Distance Ed	36 sem	N/A

➤ NEW PROGRAMS

INSTRUCTIONS. Is the institution proposing any new programs at this location? Yes No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled “A-1: New Programs”) to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Not Applicable				

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

Not Applicable

(c) Please provide a brief description of the student population to be served by the proposed new programs.

Not Applicable

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Not Applicable

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

The marriage and family therapy (MFT) programs (master's and doctorate) at Northcentral University (NCU) help train individuals to provide mental health services to the citizens of Maryland. According to the NIH, the Affordable Care Act will greatly increase the demand for mental health services across the nation. The NCU MFT programs assist in filling that need through training in theory and practice of MFT services. Our graduates qualify for licensure in the State of Maryland.

These programs assist in enhancing higher education in Maryland through making accredited (by the Higher Learning Commission of the Northcentral Association of Colleges and Schools and the Commission on Accreditation of MFT Education – MAMFT with application being submitted in 2014 for the PHD) programs available to citizens interested in the mental health professions. Our accredited programs are available statewide and serve the working adult population, many of whom cannot return to a traditional graduate school setting due to work and family obligations.

The MEd program enhances higher education and contributes to the State of Maryland by providing an additional option for aspiring Pk-12 principals to earn a Master of Education with a Principal Leadership Certification Specialization. This opportunity will help to increase full-time teachers' access to the educational path needed to achieve Maryland principal certification and has the potential to expand the pool of candidates to fill leadership positions in high need schools within the State.

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

There is one COAMFTE accredited Master of Science MFT program at the University of Maryland that is comparable to the one offered at NCU. The curriculum, because both programs are COAMFTE accredited is very similar. The primary difference is accessibility of the program to citizens across Maryland as well as the number of students that can be served. The University of Maryland program accepts between 12 and 18 students per year. The demand for marriage and family therapists is expected to grow over the next 10 years by over 40%, according to the CNN best jobs list (Feb, 2013). The demand is high as the MFT profession is recognized by the Federal Government as one of the five primary mental health disciplines. With that recognition has come the ability for MFTs to be hired by Federal agencies and for reimbursement to be provided by Federal payers. All of this has increased demand for graduate degrees (as this is required for licensure) in the MFT field.

The Principal Leadership specialization program is unique in eight ways:

1. Components are fully aligned with national Interstate School Leader Licensure Consortium (ISLLC) standards/Arizona Department of Education standards, NCU School of Education goals, and M.Ed. program goals/Teacher Education Accreditation Council (TEAC) claims.
2. Courses are taught by full-time and part-time faculty members, all of whom hold doctoral degrees in educational administration or similar areas.
3. Bloom's taxonomy progressions are in place to characterize skill development from coursework to field experiences to the capstone internship.
4. Required field experiences are embedded in all Principal Leadership specialization courses.
5. Sixteen-week capstone internships are designed to provide a culminating experience with requirements to demonstrate specific skills aligned with ISLLC standards and functions.

6. Candidates are required to prepare ISLLC standards-aligned e-folios during their internship semester as programmatic evidences of learning.
7. On-line internship seminars are provided for administrative interns and the mentor principals and university supervisors who work with the candidates at this crucial point in their preparation.
8. An on-line administrative induction program will be available for program graduates.

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

Although Northcentral University is located in Arizona, we have the appropriate administrative staff to assist students during their program. Our administrative staff includes a team of enrollment advisors, academic advisors, financial aid advisors, tuition planners and a Registrar team which maintains academic records.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

Karen Whitney is now the Chief Financial Officer, replacing Chris Lynne. Ms. Whitney's resume is attached.

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

All faculty that teach in the NCU MFT and MEd programs hold a doctorate degree in their respective field and have professional experience in the field. Please see the attached NCU MFT and MEd Faculty Summary spreadsheet for a list of faculty, the courses they teach and their qualifications for doing so.

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

No Changes

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance

procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

No changes

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

No changes

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

Yes No How will it make this available to its students at the proposed instructional site? _____
If this statement is in the Catalog you submitted with the application, please indicate the page number: _____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? Yes No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? Yes No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

No changes- Not Applicable

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

No changes- Not Applicable

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

No changes- Not Applicable

8. Distance Education. “Distance education” means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. “Distance education” does not include telecommunicated instruction at the student’s initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? Yes No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application

Enrollment Data

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Northcentral University

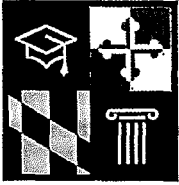
Location: Online

Unduplicated Headcount at this location for the past academic year: September 1, 2013 to August 31, 2014

Person Completing the Student Enrollment Data Form: Johanna Randle Telephone: 480-253-4604 Email: jrandle@ncu.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel			2		2
Baltimore County			3		3
Baltimore City			5		5
Calvert					
Caroline					
Carroll					
Cecil					
Charles			3		3
Dorchester					
Frederick			1		1
Garrett					
Harford			2		2
Howard			6		6
Kent					
Montgomery			1		1
Prince George's			4		4
Queen Anne's					
St. Mary's			1		1
Somerset					
Talbot					
Washington					
Wicomico					
Worchester					
Non-Maryland Residents					
TOTALS			28		28

Recent Approval Letter



MHEC

Creating a state of achievement

14052

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Catherine M. Shultz
Acting Secretary

September 25, 2014

George A. Burnett
President
Northcentral University
8667 East Hartford Drive, Suite 100
Scottsdale, AZ 85255

Dear President Burnett:

The Maryland Higher Education Commission has received an application from Northcentral University to offer three online programs that include experiential learning components as a required part of the curriculum. I am pleased to inform you that Northcentral University is authorized to offer the programs as listed below until August 31, 2015. Please note that there are conditions placed on these program approvals.

Approved programs:

- I. Master of Education in PK-12 Principal Leadership
- II. Master of Arts in Marriage and Family Therapy
- III. Doctor of Philosophy in Marriage and Family Therapy

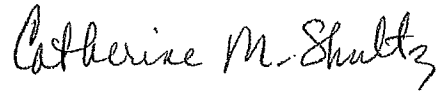
All the programs listed above are approved with the following conditions:

- (i) Northcentral University shall work directly with students enrolled to secure practica opportunities, where those practica will take place in Maryland.
- (ii) Upon renewal of its certificate of approval to operate in Maryland, Northcentral University shall submit a list of its practica sites by program, as well as the number of students placed at those sites during the preceding year. The Commission may review placement sites, as well as monitor the number of students placed at those sites, in order to make future determinations regarding the use of those sites.

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2015-2016. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Veterans Affairs Coordinator. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,



Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

CMS:SAB:nl

C: Johanna Randle, Regulatory Manager, Northcentral University

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Currently or Previously Affiliated Institutions - 03/02/2015

The directory of institutions provides information on institutions accredited by the Commission, those holding candidate for accreditation status, and those that previously held status, but have since closed, merged, or had their status withdrawn. It includes the Statement of Affiliation Status and Organizational Profile for each currently accredited and candidate institution, any Public Disclosure Notices that have been issued, and the most recent action letters from reaffirmations of accreditation occurring after June 2013.

Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.

****During the transition to the new Pathways model for reaffirmation of accreditation, some scheduled events are not displayed on this version of the Statement of Affiliation Status. Institutions can refer to the transition maps in the Open and Standard Pathways booklets for the timing of reviews. Institutions that have questions about other scheduled events should contact their HLC staff liaison.****

Northcentral University

10000 E. University Drive
 Prescott Valley, AZ 86314-0000
 (928) 541-7777 (Main Phone)

www.ncu.edu

Statement of Affiliation Status [Click here for definitions...](#)

Chief Executive Officer: Mr. George Burnett, Chief Executive Officer

HLC Institution ID: 2162

Current Accreditation Status: Accredited

Candidacy Date(s): 06/22/2001 - 02/19/2003

Accreditation Date(s): 02/20/2003

Summary of Commission Review

Last Reaffirmation of Accreditation: 2012 - 2013

Next Reaffirmation of Accreditation: 2014 - 2015

Last Date of Information Change: 12/15/2014

Control: Private FP

Degrees Awarded (details below): Bachelors, Doctors, Masters, Specialist, Certificate

Organizational Profile [Click here for definitions...](#)

Enrollment Headcount (last updated: 11/14/2014)

	Full-Time	Part-Time
Undergraduate:	69	181
Graduate:	4,717	5,961
Dual enrollment (high school) programs:	0	

Degree Programs (last updated: 11/14/2014)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	0	0
Bachelors Degrees	3	58
Masters Degrees	4	535
Specialist Degrees	1	2
Doctoral Degrees	6	225

Certificate Programs (last updated: 11/14/2014)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	8	59

Off-Campus Activities (last updated: 01/05/2015)

In-State:	Campuses:	None.
	Additional Locations:	None.
Out-of-State:	Campuses:	None.
	Additional Locations:	San Diego - San Diego, CA;
Out-of-U.S.:	Campuses:	None.
	Additional Locations:	None.





COMMISSION ON ACCREDITATION
FOR MARRIAGE AND FAMILY
THERAPY EDUCATION

Assuring Quality in MFT Education
Through Accreditation

112 South Alfred Street
Alexandria, VA 22314
Telephone: (703) 838-9808
Fax: (703) 838-9805
Website: www.aamft.org

December 18, 2012

Dr. Branden Henline
Marriage and Family Therapy Program
Northcentral University
10000 E. University Drive
Prescott Valley, AZ 86314

Dear Dr. Henline:

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), at its November 16-17, 2012 meeting, reviewed the Marriage and Family Therapy (M.A.) program at Northcentral University for Initial Accreditation. This review included consideration of the program's Self-Study, COAMFTE's Self-Study Review Letter, Program's Response to COAMFTE's Self-Study Review Letter, Site Visit Report, Program's Response to Site Visit Report, and any additional materials submitted by the program.

The Commission voted to grant Initial Accreditation for a period of five (5) years with **Stipulations** on the following Key Elements:

Key Element III-B
Key Element III-C

Key Element III-E
Key Element IV-B

Key Element IV-C

Consistent with the COAMFTE policy on *Notification to Program of COAMFTE Actions*, the program must agree in writing to any stipulations for accreditation before the status can be conferred (*COAMFTE Accreditation Manual: Policies and Procedures*, p. 18). **The program is required to respond in writing by December 28, 2012 to coa@aamft.org.**

The Commission also voted to request **Additional Information** on the following:

Key Element I-E

Key Element I-G

Key Element II-G

The Commission's review of the program materials is below:

Standard I

- **Key Element I-A.** *The program will have clearly specified educational outcomes congruent with the institution and program's mission and appropriate to the profession of MFT.*

The program meets the requirements of this Key Element.

- **Key Element I-B.** *Educational outcomes reflect an understanding and respect for cultural diversity.*

The program meets the requirements of this Key Element.

- **Key Element I-C.** *Educational outcomes are reviewed periodically and revised to reflect professional marriage and family therapy principles, educational guidelines, the communities of interest, and the advancement of the program.*

The program meets the requirements of this Key Element.

- **Key Element I-D.** *The program will be clearly identifiable as training students in the profession of marriage and family therapy.*

The program meets the requirements of this Key Element.

- **Key Element I-E.** *Roles of faculty and students in the governance of the program are clearly defined and enable the program to meet stated educational outcomes.*

The program meets the requirements of this Key Element. The program needs to provide Additional Information on the functions and organization of two student groups, the Student Advisory Board and the Marriage and Family Therapy Student Organization, and how they support governance of the program.

- **Key Element I-F.** *Documents and publications accurately reflect the program. Any references to published or promotional materials to the program's offerings, faculty and student learning outcomes, accreditation / approval status, academic calendar, admission policies, grading policies, racial and cultural composition of the faculty, students, and supervisors, degree completion requirements, tuition, and fees are accurate.*

The program meets the requirements of this Key Element.

- **Key Element I-G.** *Policies of the program are fair, equitable, published, and are reviewed and revised as necessary. These policies include but are not limited to those relative to student recruitment, anti-discrimination, admission, retention, and graduation.*

The program meets the requirements of this Key Element. The program needs to provide Additional Information in the form of evidence of publication of statement "students may be requested to pay for supervision" in the program Handbook and other documents referencing program fees and tuition and evidence that implementation of this policy will be in compliance with state licensure laws. (e.g. California Marriage and Family Therapy licensure law prohibits direct payment by pre-graduate trainees and post-graduate interns to supervisors for supervision.)

Standard II

- **Key Element II-A.** *The program resides in an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the educational outcomes of the program.*

The program meets the requirements of this Key Element.

- **Key Element II-B.** *Fiscal and physical resources are sufficient to enable the program to meet educational outcomes. These resources are reviewed, revised, and improved as needed.*

The program meets the requirements of this Key Element.

- **Key Element II-C.** *Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.*

The program meets the requirements of this Key Element.

- **Key Element II-D.** *The program director is academically, professionally, and experientially qualified and is vested with the authority necessary to accomplish the educational outcomes of the program. The program director provides effective leadership to the program in achieving its educational outcomes.*

The program meets the requirements of this Key Element.

- **Key Element II-E.** *The program director, or whoever has or shares ultimate program responsibilities, will be an AAMFT Approved Supervisor or a State Approved Supervisor. Supervisory candidacy status or equivalency does not satisfy this element.*

The program meets the requirements of this Key Element.

- **Key Element II-F.** *Program director responsibilities include oversight of the curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality.*

The program meets the requirements of this Key Element.

- **Key Element II-G.** *Faculty members are academically, professionally, and experientially qualified and sufficient in number to achieve educational outcomes of the program.*

The program meets the requirements of this Key Element. The program needs to provide Additional Information clarifying the supervisor qualifications and selection process; supervisor performance evaluation process; and the use of student feedback to improve the supervision component of the program and the ability its ability to support the attainment of the Educational Outcomes identified in Key Element I-A.

- **Key Element II-H.** *The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the educational outcomes of the program.*

The program meets the requirements of this Key Element.

Standard III

- **Key Element III-A.** *The curriculum is based on and developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with Professional Marriage and Family Therapy Principles and congruent with the program's educational outcomes.*

The program meets the requirements of this Key Element.

- **Key Element III-B.** *The curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and the cultural context in which they are embedded.*

The program does not meet the requirements of this Key Element. The program didactic curriculum addresses all the themes and topics required of this Key Element. The program needs to provide evidence of how clinical training components of less than 12 months provide a comprehensive clinical training. Additionally provide clarification of the requirements for the substance of the clinical training activities (e.g. on going therapy relationships vs short term consultation) to demonstrate that the actual training activities support the attainment of Student Learning Outcomes. The program also needs to provide clarification indicating how students are able to attain relevant Student Learning Outcomes by joining an online course at varying times during its 12 week cycle.

- **Key Element III-C.** *The curriculum is logically structured to meet expected program outcomes.*
 1. *The master's curriculum is clinically and empirically focused consistent with the educational outcomes of the program.*
 2. *The doctoral curriculum is based upon a foundation of research and teaching principles as well as advanced clinical and supervision training consistent with the educational outcomes of the program. The doctoral curriculum builds upon the foundation of the masters curriculum.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of how clinical training components of less than 12 months provide a comprehensive clinical training and provide clarification of the requirements for the substance of the clinical training activities (e.g. on going therapy relationships vs short term consultation) to demonstrate that the actual training activities support the attainment of Student Learning Outcomes. The program also needs to provide clarification and evidence of the ability for students to attain relevant Student Learning Outcomes by joining an online course at varying times during its twelve (12) week cycle. The program needs to clarify how it ensure and monitor that student's timeline for clinical experience aligns with their particular state license requirements.

- **Key Element III-D.** *Curriculum and teaching/ learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.*

The program meets the requirements of this Key Element.

- **Key Element III-E.** *The didactic and clinical teaching/ learning practices and learning environments support the achievement of expected and actual student learning outcomes.*

The program does not meet the requirements of this Key Element. The program provides data on teaching/learning practices and learning environments to support attainment of relevant Student Learning Outcomes and responsive to needs for improvement; however, the Commission finds discrepancies between data and submitted materials and other information sources. The Commission also notes that clinical evaluation forms only have one item that directly assesses Marriage and Family Therapy activity. The program needs to provide evidence of assessment measures that directly address the clinical teaching/learning practices and learning environments that support attainment of Marriage and Family Therapy Student Learning Outcomes and evidence that the supervision assessment measures and process provide reliable Marriage and Family Therapy clinical skill development data.

- **Key Element III-F.** *The curriculum and teaching/ learning practices consider the needs and expectations of the identified communities of interest.*

The program meets the requirements of this Key Element.

Standard IV

- **Key Element IV-A.** *Student performance in both coursework and clinical practice is evaluated by faculty and supervisors and reflects achievement of expected outcomes. Evaluation policies and procedures are defined, published, and consistently applied.*

The program meets the requirements of this Key Element.

- **Key Element IV-B.** *Programs will have policies and procedures specifying how to collect information about students, demonstrated achievements of graduates, and employer satisfaction. Student outcome data include, but are not limited to, graduation rates, national (or state) licensing exam pass rates, and job placement rates as appropriate.*

The program does not meet the requirements of this Key Element. The program needs to provide evidence of a policy for collecting employer satisfaction information.

- **Key Element IV-C.** *Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.*

The program does not meet the requirements of this Key Element. The program has not provided a direct response to IV-C by reporting aggregated data, conclusions, and use of data to inform program improvement for the Program Outcomes identified in the clarification document forwarded to COAMFTE in November 2011. Data from the 'MAMFT APR Self Assessment Report' in the Additional Information document provided in March 2012, reflects that graduation targeted outcomes are not met and the retention rate ranges from 23.5% to 77.5% with 4 of 6 cohorts below 50%. The Commission is unable to determine if the program meets its targeted Program Outcome of 75%. The program needs to provide evidence of assessment of Program Outcomes 9-12; clarification of the aggregated data and findings in relation to these Program Outcomes; and use of the data to inform program improvement.

- **Key Element IV-D.** *Faculty outcomes demonstrate achievement of the program's educational outcomes, and enhance program quality and effectiveness.*

The program meets the requirements of this Key Element.

- **Key Element IV-E.** *The program has established policies and procedures by which it defines and reviews formal student complaints.*

The program meets the requirements of this Key Element.

NOTE: Pursuant to the US Department of Education (USDE) Criteria for Recognition, the COAMFTE has revised its Probation Policy with the Adverse Action Policy (available in the COAMFTE Accreditation Manual: Policies and Procedures, pp. 17-18). Consistent with this policy, COAMFTE-accredited programs

carrying stipulations will have a maximum of two years from the date of stipulation to come into compliance with the standard. Year One will include Imposing of Stipulation and Remediation; Year Two will include Probation Warning and Probation. Programs that fail to rectify such compliance issues will be subject to revocation of accreditation status at the beginning of Year Three.

Please note that the program is now in its Year 1 – Impose Stipulation stage. Consistent with the Adverse Action Policy, COAMFTE has attached the probation policy and requires the program to respond by the next immediate reporting cycle, January 31, 2013.

Program's Response Stipulations Instructions

1. Program's response should address all Key Elements that have Stipulations and include definition of all referenced Key Elements.
2. Program's response should not reference the original Self-Study, additional materials, or previous Response to Stipulations.
3. Programs may provide additional information as supporting evidence of the program's response.
4. Program's Response to Stipulations and any supporting documentation must be in one document, in a PDF format with bookmarks linked to the individual components. The bookmarks MUST follow the order of the individual components.
5. Program's Response to Stipulations must be submitted on or before the due date to coa@aamft.org.

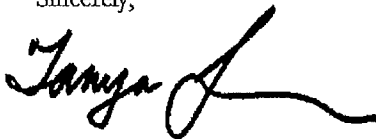
The following documents must be submitted in the required format by the noted deadlines:

Document	Submission Deadline
Response to Stipulations	January 31, 2013
Additional Information	
2013 Annual Report and Fee	July 31, 2013

In accordance with COAMFTE policy, you will need to submit an Annual Report for every year of your Accreditation term on July 31st, except in the year that you submit your next Self-Study for Renewal of Accreditation. Your next Self-Study is due November 1, 2016.

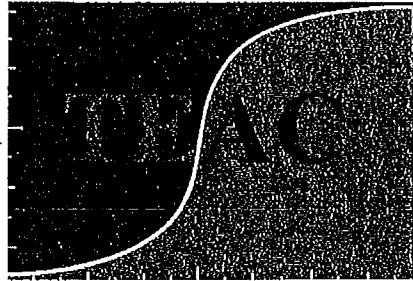
Please feel free to contact me by e mail at ttamarkin@aamft.org or by phone at 703/253-0457 if you have further questions or if you would like any additional information.

Sincerely,



Tanya A. Tamarkin
Director, Educational Affairs

Cc: Dr. Jennifer Hodgson, Ph.D., COAMFTE Chair
Dr. Clinton D. Gardner, Ph.D, President, Northcentral University



Teacher Education Accreditation Council

Suite 101 • Willard Hall Education Building • Newark, DE 19716 • 302/831-0400

The Master of Education Program*

at

Northcentral University

has been granted

Initial Accreditation (5 Years)

by the

Teacher Education Accreditation Council

June 24, 2013 – June 24, 2018

Mark LaCelle-Peterson
President

Frank B. Murray
Board of Directors Chair

* Program options at the graduate level include sports management, athletic coaching, early childhood education, educational leadership, special education, English as a second language, instructional leadership, and curriculum and teaching. The state of Arizona, at its discretion, may offer certificates to program completers in these option areas.

A-4 Faculty Changes with CVs-

the faculty highlighted in green are additions over the past year, their CVs are included

Faculty List

Name of faculty member (Name, Degree, Field, and Title)	Courses Taught	Full-or Part-time
Adamson, Darren PhD Marriage and Family Therapy Dean, Marriage and Family Sciences	<ul style="list-style-type: none"> • MFT Doctoral Comprehensive Examination • Qualitative Research Design in MFT 	Full-time
Billings, James C. PhD Marriage and Family Therapy Associate Dean, School of Marriage and Family Sciences, Program Director PHD MFT	<ul style="list-style-type: none"> • Doctoral Dissertation Research 	Full-time
Blakeslee, Sara PhD Marriage and Family Therapy Adjunct Faculty, MFT	<ul style="list-style-type: none"> • Couples and Sex Therapy • Families in Crisis 	Full-time
Edwards, Lindsay PhD Human Development and Family Studies Adjunct Faculty, MFT	<ul style="list-style-type: none"> • Research Methods • Couples Therapy • Statistics 	Full-time
Glass, Valerie PhD Human Development, Marriage and Family Therapy Foundations Faculty, MFT	<ul style="list-style-type: none"> • Foundations for Graduate Study in MFT • Treatment Planning and Traditional Family Therapy • Recovery Oriented Care and Postmodern Family Therapy • Cultural Diversity, Gender, and Family Development • Assessing and Treating Family Violence 	Full-time
Goodwin, Annabelle PhD Human Development Faculty, MFT	<ul style="list-style-type: none"> • Foundations for Graduate Study in MFT • Legal, Ethical, and Professional Development in MFT • Systemic Evaluation and Case Management • Treatment Planning and Traditional Family Therapy • Recovery-Oriented Care and Postmodern Family Therapy • Foundations for Doctoral Study in MFT • Scholarly Writing in MFT • Dynamics of Family Interaction • Parenting Strategies 	Full-time
Harrison, Kristi PhD Human Development and Family Studies Foundations Faculty, MFT	<ul style="list-style-type: none"> • Foundations courses 	Full-time
Jeyabalasingam, Siva	<ul style="list-style-type: none"> • MFT Specialization 	Full-time

PhD Family Therapy Specialization Faculty, MFT		
Kelley, Lisa PhD Marriage and Family Therapy Director of Engagement and Retention MFT	<ul style="list-style-type: none"> • Advanced Theories in MFT 	Full-time
Kraus, Vanieca PhD Human Development, Marriage and Family Therapy Foundations Faculty, MFT	<ul style="list-style-type: none"> • Foundations for Graduate Study in MFT • Treatment Planning and Traditional Family Therapy • Recovery Oriented Care and Postmodern Family Therapy 	Full-time
Matta, Thomas PhD Sociology with concentration in Marriage and Family Therapy Foundations Faculty, MFT	<ul style="list-style-type: none"> • Foundations for Graduate Study, MFT • Ethics and Professional Development • Lifespan Individual and Family Development • Research Courses 	Full-time
Perry, Wayne PhD Marriage and Family Therapy Director of Clinical Training, MFT	<ul style="list-style-type: none"> • MFT Practicum I • MFT Practicum II • MFT Doctoral Practicum I 	Full-time
Postanowicz, Patricia D. PhD Marriage and Family Therapy Full Time Foundations Faculty MFT	<ul style="list-style-type: none"> • Foundations for Graduate Study in MFT • Legal, Ethical, and Professional Development in MFT • Systemic Evaluation and Case Management • Treatment Planning and Traditional Family Therapy • Recovery-Oriented Care and Postmodern Family Therapy • Advanced Theories in MFT • Family Systems Approaches to Addiction 	Full-time
Ribadu, Nichola DMFT in Marriage and Family Therapy Foundations Faculty, MFT	<ul style="list-style-type: none"> • Foundations courses 	Full-time
Servino, David PhD Marriage and Family Therapy Faculty, MFT	<ul style="list-style-type: none"> • Foundations courses 	Full-time
Sutton, Asha PhD Human Development and Family Studies, Specialization in Couple and Family Therapy Core Faculty, MFT	<ul style="list-style-type: none"> • Foundations courses 	Full-time
Thomas, Shay DMFT- Marriage and Family Therapy Full Time Foundations Faculty, MFT	<ul style="list-style-type: none"> • Foundations for Graduate Study in MFT • Treatment Planning and 	Full-time

	<p>Traditional Family Therapy</p> <ul style="list-style-type: none"> • Recovery-Oriented Care and Postmodern Family Therapy • Cultural Diversity, Gender, and Family Development • Family Therapy with Adolescents 	
<p>Watters, Yulia PhD Marriage and Family Therapy Director of Curriculum Development, MFT</p>	<ul style="list-style-type: none"> • Foundations for Graduate Study in MFT • Legal, Ethical, and Professional Development in MFT • Systemic Evaluation and Case Management • Treatment Planning and Traditional Family Therapy • Recovery-Oriented Care and Postmodern Family Therapy • Foundations for Doctoral Study in MFT • Scholarly Writing in MFT • Advanced Theories in MFT 	Full-time
<p>Weiss, Margo PhD Marriage and Family Therapy Foundations Faculty, MFT</p>	<ul style="list-style-type: none"> • Master and Doctoral foundations courses 	Full-time
<p>West, Charles PhD Family and Child Development, Marriage and Family Therapy Faculty, MFT</p>	<ul style="list-style-type: none"> • Foundations courses 	Full-time
<p>White, Mark PhD Human Ecology Faculty, MFT</p>	<ul style="list-style-type: none"> • Systemic Evaluation and Case Management • Research Methods and Evidence-Based Practice • Research Methods in MFT • Statistical Design for MFT Research • Assessment in MFT Research and Intervention • Quantitative Research Design in MFT • Qualitative Research Design in MFT • Advanced Data Analysis Strategies in MFT 	Full-time
<p>Willerton, Elaine PhD Child Development and Family Studies; Specialization in Marriage and Family Therapy Core Faculty, MFT</p>	<ul style="list-style-type: none"> • Doctoral foundations courses • Doctoral research courses • Master's research courses 	Full-time

Bontempo, Brian EdD, EDL Faculty, EDU (Lead content specialist, PLCS curriculum development)	<ul style="list-style-type: none"> • PK-12 Principal Leadership Specialization courses 	Part-Time
Gambino, Thomas Doctor of Education, Leadership Specialization	<ul style="list-style-type: none"> • PK-12 Principal Leadership Specialization courses 	Part-Time
Melenyzer, Beverly EdD, EDL Faculty, EDU	<ul style="list-style-type: none"> • PK-12 Principal Leadership Specialization courses 	Part-Time

Course Descriptions from the University's Catalog

Master of Education in PK-12 Principal Leadership

The School of Education Master of Education (M.Ed.) degree program is focused on developing the knowledge, skills, and dispositions required for leadership roles in the diverse field of education. Students in this program will critically analyze a broad range of theories, current trends and practices, and practical knowledge in education. Each specialization prepares graduate students for work in a variety of PK-12, higher education, and organizational training environments where a graduate degree in education is an advantage.

The M.Ed. program in the School of Education has a common set of program goals across all specializations:

Master of Education Program Goals

1. Apply education leadership principles and theories to a real-world educational problem or case study.
2. Analyze educational issues within a specialty area and make decisions and/or recommendations.
3. Effectively use technology.
4. Reflect on situations, theories, and/or case studies.
5. Apply learning in a caring and professional manner.
6. Communicate effectively in a variety of learning contexts within a global environment.
7. Discuss methods of collaboration to build and execute a shared vision.
8. Accurately integrate multiple perspectives related to diversity.

Completion Period for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs (36 credit hours if enrolled in the PK-12 Principal Leadership specialization that prepares candidates to meet Arizona State certification requirements). Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 24 credit hours (36 credit hours for the PK-12 Principal Leadership Specialization) of graduate instruction must be completed through Northcentral.
- Successful completion of any PK-12 core course signature assignments with a "B" or better. (Signature assignments in all PL specialization courses must also be completed with a "B" or better.)
- Official transcripts on file for all transfer credits accepted by the University. (The PL specialization does not permit transfer credit.)
- The PL certification specialization has additional degree requirements. Please see the PL Handbook for specific information.

The University may accept a maximum of 6 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. (This does not apply to the specialization in PK-12 Principal Leadership, in which case all courses must be taken at NCU for certification purposes.)

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 42 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Rio Salado College Post-Baccalaureate Transfer Students

The Northcentral University Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for *up to 18* credits to be transferred to NCU embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

The Curriculum and Teaching, Early Childhood Education, Special Education and English as a Second Language are PK-12 specialization accredited by the Teacher Education Accreditation Council (TEAC).

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Accelerated MEd Program

Within the MEd program, the School of Education offers an Accelerated MEd scheduling track. The Accelerated MEd is not an alternative program, but is a scheduling option designed for students capable of completing a fast-paced graduate course structure. Students considering the Accelerated MEd track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may influence course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MEd track will graduate in 12 months with a Master of Education degree.

Like the non-Accelerated MEd, students are required to complete 30 credit hours, which include a combination of foundation course work and specialization courses. The second course is staggered four weeks following the start of the first course. The last course in the Accelerated MEd track, ED6002-8 starts six weeks following the start of the next to last course. All other courses are taken in pairs (see course schedule).

Students who start in the Accelerated MEd track may reschedule their courses and continue their studies in the non-Accelerated MEd track. Students who opt out of the Accelerated MEd track, regardless of reason, will not be permitted back into the Accelerated track and will lose any promotional benefits, which may have been in effect at the time of initial enrollment.

Any student transferring out of the Accelerated MEd track into the non-Accelerated MEd or vice-versa must work with his or her assigned Academic Advisor to complete the process. Students in the non-Accelerated MEd can only transfer into the Accelerated MEd track within the first four weeks of the first course.

Students who fail a course in the Accelerated MEd are immediately dismissed from the Accelerated track and must transfer to the non-Accelerated track if they want to continue in the MEd program. Academic Leaves of Absences (ALOs) are not permitted in the Accelerated MEd track. Students who require an ALOA may request one with the understanding that they must move to the non-Accelerated track upon their return.

As with other MEd programs, the transfer credit policy applies to the Accelerated program. Courses considered for transfer must mirror courses in the Accelerated program. The Dean of the School of Education must approve any courses considered for transfer. All other policies and procedures under this section remain in effect unless stated otherwise in this section.

Prescribed Courses for Accelerated Masters of Education with a Specialization in Education Leadership

Foundation Courses – 15 Credit Hours	
EDU5000-8	<u>Foundations of Graduate Study</u> This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of

	<p>the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5022-8	<p><u>Education Policies and Practices</u></p> <p>This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
ED5001-8	<p><u>Contemporary Issues</u></p> <p>This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.</p>
ED5034-8	<p><u>School Community Relations</u></p> <p>This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.</p>

ED5023-8	<p>Multicultural Relationships</p> <p>The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
<p>Specialization Courses – 15 Credit Hours</p>	
EDL5033-8	<p>School Based Leadership</p> <p>In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. One of the major roles of school leaders is to cultivate the development of a culture that promotes learner-centered schools. In a learner-centered school, there is a shared responsibility of leadership among the entire school staff that fosters the creation of authentic learning communities. This course offers students the opportunity to explore the authentic learning communities from a shared – school based leadership perspective.</p>
EDL5004-8	<p>School Law</p> <p>Students in educational leadership roles need a working knowledge of school law, especially as it pertains to the rights of students and teachers. Concepts addressed in this course focus on a history of the legal system and the federal government's role in setting public school policy. Topics include student rights regarding free speech, search and seizure, due process, and discipline. Policies regarding teacher certification, academic freedom, due process rights, anti-discrimination, and employment considerations will also be addressed. The course "School Law" is critical to understanding the basic structure and guidance that governs school boards, schools, administrators, teachers, and</p>

	students.
EDL5013-8	<p>School Finance</p> <p>This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.</p>
EDL5035-8	<p>Supervision of Curriculum</p> <p>This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also provides students with the skills and knowledge required to examine, review, evaluate and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.</p>
ED6003-8	<p>Action Research Capstone for PK-12 Specializations</p> <p>This graduate course emphasizes practical research skills utilized by PK- 12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.</p>

Prescribed Courses for Accelerated Masters of Education with a Specialization in

Leadership in Higher Education:

Foundation Courses – 15 Credit Hours	
EDU5000-8	<p><u>Foundations of Graduate Study</u></p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5040-8	<p><u>Research Leadership for Learning Communities</u></p> <p>In this course, students will explore current and future leadership strategies and current trends and issues. Students will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change. Topics include: change theory, change agents, and leadership in learning organizations.</p>
ED5041-8	<p><u>Adult Learning Strategies to Improve Organizational Efficacy</u></p> <p>In this course, students will gain a knowledge base of professional strategies to use in the organization and administration of adult learning experiences. Students will identify the differences between traditional and adult learners and evaluate factors that facilitate adult learning. In addition, students will understand how strategies applied based on adult learning theory ultimately improve organizational effectiveness.</p>
ED5042-8	<p><u>Intercultural Communication</u></p>

	<p>In this course, students will examine communication theory, cultural history, cultural identity, worldviews, and values. Topics include: intercultural communication, stereotypes, nonverbal communication, workplace communication, cultural structure, and diversity.</p>
ED5044-8	<p><u>Technology and a Vision for the Future</u></p> <p>In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization, software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.</p>
<p>Specialization Courses – 15 Credit Hours</p>	
LHE5004-8	<p><u>The Organization of Higher Education</u></p> <p>In this course, students will receive an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.</p>
LHE5010-8	<p><u>Topics in Higher Education</u></p> <p>This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.</p>
LHE5008-8	<p><u>Financial Issues in Higher Education</u></p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States.</p>

	<p>Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.</p>
LHE5011-8	<p><u>Leadership in Higher Education</u></p> <p>The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of higher education.</p>
ED6002-8	<p><u>Action Research Capstone</u></p> <p>This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.</p>

Course Schedule for Accelerated MEd with a Specialization in Education Leadership

WEEK	COURSES									
1 - 8	EDU5000-8									
5-12		ED5022-8								
13			<i>BREAK</i>							
14-21				ED5001 -8						
				ED5034-8						
22					<i>BREAK</i>					
23-30						ED5023-8				
						EDL5033-8				
31							<i>BREAK</i>			
32-39								EDL5004-8		
								EDL5013-8		
40									<i>BREAK</i>	
41-48										EDL5035-8
45-52										ED6003-8

Course Schedule for Accelerated MEd with a Specialization in Leadership in Higher Education

WEEK	COURSES									
1 - 8	EDU5000-8									
5-12	ED5040-8									
13			<i>BREAK</i>							
14-21			ED5041-8							
			ED5042-8							
22				<i>BREAK</i>						
23-30					ED5044-8					
					LHE5004-8					
31						<i>BREAK</i>				
32-39							LHE5010-8			
							LHE5008-8			
40								<i>BREAK</i>		
41-48										LHE5011-8
45-52										ED6002-8

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. The one exception to this is the MEd program with a specialization in PK-12 Principal Leadership which has been approved by the Arizona Department of Education to prepare candidates for certification as PK-12 school principals in the State of Arizona. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule.

- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12).
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification).
- Meet the needs of increasingly diverse students.
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant).

School of Education Curriculum

The School of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

State of the Art Content

The School of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All School of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

MEd students may select a specialization track from the list of courses offered via the School of Education. All MEd students are required to take either ED6002-8 or ED6003-8 as the Capstone Course for their program, with the exception of those who select the PK-12 Principal Leadership certification specialization. (PL candidates complete a 16-week capstone internship in PL6010-8 and PL6011-8, which includes completion of an action research project.)

Specializations in the Master of Education Program

- Adult Learning and Workforce Education
- Athletic Coaching
- Corporate Wellness
- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General Education
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education

- Organizational Leadership
- PK-12 Principal Leadership
- Special Education
- Sports Management

Course Length

Existing MEd students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing MEd students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

The following courses are required in all Master of Education specializations:

MEd Required Foundation Course – 3 credit hours

Click on the course name for description, click again to close.

EDU5000-8	<p><u>Foundations for Graduate Study in Education</u></p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
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Prior to enrolling in the required Capstone Course, students are required to complete the Specialization and Research courses listed on the following pages – 24 units

MEd Required Capstone Course – 3 credit hours

ED6002-8	<p><u>Action Research Capstone</u></p> <p>This graduate course emphasizes</p>
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practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.

OR

ED6003-8

Action Research Capstone for K-12 Specializations

This graduate course emphasizes practical research skills utilized by PK- 12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.

OR

Students in the PK-12 Principal Leadership certification specialization complete a 16-week capstone internship in PL6010-8 and PL6011-8.

PL6010-8

Capstone Internship I

In the first of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns draft the initial internship action plan, begin to implement the action research project, start adding

	<p>required artifacts to their e-folios, begin working with required project components, participate in required on-line seminars, and prepare to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.</p>
PL6011-8	<p>Capstone Internship II</p> <p>In the second of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns will complete the initial internship action plan, finish the action research project, add all remaining required artifacts to their e-folios, complete the required project components, participate in required on-line seminars, and continue to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.</p>

Master of Education Course Sequences

For Adult Learning and Workforce Education (AL), Corporate Wellness (CPW), E-Learning (EL), General Education, Global Training and Development (GTD), International Education (IE), Leadership in Higher Education (LHE), and Organizational Leadership (OL), a typical Course Sequence would be:

EDU5000-8	<p>Foundations for Graduate Study</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research</p>
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	<p>articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5040-8	<p><u>Leadership for Learning Communities</u></p> <p>In this course, students will explore current and future leadership strategies and current trends and issues. Students will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change. Topics include: change theory, change agents, and leadership in learning organizations.</p>
	<p><u>Specialization Course 1</u></p>
ED5041-8	<p><u>Adult Learning Strategies to Improve Organizational Efficacy</u></p> <p>In this course, students will gain a knowledge base of professional strategies to use in the organization and administration of adult learning experiences. Students will identify the differences between traditional and adult learners and evaluate factors that facilitate adult learning. In addition, students will understand how strategies applied based on adult learning theory ultimately improve organizational effectiveness.</p>
ED5042-8	<p><u>Intercultural Communication</u></p> <p>In this course, students will examine communication theory, cultural history, cultural identity, worldviews, and values. Topics include: intercultural communication, stereotypes, nonverbal communication, workplace communication, cultural structure, and diversity.</p>

	Specialization Course 2
ED5044-8	<p>Technology and a Vision for the Future</p> <p>In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization, software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.</p>
	Specialization Course 3
	Specialization Course 4
ED6002-8	<p>Action Research Capstone</p> <p>This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.</p>

For Athletic Coaching (AC), Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EDL), English as a Second Language (ESL), Instructional Leadership (IL), Special Education (SE), and Sports Management (SM), a typical Course Sequence would be:

EDU5000-8	<p>Foundations for Graduate Study</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts</p>
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	<p>and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5022-8	<p>Educational Policy and Practice This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
	<p>Specialization Course 1</p>
ED5001-8	<p>Contemporary Issues in Education This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.</p>
ED5034-8	<p>School and Community Relations This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external</p>

	<p>communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.</p>
	<p>Specialization Course 2</p>
ED5023-8	<p>Multicultural Relationships in Educational Organizations</p> <p>The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
	<p>Specialization Course 3</p>
	<p>Specialization Course 4</p>
ED6003-8	<p>Action Research Capstone for PK-12 Specializations</p> <p>This graduate course emphasizes practical research skills utilized by PK-12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.</p>

After taking EDU5000/EDU5000-8, students can take **all but** ED6002/ED6002-8 or ED6003-8 in any order. Student's program must begin with ED5000/ED5000-8 and end with ED6002/ED6002-8 or ED6003-8.

For the specialization in PK-12 Principal Leadership (PL), which prepares candidates for certification as Arizona PK-12 public school principals, the required courses must be taken in the following sequence:

EDU5000-8	<p><u>Foundations for Graduate Study in Education</u></p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5001-8	<p><u>Contemporary Issues in Education</u></p> <p>This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.</p>
ED5034-8	<p><u>School and Community Relations</u></p> <p>This course introduces educators to essential competencies and</p>

	<p>considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.</p>
<p>PL5035-8</p>	<p><u>Supervision of the PK-12 Curriculum</u> Candidates enrolled in this course will develop skills and knowledge required to manage curricular resources and delivery to ensure congruence among the written, taught, and tested curricula. Curricular issues will be addressed from local/state, national, and international perspectives. Candidates will also build the skills and knowledge required to help faculty members implement consistent and equitable instructional programs, materials, and products to support student achievement and institutional goals.</p>
<p>PL5016-8</p>	<p><u>Instructional Supervision and Leadership for PK-12 Principals</u> In this course candidates will examine supervisory leadership for PK-12 principals within the economic, social, political, and educational context of schools. A concept of supervision and leadership is presented to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual teacher needs. Emphasis is placed upon supervisory leadership as it applies to individual teachers, faculty teams, and the improvement of instruction in PK-12 settings.</p>
<p>PL5004-8</p>	<p><u>School Law for PK-12 Principals</u> PK-12 Principals need a working knowledge of school law, especially as it pertains to the rights of students and</p>

	<p>teachers. Concepts addressed in this course focus on the role of federal case law in setting public school policy. Topics include Constitutional student rights regarding free speech and search and seizure. Legal foundations for safety, building emergency, and attendance policies will be addressed in addition to policies regarding teachers' rights, due process, and contractual employment considerations. Information in the course is critical to understanding the basic local, state, and federal legal structures pertinent to schools, teachers, and students.</p>
<p>PL5013-8</p>	<p><u>School Finance for PK-12 Principals</u> In this course, candidates will gain knowledge of and practical experience with the major concepts and tools in school finance. Candidates will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide prospective school principals with an understanding of the general principles of education finance that can be applied in any PK-12 educational setting.</p>
<p>ED5023-8</p>	<p><u>Multicultural Relationships in Educational Organizations</u> The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
<p>ED5022-8</p>	<p><u>Educational Policy and Practice</u></p>

	<p>This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
<p>PL5050-8</p>	<p><u>The PK-12 Principalship</u></p> <p>In this course, candidates will explore fundamental skills necessary for administrative leadership in PK-12 school settings. Using the ISLLC standards as a base, students will evaluate the myriad ways in which PK-12 principals promote the success of every student. Strong leadership is fundamental to the creation of successful centers for learning. Topics include developing PK-12 school vision and mission, leadership styles and developmental stages, analysis of school report card data, facilitating teacher leadership, and planning for action research.</p>
<p>PL6010-8</p>	<p><u>Capstone Internship I</u></p> <p>In the first of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns draft the initial internship action plan, begin to implement the action research project, start adding required artifacts to their e-folios, begin working with required project components, participate in required on-line seminars, and prepare to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned</p>

	experiences with resulting growth in competencies demonstrated through application in practice.
PL6011-8	<p>Capstone Internship II</p> <p>In the second of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns will complete the initial internship action plan, finish the action research project, add all remaining required artifacts to their e-folios, complete the required project components, participate in required on-line seminars, and continue to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.</p>

Candidate Schedule Planning: If the course pair of PL5035-8 and PL5016-8 falls during a summer vacation when planning the program schedule, and summer school supervision/curriculum work is not possible, the course pair of PL5035-8 and PL5016-8 may be exchanged with the course pair of PL5004-8 and PL5013-8 in the course planning sequence.

Adult Learning and Workforce Education (AL) Specialization

The Master of Education degree in Adult Learning and Workforce Education is designed for individuals interested in the growing fields of career development, human resource management, and adult learning. This integrative program seeks to prepare professionals to develop, implement, and manage systems to improve individual and organizational performance. These skills translate across a wide range of industries including higher education settings, workforce development agencies, and adult career centers. In addition, the program is designed to promote skills that will allow graduates to influence public policy and organizational decision-making. This specialization will provide educators with the tools and competencies required to critically reflect on workplace issues, solve organizational problems, and anticipate and respond to change.

MEd courses in AL Specialization and the Educational Research Course - 30 credit hours

4 additional courses will be selected from the following:

OL5030-8	<p>Organizational Development</p> <p>In this course, students will explore the theoretical and practical underpinnings of</p>
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	<p>organizational development. Particular emphasis is placed on examining and understanding the intrinsic role of mission, vision, purpose, and core values in the development of an organization. Students examine the essential elements of effective leadership, dynamic culture, and interactive community and their influence in shaping organizational health and wellness.</p>
GTD5011-8	<p>Introduction to Best Practices for Training and Presenting to International Audiences</p> <p>In this course, students will investigate best practices for training and presenting to international audiences. There will be opportunities to analyze the role of culture and best practices. In addition, global training skills will be honed through application of practices relative to international training and presentation.</p>
ED5012-8	<p>Leadership in Educational Organizations</p> <p>This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.</p>
ED5038-8	<p>Art and Science in Adult Education</p> <p>In this course, students will gain a knowledge base organized around four domains: professional attitudes; historical, social, and philosophical context; adult learning and development; and, organization and administration of adult programs. Topics include: adult learning theory, training and development, motivation, and learning modalities.</p>

Master of Arts in Marriage and Family Therapy

The Marriage and Family Therapy Master of Arts (MA) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of marriage and family therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of marriage and family therapy. Students in this program will critically analyze a broad range of theories and practical knowledge in marriage and family therapy. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the [MFT Program Handbook](#), which can be accessed by clicking on the following link ([MFT Program Handbook](#)).

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Goals of the MA Program in Marriage and Family Therapy

Goals of the MA Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes) of the Master of Arts in Marriage and Family Therapy (MFT) program are:

1. Employ sensitivity and competence in working with diverse populations in clinical settings. (SLO #1).
2. Apply family systems oriented clinical skills across a variety of contexts. (SLO #2).
3. Contrast family systems theory oriented models of therapy (SLO #3).
4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics. (SLO #4).

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

General Degree Requirements

The MA in Marriage and Family Therapy degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a 48- or 60-credit program or need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements.

Northcentral University may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MFT program.

The MA degree program in Marriage and Family Therapy has the following graduation

requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the Marriage and Family Therapy master's program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high speed internet connection.
2. **Client Contact** – Master's students will be required to complete 500 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 250 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, master's students must receive a total of 100 hours of supervision. Supervision of students will occur at the rate of one (1) hour of supervision per every five (5) hours of client contact and will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
5. **Clinical Hours Tracking** -- the MAMFT program uses Care4Soft (CFS) to document completion of clinical hours. Students, local approved MFT clinical supervisors and NCU faculty supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students are responsible to purchase access to the system at a discounted rate from the Vendor. The subscription allows for one year of access to CFS, which will be sufficient for the clinical training (approximately 12 months). Purchase of this required tool will occur during the Practicum Preparation Process and must be accomplished before a student can begin any clinical training courses.

Completion Period for Master's Degrees

Northcentral University allows 6 years to complete Master's programs requiring more than 36 credit hours.

Students who are unable to complete a degree program within the stated time limits (6 years) are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 53 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 31 months.

Elective Courses

To assist students in taking courses that align with their state licensing requirements, if needed students can select from a predetermined list of courses to fill their two elective course requirements or they can request approval to take any of the specialization courses in the PHD-MFT curriculum. If there are not state specific requirements that are unmet, we recommend students take MFT6104 Family Therapy with Children and MFT6106 Families in Crisis. Students should review their state educational requirements and speak with their Academic Advisors to determine the best fit.

Master of Arts in Marriage and Family Therapy Degree Plan

General Family Therapy Specialization

45 Credit Hours

Foundations - 9 credit hours

MFT5101	<u>Foundations for Graduate Study in MFT</u> This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts Degree in Marriage and Family Therapy. Graduate level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication,
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	<p>and critical thinking skills are introduced. Students will complete the course with a better understanding of systems theory concepts, essential attending skills, and the role of systemic dynamics within diverse populations (Student Learning Outcome #4).</p>
MFT5104	<p><u>Treatment Planning and Traditional Family Therapy</u></p> <p>This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.</p>
MFT5105	<p><u>Recovery-Oriented Care and Postmodern Family Therapy</u></p> <p>This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary conceptual directions of the field of marriage and family therapy.</p>

45 Credit Hours

Fundamental Courses - 9 credit hours

MFT5103

Systemic Evaluation and Case Management

This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community. The Week 9 Assignment in this course is designed to measure the programs first Student Learning Outcomes (SLO) which addresses student knowledge of family systems theory.

MFT5102

Legal, Ethical and Professional Development in MFT

This course will include content regarding professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification. The course will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. Specifically, students will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the

	<p>business aspects of practice. The course will inform students about the interface between therapist responsibility and the professional, social, and political context of treatment.</p>
MFT6102	<p><u>Psychopathology, Diagnosis, and Systemic Treatment</u></p> <p>Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content will be on the assessment and treatment of major mental health issues through marriage and family therapy. This course is designed to address the program's second Student Learning Outcome (SLO) which states, "Students will apply family systems oriented clinical skills across a variety of contexts (SLO-2)."</p>

Required Specialization Courses - 12 credit hours

MFT5106	<p><u>Research Methods and Evidence-Based Practice</u></p> <p>This course investigates existing research and research methods used in marriage and family therapy as well as research ethics training, evaluation of existing research, understanding common research designs, and exploring potential research options of interest to the students. Course content also focuses on the importance of a scientist-practitioner approach to clinical work and the validation and use of evidence based practices in family therapy.</p>
MFT6101	<p><u>Human Development and Family Dynamics Across the Lifespan</u></p> <p>This course will include content on</p>

	<p>individual and family development across the lifespan. Specific emphasis will be given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy.</p>
MFT6103	<p><u>Cultural Diversity, Gender, and Family Development</u></p> <p>This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, and spirituality. Economic diversity and the impact of poverty on individuals and families are emphasized. Each of these types of diversity is examined with respect to the relevance they have to the profession and practice of family therapy.</p>
MFT6105	<p><u>Couple and Sex Therapy</u></p> <p>This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.</p>

Clinical Experience Requirements - 9 credit hours

MFT6951	<p><u>MFT Practicum I</u></p> <p>This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will</p>
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also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty. Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 8 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment,

and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6952

MFT Practicum II

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty . Students in

the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6991

MFT Internship I*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is

different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty..

MFT6992

MET Internship II*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty

supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

MFT6995

MFT Internship and Capstone Presentation*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the

internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

* Designates 1-credit courses, all other courses are 3 credits.

Elective Courses (Select Two)

MFT6104	<p><u>Family Therapy with Children*</u></p> <p>This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.</p>
MFT6106	<p><u>Families in Crisis*</u></p>

	<p>This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.</p>
MFT8103	<p><u>Assessing and Treating Family Violence</u></p> <p>This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence. The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.</p>
MFT8104	<p><u>Pharmacology for Family Therapists</u></p> <p>This course is an overview of clinical</p>

	<p>psychopharmacology. The course will focus on psychiatric disorders their symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition the course will teach Marriage and Family Therapists how to interact effectively in collaborative/multidisciplinary settings with other mental healthcare practitioners.</p>
MFT8105	<p><u>Theories of Personality</u></p> <p>In this course you will examine, compare, and contrast key personality theories. Drawing on classic and contemporary sources, you will consider Freudian, post-Freudian, behaviorism, and social learning theories. You will also examine more contemporary theories on personality such as those put forth by cognitive, humanistic, and positive psychology. After learning these theories you will apply these concepts to the practice of Marriage and Family Therapy.</p>
MFT8115	<p><u>Family Systems Approaches to Addiction</u></p> <p>This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.</p>
MFT8303	<p><u>Systemic Sex Therapy</u></p> <p>This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and</p>

	then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.
MFT8601	<u>Gerontology and Systemic Intervention</u> This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including: issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (poverty) on the elderly. A significant focus of the course is the application of systemic treatment/theory to the elderly adult population and multigenerational families.

*Recommended courses, if no state specific course are required.

NOTE: While the Marriage and Family Therapy specialization requires only 45 Credit Hours to graduate, some students may need additional specific courses or additional credit hours in order to meet state licensure requirements. These courses can be selected from relevant Marriage and Family Therapy courses as needed.

California Licensure Track

For students residing in or planning to move to and pursue licensure in California, we offer a California Licensure Track option within the MA MFT program. This option has been pre-approved by the Board of Behavioral Sciences (BBS; the MFT licensing board) in California. This degree plans requires 60 credit hours. Students must complete the standard 45 credit hour degree plan with one modification (students must take the California version of our ethics course (MFT6201 California Law and Professional Ethics) rather than the standard ethics course (MFT5102 Legal, Ethical, and Professional Development in MFT), Then, in addition to the standard 45 credits, students must complete an additional five course (15 credits) that have been pre-determined to meet the CA licensing requirements.

60 Credit Hours

Foundations - 9 credit hours

MFT5101	Foundations for Graduate Study in MFT
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	<p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts Degree in Marriage and Family Therapy. Graduate level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication, and critical thinking skills are introduced. Students will complete the course with a better understanding of systems theory concepts, essential attending skills, and the role of systemic dynamics within diverse populations (Student Learning Outcome #4).</p>
MFT5104	<p><u>Treatment Planning and Traditional Family Therapy</u></p> <p>This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.</p>
MFT5105	<p><u>Recovery-Oriented Care and Postmodern Family Therapy</u></p> <p>This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary</p>

conceptual directions of the field of marriage and family therapy.

Fundamental Courses - 9 credit hours

MFT5103	<p><u>Systemic Evaluation and Case Management</u></p> <p>This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community. The Week 9 Assignment in this course is designed to measure the programs first Student Learning Outcomes (SLO) which addresses student knowledge of family systems theory.</p>
MFT6201	<p><u>California Law and Professional Ethics</u></p> <p>This course is designed specifically for Students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course will focus on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual,</p>

	<p>couple, and family therapy in the state of California. The course will include content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process. Activities three, four, five, and six in this course are designed to address the programs third and fourth Student Learning Outcomes (SLO) which states, students will demonstrate an applied knowledge of the AAMFT Code of Ethics (SLO-3); and students will advance their understanding of systemic dynamics within diverse client populations (SLO-4).</p>
MFT6102	<p><u>Psychopathology, Diagnosis, and Systemic Treatment</u></p> <p>Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content will be on the assessment and treatment of major mental health issues through marriage and family therapy. This course is designed to address the program's second Student Learning Outcome (SLO) which states, "Students will apply family systems oriented clinical skills across a variety of contexts (SLO-2)."</p>

Required Specialization Courses - 18 credit hours

MFT5106	<p><u>Research Methods and Evidence Based Practice</u></p> <p>This course investigates existing research and research methods used in marriage and family therapy as well as research ethics training, evaluation of existing research, understanding common research designs, and exploring potential research options of interest to the students. Course content also focuses on the importance of a scientist-practitioner approach to clinical work and the validation and use of evidence based practices in family therapy.</p>
MFT6101	<p><u>Human Development and Family Dynamics Across the Lifespan</u></p> <p>This course will include content on individual and family development across the lifespan. Specific emphasis will be given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy.</p>
MFT6103	<p><u>Cultural Diversity, Gender, and Family Development</u></p> <p>This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, and spirituality. Economic diversity and the impact of poverty on individuals and families are emphasized. Each of these types of diversity is examined with respect to the relevance they have to the profession and practice of family therapy.</p>
MFT6104	<p><u>Family Therapy with Children</u></p> <p>This course is designed to provide clinically relevant background</p>

	<p>information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.</p>
MFT6105	<p><u>Couple and Sex Therapy</u></p> <p>This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.</p>
MFT6106	<p><u>Families in Crisis</u></p> <p>This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.</p>

California Specific Additional Course Requirements- 15 credit hours

MFT8103	<p><u>Assessing and Treating Family Violence</u></p> <p>This graduate level course examines family violence and the most effective</p>
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way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence. The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.

MFT8104

Pharmacology for Family Therapists

This course is an overview of clinical psychopharmacology. The course will focus on psychiatric disorders their symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition the course will teach Marriage and Family Therapists how to interact effectively in collaborative/multidisciplinary settings with other mental healthcare practitioners.

MFT8115	<p><u>Family Systems Approaches to Addiction</u></p> <p>This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.</p>
MFT8303	<p><u>Systemic Sex Therapy</u></p> <p>This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.</p>
MFT8601	<p><u>Gerontology and Systemic Intervention</u></p> <p>This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including: issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (poverty) on the elderly. A significant focus of the course is the application of systemic treatment/theory to the elderly adult population and multigenerational families.</p>

Clinical Experience Requirements - 9 credit hours

MFT6951	<p><u>MFT Practicum I</u></p> <p>This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and</p>
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assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty. Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 8 direct (face-to-face) client contact hours per week. Additional time

will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6952

MFT Practicum II

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the

process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty . Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6991

MFT Internship I*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the

Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty..

MFT6992

MFT Internship II*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the

structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

MFT6995

MFT Internship and Capstone Presentation*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is

different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

* Designates 1-credit courses, all other courses are 3 credits.

Ph.D. in in Marriage and Family Therapy

The Doctor of Philosophy (PhD) program in Marriage and Family Therapy at Northcentral University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. A high standard of excellence is expected. In support of this, program faculty are selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills and personal and professional growth requisite for effective practice in the field of marriage and family therapy. The doctoral program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the [MFT Program Handbook](#), which can be accessed by clicking on the following link ([MFT Program Handbook](#)).

Goals of the PhD Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes [SLO]) of the Marriage and Family Therapy (MFT) doctoral program are:

1. Model sensitivity and competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1).
2. Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2).
3. Create new knowledge in marriage and family therapy through independent research. (SLO #3).
4. Develop professional expertise in an *area of specialization* related to the field of marriage and family therapy. (SLO #4).

PhD Specializations in Marriage and Family Therapy

There are five specializations within the Doctor of Philosophy in Marriage and Family Therapy degree program, each of which is described in further detail below:

- Child and Adolescent Therapy
- Couple Therapy
- General Family Therapy
- Medical Family Therapy
- Therapy with Military Families

General Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 69 credit hours at the graduate level beyond the master's degree.

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD degree program in Marriage and Family Therapy program.

The PhD degree program in Marriage and Family Therapy (all specializations) has the following graduation requirements:

- A minimum of 57 credit hours of graduate instruction must be completed through Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high speed internet connection.
2. **Client Contact** – Doctoral students will be required to complete 1000 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 500 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, Doctoral students must receive a total of 200 hours of supervision. Supervision of students will occur at the rate of one (1) hour of supervision per every five hours of client contact and will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.
4. **Doctoral Internship** – Doctoral students are required to complete a 9-month, 30 hour a week, doctoral internship that aligns with their doctoral specialization. Students will be required to have a local supervisor with whom they can meet face-to-face with a minimum of 4 hours per month (i.e. one hour per week). For more information, please read through the practicum and internship course descriptions.
5. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
6. **Supervision Coursework** – In addition to advanced coursework in marriage and family therapy, students in the doctoral program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at Northcentral University. The supervision coursework is pre-approved by the AAMFT to count

for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

7. **Doctoral Comprehensive Evaluation** – Upon completion of all other program requirements and prior to beginning the dissertation process, students are required to complete a doctoral comprehensive evaluation. This evaluation is relevant to the university program only and is in no way related to, preparatory for, or representative of requirements for state licensure or the licensing exam. The evaluation includes four written components and an oral presentation. The written components include: 1) a personal theory of therapy paper, 2) a critique of a research article and proposal, 3) a detailed response to an ethical dilemma, and 4) a written case illustration that is consistent with the theory of therapy paper. Once the written components are completed, the student is required to prepare and complete an oral presentation of the theory of therapy and case illustration. This is completed through online video conferencing with at least three MFT faculty members present.
8. **Dissertation** – The capstone of doctoral training is the completion of the dissertation process. All programs at Northcentral University use a facilitated dissertation process which is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the MFT program, the dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: This program can be completed with a minimum of 12 credit hours in Dissertation Courses, but *may require additional credit hours*, depending on the time the student takes to complete the dissertation research.)

Competencies for PhD Programs in MFT

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills** - PhD students are required to complete both MFT7101 and MFT7102 at Northcentral. Students are required to show competency in writing skills for research purposes throughout their Northcentral graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determine communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency** - PhD students are required to complete MFT7103, MFT7106, and MFT7107 at Northcentral.
3. **Graduate-Level Statistics Competency** - PhD students are required to complete MFT7104 and MFT7108 at Northcentral.
4. **Computer Competency** - PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Completion Period for Doctoral Degrees

Northcentral University allows 8 years to complete all doctoral programs of more than 60 credit hours.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 72 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 54 months.

PhD in Marriage and Family Therapy Degree Plan

Credit Hours – This program can be completed with a minimum of 69 credit hours, but *may require additional credit hours*, depending on the need for Standard Curriculum courses and the time required to complete the dissertation research.

Basis of Admission – In order to enter the doctoral (PhD) program in marriage and family therapy, applicants must have earned a master's degree in a clinical/therapy training program from an accredited university. Individuals with a previously completed COAMFTE accredited master's degree in marriage and family therapy meet all standard curriculum requirements and do not require a transcript review. Individuals who have previously completed a master's degree in a clinical/therapy discipline other than a COAMFTE accredited marriage and family therapy program must have their transcripts evaluated to determine if previous coursework meets some or all of the Standard Curriculum requirements (see below). Students who have not previously met all standard curriculum requirements would begin their degree plan with MFT7101, MFT7102, and MFT8101 and then complete all required Standard Curriculum courses prior to taking the remaining courses in their degree plan.

Standard Curriculum – Up to 36 credit hours may be required as determined by formal review during the applicant evaluation process. Any required courses from the Standard Curriculum are completed in addition to the minimum of 69 credits required to complete the MFT doctoral degree plan. *(Click on the Content Area name for description, click again to close.)*

Standard Curriculum* - All content areas below must be met	
Content Area	Number of required Credit hours
Area I: Theoretical Knowledge	6

<p>Area I content will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. It should enable students to conceptualize and distinguish the critical epistemological issues in the profession of marriage and family therapy. The material will provide a comprehensive survey and substantive understanding of the major models of marriage, couple, and family therapy.</p>	
<p>Area II: Clinical Knowledge</p> <p>Area II content will address, from a relational/systemic perspective, psychopharmacology, physical health and illness, traditional psychodiagnostic categories, and the assessment, diagnosis and treatment of major mental health issues. It will address contemporary issues, which include but are not limited to gender, sexual functioning, sexual orientation, sex therapy, violence, addictions, and abuse, in the treatment of individuals, couples, and families from a relational/systemic perspective. The material will address a wide variety of presenting clinical problems.</p>	9
<p>Area III: Individual Development & Family Relations</p> <p>Area III will include content on individual and family development across the lifespan.</p>	6
<p>Area IV: Professional Identity</p>	3

<p><u>and Ethics</u></p> <p>Area IV content will include professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification. The content will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. A generic course in ethics does not meet this standard. The areas will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, the business aspects of practice, and familiarity with regional and federal laws as they relate to the practice of individual, couple and family therapy.</p>	
<p><u>Area V: Research</u></p> <p>Area V content will include significant material on research in couple and family therapy. This area will focus on research methodology, data analysis and the evaluation of research. It will include quantitative and qualitative research and its methods.</p>	3
<p><u>Area VI: Additional Learning</u></p> <p>Additional learning will augment student's specialized interest and background in individual, couples, and family therapy. Additional courses may be chosen from coursework in a variety of areas but should be related to the field of Marriage and Family Therapy</p>	6

in some way.	
Clinical Experience	3
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
Total Credit Hours:	36
* Courses must have been completed at a regionally accredited institution and passed with a B or higher, and be approved by NCU MFT faculty	

PhD Doctoral Course Sequence

The PhD in Marriage and Family Therapy requires the following courses for every specialization:

Click on the course name for description, click again to close.

MFT7101	<p><u>Foundations for Doctoral Study in MFT</u></p> <p>Students in this course will be prepared for success in in the field of Marriage and Family Therapy (MFT) doctoral program at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills needed to pursue a doctoral degree in MFT are emphasized, including critical thinking, comprehending complex scholarly texts and research articles, and effective written communications. Students will identify and begin to explore potential research topics for use in their doctoral studies and complete the course with a roadmap to navigate their way to degree completion.</p>
MFT7102	<p><u>Scholarly Writing in MFT</u></p> <p>This course focuses on the scholarly review of literature and academic writing. The emphasis of the course is on how (a) to formulate ideas and convey them in an ethical fashion; (b) to conduct effective literature searches, specifically in preparation for the dissertation; (c) to</p>

	<p>develop a plan for writing comprehensive, critical and synthesized reviews of research literature; (d) to critically review and write about underlying theoretical frameworks that lay the foundation for future research; (e) and to develop cultural sensitivity while evaluating possible research topics. The overarching goal of this course is for students to conduct an exhaustive research the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation in the field of Marriage and Family Therapy.</p>
MFT7103	<p><u>Research Methods in MFT</u></p> <p>This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.</p>
	<p>Standard Curriculum Courses (0-36 credit hours as needed)</p>

	Specialization Course 1 (MFT8101)
	Specialization Course 2 (MFT8102)
MFT7104	<p><u>Statistical Design for MFT Research</u></p> <p>This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in family therapy research, and also more generally, developing a working knowledge of statistical usage in everyday life.</p>
	Specialization Course 3
MFT7105	<p><u>Assessment in MFT Research and Intervention</u></p> <p>In this course, students are trained to administer assessment instruments as an evaluative component of clinical practice and research in marriage and family therapy. Students will become familiar with the use of a wide variety of assessment instruments and clinical assessment procedures relating to children, individuals, couples, and families. Students will also identify specific measurement and evaluation tools or methods for potential use in their own dissertation research.</p>
	Specialization Course 4
MFT7106	<p><u>Quantitative Research Design in MFT</u></p> <p>This course provides students with the skills essential in the critique and execution of quantitative research methods relating to marriage and family therapy. Course content will cover evaluation and critique of research processes, research problems, research</p>

	<p>designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research.</p>
	Specialization Course 5
MFT7107	<p><u>Qualitative Research Design in MFT</u></p> <p>This course provides students with the skills essential in the critique and execution of qualitative research methods relating to marriage and family therapy. The particular focus of this methodological course is on the application of qualitative research to understanding human phenomena (clinical and non-clinical individuals, families, and social groups). Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research. There is an emphasis on clinical research and students will be expected to take a learning-through-doing/experiential approach.</p>
	Specialization Course 6
MFT7108	<p><u>Advanced Data Analysis Strategies in MFT</u></p> <p>This course is an intermediate examination of statistical analyses commonly used in the field of marriage and family therapy (MFT). It prepares doctoral MFT students with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic</p>

	<p>statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric, and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA, and advanced ANOVA techniques.</p>
MFT7109	<p><u>Planning Dissertation Research in MFT</u></p> <p>Students in this course will begin the process of writing a dissertation. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.</p>

Clinical and Supervision Training

MFT8951	<p><u>MFT Doctoral Practicum I</u></p> <p>This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. The local clinical supervisor will provide regular supervision of the student and assist the student in managing cases. The Northcentral University faculty member will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Additionally, students will participate in group supervision with the Northcentral University faculty member. Students with an LMFT license (or equivalent) are not required to have a local clinical supervisor. All students must enroll in MFT 8961 MFT Doctoral Practicum I. This course lasts 12 weeks and students are required to be clinically active for the duration of the course. It is intended that students will accrue at least 25 client</p>
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	<p>contact hours. To meet this requirement students should plan to complete a minimum of 5 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours) must be relational (couple or family).</p>
<p>MFT8961</p>	<p><u>MFT Doctoral Internship I (1-credit course)</u></p> <p>Upon completion of the majority of your courses, doctoral students are required to complete a full-time (30 hours/week), 9-month professional employment experience where they can hone their recently developed competencies emphasizing relationally-focused practice, research, teaching, or administration. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time should be focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of relationally-focused practice, research, teaching, or administration. Prior to beginning the internship, students must complete the internship preparation process and receive approval from the MFT Director of Clinical Training to begin the internship preparation process. At that time, the MFT Director of Clinical Training works with students to establish how many</p>

hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8962

MFT Doctoral Internship II (1-credit course)

Upon completion of the majority of your courses, doctoral students are required to complete a full-time (30 hours/week), 9-month professional employment experience where they can hone their recently developed competencies emphasizing relationally-focused practice, research, teaching, or administration.. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct

supervision from a qualified MFT supervisor, this internship time should be focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of relationally-focused practice, research, teaching, or administration. Prior to beginning the internship, students must complete the internship preparation process and receive approval from the MFT Director of Clinical Training to begin the internship preparation process. At that time, the MFT Director of Clinical Training works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8965

MFT Doctoral Internship and Portfolio (1-credit course)

This course is the capstone for the Doctoral Internship process. During this course, students will complete the requirements for their Internship agreed upon with the MFT Director of Clinical Training. If students have not previously completed their 1,000 clinical contact hours, as a part of the course, students will submit hours logs, signed by the site supervisor, documenting completion of the total of 1,000 hours of direct client contact, with at least one-half (500) of the hours relational, and 200 hours of supervision, with at least one-half (100) of the hours individual supervision. Additionally, students will submit relevant paperwork documenting completion of their research and/or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during this capstone internship course, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8970

MFT Supervision Methods

This course introduces the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as culture, SES, and ethnicity. There is also an exploration of the impact of gender on the supervisory relationship. The design of the course meets the criteria for the 30-hour supervision

fundamentals course for the AAMFT Approved Supervisor track. The intention is for the course also to be useful for any professional who is actively engaged in clinical supervision. Learning methods include short writing exercises and 15 hours of participant involvement in videoconferences with colleagues and course faculty. During the videoconferences there will be critiques of vignettes, role playing exercises, and discussion of short papers. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

Doctoral Comprehensive Exam - 3 Credit Hours

CMP9500MFT

MFT Doctoral Comprehensive Examination

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

Dissertation Courses - Minimum of 12 Credit Hours

DIS9501MFT	<p>Doctoral Dissertation Research I</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9502MFT	<p>Doctoral Dissertation Research II</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed.</p>

	<p>Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9503MFT	<p><u>Doctoral Dissertation Research III</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9504MFT	<p><u>Doctoral Dissertation Research IV*</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal</p>

paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

PhD Program

The PhD program may be completed in 69 credits (not including required Standard Curriculum courses; see above). Up to an **additional 15 credit hours will be allowed** as needed to complete the dissertation research. Students who do not complete their program in 84 credit hours (not including Standard Curriculum courses) will be dismissed.

Specializations within the MFT Doctoral Program

Students in the MFT Doctoral program may elect to complete a specialization, including any of the five options described below.

Child and Adolescent Therapy

The Child and Adolescent Therapy Specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

	<p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p>Dynamics of Family Interaction</p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8201	<p>Play Therapy Methods</p> <p>This course will focus on the history, principles, and theories of play therapy, play therapy orientations, and applications in clinical practice with a specific emphasis on conceptualizing play therapy using a system theory orientation. Methods of play therapy with individual children, adolescents, and families will be addressed.</p>
MFT8202	<p>Family Therapy with Adolescents</p> <p>This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for pertinent presenting clinical problems relevant to adolescents. Course material will</p>

	<p>address family therapy practice and be related conceptually to theory. Specific methods of therapy with adolescents and facilitating parental and family involvement will be discussed. Intervention strategies for difficult adolescents will be discussed, many of which have a common focus on working both within the family and with external systems relevant to the life of the adolescent.</p>
MFT8203	<p><u>Parenting Strategies</u></p> <p>This course is focused on research and intervention with parents. The course focuses on developing competency in a variety of areas of parenting and child guidance. In particular, course content will address diverse family systems, family literacy, health and nutrition, and fostering physical, emotional, intellectual, and social development from birth through adolescence. Additionally, the course will include discussion of various techniques on how to responsibly discipline children.</p>
MFT8204	<p><u>ADHD Assessment and Treatment</u></p> <p>This course will cover a survey of topics related to Attention-Deficit Hyperactivity Disorder, including diagnosis, assessment, etiology, and treatment with purposeful focus on both neurobiological and systemic implications.</p>

Couple Therapy

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with couples. Eighteen (18) credit hours of coursework are devoted to Couple Therapy.

MFT8101	<u>Advanced Theories in MFT</u>
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	<p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8301	<p><u>Advanced Couple Therapy</u></p> <p>This course involves an in depth study of systemic approaches to couple therapy. Topics will focus on assessment methods, empirical research on couple therapy, specific models of couple therapy, integration of course content with personal case work, special problems in couple relationships, and the dynamics of gender and diversity in relation to couple therapy.</p>
MFT8302	<p><u>Emotionally Focused Couple Therapy</u></p> <p>This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries</p>

	play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.
MFT8303	<p><u>Systemic Sex Therapy</u></p> <p>This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.</p>
MFT8304	<p><u>Treating Infidelity and Sex Addiction</u></p> <p>This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.</p>

General Family Therapy

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, Students must complete MFT8101 and MFT8102 and then select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Psychology may be considered to fill this requirement with approval on a case by case basis. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to marriage and family therapy.

MFT8101	<p><u>Advanced Theories in MFT</u></p> <p>This course is designed to be an advanced survey of the theoretical literature related to the practice of</p>
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	<p>marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u> This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
Electives	<p>Four additional electives (theory or treatment-focused) chosen from any of the SMFS specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.</p>

Medical Family Therapy

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to medical family therapy. Eighteen (18) credit hours of coursework are devoted to Medical Family Therapy.

MFT8101	<p><u>Advanced Theories in MFT</u> This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical</p>
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	<p>thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8401	<p><u>Medical Family Therapy</u></p> <p>This course is an advanced survey of professional literature and resources related to the practice of medical family therapy. The course includes an emphasis on the biopsychosocial approach to collaborative family healthcare, and an examination of the context within which such collaboration takes place. The broad overview illustrates the multitude of factors that influence medical family therapy practice.</p>
MFT8402	<p><u>Biopsychosocial Connections and Interventions</u></p> <p>This course investigates the interconnection in people's lives between biological experiences, intellectual/psychological processing, emotions, and relationship interactions. The connections between</p>

	<p>these levels of functioning will be explored in terms of their influence on behavior, neurology, immune system functioning, emotional states, stress response, somatic experience, and relational interactions. Psychoeducation, mindfulness, and other brief intervention approaches will be addressed.</p>
MFT8403	<p><u>Families with Severe and Chronic Illness</u></p> <p>This course addresses the challenges faced by individuals and families that accompany severe and chronic illness. It identifies severe and chronic health complaints and diseases, addresses the medical explanation for each, looks at the standard treatment, and discusses the psychological and relational barriers to effective management. Specific interventions are explored with focus on psychoeducation, as well as short-term, systems oriented therapy and treatment of the grief associated with the loss of health.</p>
MFT8404	<p><u>Death, Dying and Bereavement</u></p> <p>The course is set up for the student to begin to explore all aspects in the process of loss and death. Specifically, the course focuses on current and historical attitudes towards death, relevant theory and practice strategies, and the integration of conceptual knowledge with the human experience. Additionally, theoretical and clinical approaches to loss and grieving will be addressed.</p>

Therapy with Military Families

The Therapy with Military Families Specialization is designed to prepare students to work primarily

with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

MFT8101	<p><u>Advanced Theories in MFT</u></p> <p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8501	<p><u>Dynamics of Military Families</u></p> <p>This doctoral-level course focuses on the characteristics of the military family that distinguish it as a separate cultural entity. Emphasis will be placed on factors that make military life particularly difficult. Individual, family, and societal factors that contribute to and/or mitigate those problems will be explored.</p>

MFT8502	<p><u>Family Therapy in the Military</u></p> <p>This doctoral-level course focuses on the assessment, diagnosis, and treatment of common clinical issues facing military service members and their families. Special attention will be paid to the role of combat stress, post-traumatic stress disorder (PTSD), and other factors or issues associated with or even potentially resulting from combat.</p>
MFT8302	<p><u>Emotionally Focused Couple Therapy</u></p> <p>This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.</p>
MFT8304	<p><u>Treating Infidelity and Sex Addiction</u></p> <p>This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.</p>