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TEXAS WOMAN'S UNIVERSITY™

DEPARTMENT
OF FAMILY
SCIENCES

DOCTOR OF PHILOSOPHY IN
FAMILY THERAPY
STUDENT HANDBOOK

Approved by the Family Therapy Faculty on 11/16/2015

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Section I
General
Information

ABOUT THE HANDBOOK

This handbook is designed to assist you, the student, with everything you need to know in order to be successful in your education here at TWU. The Doctor of Philosophy in Family Therapy Student Handbook was created to serve as a supplement to the TWU Graduate Catalog and the TWU Student Handbook. It is your responsibility to be familiar with the contents of the Graduate Catalog and the TWU Student Handbook, as well as with the contents of this Family Therapy Student Handbook. Please take notice of the links provided throughout different sections of the handbook as they will provide access to the most recently updated forms, policies, and procedures.

**WELCOME TO THE FAMILY SCIENCES DEPARTMENT
AT TEXAS WOMAN'S UNIVERSITY**

We are pleased to have you as a student in our Family Therapy Program and would like to welcome you to the Family Sciences Department at Texas Woman's University. In addition to Family Therapy, the Department of Family Sciences includes Counseling & Development, Early Childhood Development & Education, and Family Studies as graduate-level programs. Each program within the Family Sciences department offers a variety of faculty disciplines and perspectives to our students. In addition to its academic study opportunities, our Family Sciences Department offers opportunities for students to enhance their professionalism through membership in a variety of student organizations.

FAMILY THERAPY AT TWU

Texas Woman's University was the first public university in Texas to offer MS and PhD degrees for marriage and family therapists, and has continued to do so for many years. Today, our experienced faculty members foster the understanding and clinical practice of systemic family therapy theories among each family therapy student.

The Ph.D. in Family Therapy fulfills all course requirements of the Texas State Board of Examiners of Marriage & Family Therapists necessary to take the AMFTRB National Examination in Marriage and Family Therapy. Over the years our graduates have demonstrated successful work in a variety of professional settings, including:

- private practice
- social service agencies
- schools
- physicians' offices and hospitals
- veterans' programs
- universities
- faith communities
- corporate employee assistance programs

CURRENT FACULTY

Core Faculty

Aaron Norton, Ph.D., LMFT, AAMFT Approved Supervisor

Program Coordinator

anorton@twu.edu

(940) 898-2677

HDB 104-B

Ph.D. in Human Ecology, with an emphasis in Marriage and Family Therapy, from Kansas State University (2014)

M.S. in Family Studies and Human Services, with a specialization in Marriage and Family Therapy, from Kansas State University (2011)

Research interests: technology and communication in intimate relationships; social networking; parenting, military couples and families

Linda J. Brock, Ph.D., LMFT-Supervisor, LPC, CFLE

lbrock@twu.edu

(940) 898-2713

HDB 308-E

Ph.D. in Family Therapy from TWU (1999)

M.S. in Home & Family Life from TWU (1991)

Research interests: family of origin and transgenerational issues; sexuality, gender, and sexual orientation; family diversity; sexuality and aging; loss, trauma, and resilience in families.

Linda Ladd, Ph.D., PsyD, Licensed Psychologist

lladd@twu.edu

(940)-898-2694

HDB 308-D

PsyD in Clinical Psychology from Pacific University (2002)

Ph.D. in Human Development and Family Studies from Oregon State University (1989)

M.S. in Psychology from Portland State University (1984)

Research interests: parenting skills; attention deficit hyperactivity disorder; mental health issues in families; character education

**Rebecca Lucero-Jones, M.S., LMFT-Associate, AAMFT Approved Supervisor Candidate
Visiting Assistant Clinical Professor**

rlucerojones@twu.edu

(940) 898-2687

HDB 102-E

M.S. in Marriage and Family Therapy from Texas Tech University (2012)

Research and clinical interests: addiction and recovery, sexual trauma, childhood sexual abuse, grief, anxiety, depression, and couple and family distress

**Adam Jones, M.S., LMFT-Associate, AAMFT Approved Supervisor Candidate
Visiting Assistant Clinical Professor**

Ajones116@twu.edu

(940) 898-2682

HDB 102-B

M.S. in Family Consumer and Human Development from Utah State University (2016)

Research and clinical interests: medical family therapy, sexuality, couples processes, therapist development, therapy processes

FAMILY THERAPY EDUCATIONAL OUTCOMES

The doctoral program in Family Therapy entails multiple Program Goals and Student Learning Outcomes, which are reflective of the Program Mission Statement. To be clear, each course in our Curriculum has individual course objectives. These course objectives, or what students should be able to do following the successful completion of each course, all build into the Student Learning Outcomes and Program Goals. In addition, COAMFTE requires that program goals reflect the following areas: knowledge, practice, diversity, research, and ethics competencies.

Program Mission Statement: The mission of the Doctor of Philosophy in Family Therapy program is to prepare systemic family therapists to contribute to family therapy scholarship and theory as advanced clinicians, researchers, supervisors, and educators. We are committed to training students from diverse backgrounds in a multiculturally-informed and multi-systemic perspective.

Program Goals:

1. **Advanced Clinical:** The TWU Family Therapy program will prepare students to integrate a systemic personal philosophy of practice with advanced knowledge of clinical theory and current research.
2. **Diversity in Clinical Work:** TWU Family Therapy program students will demonstrate advanced systemic clinical assessment and treatment skills with diverse populations.
3. **Scholarship & Knowledge:** The TWU Family Therapy program will focus on proficiency in advanced research methods and analyses through authoring research proposals, publications, and presentations.
4. **Supervision & Ethics:** TWU Family Therapy program students will demonstrate skill in clinical supervision, including an articulation of one's own model of supervision and sensitivity to ethics and power and privilege contextual variables within the supervisory relationship.
5. **Teaching:** The TWU Family Therapy program will engage students in diverse teaching experiences that inform the development of a teaching philosophy.

Student Learning Outcomes:

Advanced Clinical:

1. Students will develop and author a Philosophy of Practice, aligned with AAMFT Core Competencies.
2. Students will pursue and earn clinical licensure in the state of Texas.

Diversity in Clinical Work:

3. Students will effectively integrate individual, family, community, and contextual factors into their clinical assessment and treatment.
4. Students will accrue systemic clinical experience in clinical settings serving diverse client populations.

Scholarship & Knowledge:

5. Students will contribute to the field of MFT through professional presentations.
6. Students will complete and pass written research proposals for both qualitative and quantitative research projects representative of current MFT literature.

Supervision & Ethics:

7. Students will develop and author a Philosophy of Supervision, aligned with AAMFT Approved Supervisor standards.
8. Students will effectively share their Philosophy of Supervision through supervision demonstrations and a creative teaching presentation.

Teaching:

9. Students who teach or have taught will report meaningful and beneficial experiences.
10. Students will complete and pass a conference-level teaching presentation, practicing a variety of teaching methods and course evaluation strategies.
11. Students will effectively teach peers regarding a specific area of supervision, engaging supervisors-in-training in creative and active discussions regarding applications to their own practice of supervision.

MISSION STATEMENTS

University Mission Statement

Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.

Family Sciences Department Mission Statement

Our mission is to provide quality, academic education in the scientific study of family, thereby stimulating students' intellectual curiosity; developing their research and leadership skills; and their personal and civic responsibilities; and promoting diversity and respect for multiple family forms.

Program Mission Statement for Doctorate in Family Therapy

The mission of the Doctor of Philosophy in Family Therapy program is to prepare systemic family therapists to contribute to family therapy scholarship and theory as advanced clinicians, researchers, supervisors, and educators. We are committed to training students from diverse backgrounds in a multiculturally-informed and multi-systemic perspective.

NONDISCRIMINATION POLICY

Texas Woman’s University Nondiscrimination Statement

Texas Woman’s University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty and staff and student body. TWU provides an environment of nondiscrimination and affirmative action for everyone. [TWU’s nondiscrimination statement](#) “forms a baseline from which the TWU community works to assure fairness and equity to all who pursue their educational and professional goals at the University.”

TWU Nondiscrimination Policy – Student Handbook

The following policy is stated within the University’s [Student Handbook](#): “It is the policy of TWU to provide all students and applicants an equal access to all programs and facilities without regard to sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by Federal or Texas State law. Furthermore, the University will not discriminate against any individual with respect to the application of University policies and/or regulations, or the criteria for the successful completion of any course or program based on the statuses outlined above.”

Family Sciences Diversity Statement

The concept of diversity implies a total commitment to an open context that promotes equality, social tolerance, and the right to express different points of view. The Family Sciences Department practices and celebrates diversity and creates a culture characterized by a climate of inclusion rather than exclusion, where people are involved in working together for a common good. Diversity refers to the inclusion of all persons regardless of their differences. These differences include but are not limited to ethnicity, race, culture, gender, age, socio-economic status, religion, sexual orientation, and physical disability. The Family Sciences Department does not condone discrimination in any form and complies with Texas Woman’s University Non-Discrimination Policy. The faculty actively seeks enrichment through the strength, power, and wisdom of diversity.

Family Therapy Program Anti-discrimination Statement

In accordance with the Family Therapy PhD program’s mission to train “students from diverse backgrounds in a multiculturally-informed and multi-systemic perspective,” the TWU Family Therapy program is firmly committed to the University and Departmental nondiscrimination policies, above, as well as standards for nondiscrimination set by the Commission for Accreditation of Marriage and Family Therapy Education and the AAMFT Code of Ethics. Specifically, the program explicitly prohibits discrimination on the basis of race, age, gender,

ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. This is true regarding the recruitment, admission, codes of conduct, hiring, retention, and dismissal decisions related to the program.

DISABILITY ACCOMMODATIONS

In accordance with University policies and state and federal regulations, the Family Therapy Component is committed to full academic access for all qualified students, including those with disabilities. The site for Disability Support Services is <https://www.twu.edu/disability-services/>. All students requesting accommodations should go through the Office of DSS, prior to discussing accommodations with faculty.

Essential competencies in the family therapy field are progressively developed and integrated throughout the Family Therapy degree program at TWU. Assessment of these competencies, as outlined by the American Association for Marriage and Family Therapy and program faculty, is a regular and routine part of all Family Therapy degree programs throughout the United States. While alternative competencies, alternative means of attaining those competencies, or alternative means of assessing attainment of competencies may be proposed, the Family Therapy Component is not prepared to waive the specific competency requirements themselves. To do so would endanger the resulting degrees issued to all graduates in this department and the quality of services to the public served by our graduates.

PROGRAM DIVERSITY

In accordance with the program's mission statement, the Nondiscrimination Policies above, and the emphasis on diversity in the field of Marriage and Family Therapy, the Family Therapy program strives for a diverse student body and faculty including instructors and supervisors, as well as policies and procedures that actively support this diversity.

Definition of Diversity

The Family Therapy program uses the following definition of diversity:

Diversity is reflective of differences and unique qualities, including but not limited to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. We seek to balance a recognition and appreciation of these diverse differences, as well as respect and value the commonalities of humanity.

Diversity among Students

The TWU Family Therapy program represents a diverse group of students, with diverse educational experiences, serving multicultural communities. Our program is unique in that we allow for part-time study. In other words, students who attend the PhD Family Therapy program are admitted twice a year, do not follow the curriculum in a cohort model, and take a course load that fits their personal life and circumstances, and professional goals. Our goal is to intentionally attract and retain a diverse group of students – the flexibility of the program encourages non-traditional students, and students for whom higher education is outside the norm for their families and communities, to pursue a PhD. This diversity in our student body provides for rich experiences in the classroom, and a broad array of advanced clinical skill for use in conceptualizing meaningful research projects and advocacy opportunities.

The composition and student achievement data specific to the Family Therapy PhD program can be found here:

- [Family Therapy program website](#) – Composition and Student Achievement Data for the PhD Program

Retention of diverse students: In addition, the Department and University broadly serves a uniquely diverse population, such that the university's emphasis is on educating women, and especially first-generation college students, students from lower socioeconomic backgrounds, and students interested in serving their community through health care and education. This emphasis is reflected in the university's mission statement (found here: <http://www.twu.edu/about-twu/purpose-mission-vision-values-principles/>), and in the many services we offer students to encourage engagement and retention. Examples of such services include (each hyperlinked):

- TWU Write Site
- Center for Research Design and Analysis
- Career Services
- Dedicated subject area librarian
- TWU Counseling Center
- Pioneer Center for Student Excellence

In addition, the program, Department, and University use several [strategies to increase retention](#) of diverse students, including as examples:

- Early Warning grading system to alert students at mid-term whether they are at risk of failing
- Active advising, which the Family Therapy faculty participate in, individually engaging our advisees throughout each semester
- Community-building, such as through the Student Association of Marriage and Family Therapy
- Regular surveys of student feedback, including teaching evaluations and through the Family Therapy program's Student Liaison

STUDENT RECRUITMENT

The Family Therapy program utilizes a comprehensive strategy for recruitment that aligns with the University's mission to educate and serve a diverse community of students prepared for leadership and service. TWU emphasizes graduating students who are committed to the betterment of communities across Texas and a global society. The Family Therapy program believes that a diverse student body contributes to a profound learning experience and more accurately reflect, and therefore equip, our students to serve diverse clients in multicultural communities.

The following university-specific information is highlighted as elements that attract a diverse student body:

- TWU is the most affordable public university in Dallas-Fort Worth, and the 7th most affordable public institution in Texas (THECB, 2016)
- TWU is ranked 2nd in Texas and 45th in the nation for maximizing students' earning potential (*The Economist*, 2016)
- TWU is the largest university in the U.S. primarily for women (TWU student body is 88% female; [TWU Fact Sheet](#), 2016)
- TWU is a top 10 institution in the nation for diversity (TWU student body is 55% minority students; U.S. News & World Report, [2016 Best Colleges issue](#))
- TWU is a Hispanic-Serving Institution (U.S. Department of Education)
- TWU is nationally recognized as a Military Friendly institution (<http://militaryfriendly.com/schools/>)
- TWU is among the safest campuses in the nation
- TWU is the 5th-fastest growing public doctoral university in the U.S. (55% growth from 2003-2013; The Chronicle of Higher Education, 2014)

Comprehensive recruitment strategy. The program's comprehensive strategy to student recruitment utilizes local and regional marketing, student and alumni events, faculty speaking engagements, and area and discipline-specific conferences. Recent examples include advertising at annual conferences of the Texas Association of Marriage and Family Therapy, the National Council on Family Relations, and the American Association of Marriage and Family Therapy, faculty participation in the Department's Seminar Day for students and alumni, and program participation in the university's Graduate and Professional School Fair. We intentionally advertise that students are able to complete the program as part-time students and are able to apply (and be admitted, should they meet admissions criteria) twice annually. We do not require a cohort model; our flexible approach to doctoral study is part of how we recruit and retain a diverse group of students.

ACCREDITATION

The Southern Association of Colleges and Schools Commission on Colleges

TWU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). SACS is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The mission of SACS is "to assure the educational quality and improve the effectiveness of its member institutions" (SACS, 2014). The six core values of the commission include: integrity, continuous quality improvement, peer review/self-regulation, accountability, student learning, and transparency.

Data Collection for Current Students and Alumni

For the purposes of program evaluation, improvement, and accreditation, data are collected from current students throughout the program, and alumni following graduation. Data include the following: GPAs at admission, time to graduation, Internship competencies, student evaluations of courses and faculty, student performance in doctoral coursework and Comprehensive Exams, the program's climate of safety and respect, student evaluations of the program at completion, licensure exam pass rates, and employment rates. The program collects data from current students annually using the Annual PhD Student Survey, and collects data from graduating students using the Exit Survey. Lastly, the program surveys TWU administrators about their perceptions of the Family Therapy program, its students, and its faculty. Additional data may be collected depending on program needs.

Purpose of data collection and student feedback. The Family Therapy program collects the above data from students and alumni in order to incorporate student feedback in the process of program improvement. In addition to feedback given to the Family Therapy faculty via the SAMFT Student Liaison, information given directly by students (e.g., formally via course or faculty evaluations and our Exit Survey, or informally via advising and information shared with the Coordinator) is directly used by the Family Therapy faculty to review and revise our Educational Outcomes, policies and procedures, and student achievement. Student governance and input enables the Family Therapy program to meet its stated Educational Outcomes as we use student feedback to evaluate and adjust course offerings and content, program policies, and internship sites, as examples.

PROFESSIONAL AND UNIVERSITY MEMBERSHIPS

All Family Therapy majors are expected to join the American Association for Marriage and Family Therapy (AAMFT) as student members and to join the TWU Student Association for Marriage & Family Therapy (SAMFT). To learn more about SAMFT, go to the SAMFT site under Organizations in your list of Blackboard courses. (Students with financial hardships should see a faculty member privately to apply for a partial scholarship for the AAMFT dues.)

American Association for Marriage and Family Therapy (AAMFT)

The American Association for Marriage and Family Therapy ([AAMFT](#)) is the professional association for the field of marriage and family therapy. The organization was founded in 1942, and has been involved with the problems, needs and changing patterns of couples and family relationships. The association leads the way to increasing understanding, research and education in the field of marriage and family therapy, and ensuring that the public's needs are met by trained practitioners. The AAMFT provides individuals with the tools and resources they need to succeed as marriage and family therapists; the many benefits of a student membership (including, for example, access to AAMFT Job Connection, Teneo, the organization's online learning center, free ethical advising, and a subscription to the *Journal of Marital and Family Therapy*) are described [here](#).

National Council on Family Relations (NCFR)

The National Council on Family Relations (NCFR), established in 1938, is a professional organization focused solely on family research, policy, and practice. The organization publishes several major international scholarly journals, offers the Certified Family Life Educator (CFLE) credential, and offers an annual conference attended by many family therapists. The Family Therapy section of their organization focuses on the practice of MFT, with more information available [here](#).

International Family Therapy Association (IFTA)

The International Family Therapy Association (IFTA), founded in 1987, provides international conferences to promote, strengthen, and improve the quality of family therapy, the quality of relationships with families, and to promote well-being and peace within our world (IFTA, 2014). The organization publishes the *Journal of Family Psychotherapy*, and offers low cost student memberships. More information is available at <http://www.ifta-familytherapy.org/index.html>.

Texas Association for Marriage and Family Therapy (TAMFT)

The [Texas Association for Marriage and Family Therapy](#) (TAMFT) is a division of the American Association for Marriage and Family Therapy. The professional members of TAMFT are committed to the advancement of the MFT practice based on principles to enhance individual and family well-being for all Texas families.

Regional Associations

Close to TWU, students also have access to the [Dallas Association for Marriage and Family Therapy](#) and the [Fort Worth Association for Marriage and Family Therapy](#). Both organizations provide regular workshops and trainings, offering students the opportunity to network with professionals in their community and to learn from regional experts in the field.

TWU Student Association for Marriage and Family Therapy (SAMFT)

The SAMFT at TWU holds several student-faculty meetings, of which Family Therapy students are required to attend a minimum of 1 per year.

The purpose of SAMFT is to

- A. To serve as an information and resource base for members and alumnae.
- B. To encourage professional networking opportunities and promote the professional development of members.
- C. To provide information and education on couple and family issues to Texas Woman's University students and the community.
- D. To promote community awareness of the impact of a systemic approach to couple and family therapy.

Voting membership in this organization is open to any full or part-time graduate student at Texas Woman's University who has been accepted in the Family Therapy Program. Non-voting membership is open to any full or part-time graduate or undergraduate student at Texas Woman's University who has the desire to work toward the purposes of this association. Alumni, faculty, professionals, and interested members of the community are welcome to join the organization as non-voting members. Family Therapy faculty and the Chair of the Family Sciences Department at Texas Woman's University shall be considered non-voting members and are exempt from paying dues, but are encouraged to make donations.

A member of the Family Therapy faculty at Texas Woman's University will serve in the capacity of Advisor to the Executive Committee.

The dues of all members shall be regulated as deemed feasible by the Executive Committee. Membership shall be open throughout the school year with the understanding that the school year extends from fall semester through the following summer semester. Membership drives will be conducted each fall semester.

SAMFT Student Liaison. The position of Vice President in the Student Association for Marriage and Family Therapy includes the role of Student Liaison. This Liaison functions as a liaison between the Family Therapy student body, SAMFT members, and Family Therapy faculty. The purpose is to enhance communication within the Family Therapy Program. The Vice President shares confidential, anonymous feedback from Family Therapy students with the Family Therapy faculty twice a semester, as part of the Family Therapy faculty's biweekly component meetings. Students can submit feedback to the Student Liaison directly, or by submitting feedback using this [SurveyMonkey link](#), at any point during the year.



Section II:
Department &
Program
Policies and
Procedures

FAMILY SCIENCES PROFESSIONAL BEHAVIOR POLICY

The Family Sciences department focuses on preparing professionals who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and behaviors expected of a professional working with children and families in a variety of settings. Using the Core Values put forward by the American Association of Family and Consumer Sciences, the department seeks to prepare students to “believe in the family as a fundamental unit of society, embrace diversity and value all people, support life-long learning and diverse scholarship, and exemplify integrity and ethical behavior...”

Professional behaviors are a vital component of professional preparation. Prospective child and family professionals at Texas Woman’s University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation for jobs working with children and families. The Code of Ethics developed by the American Association of Family and Consumer Sciences describes the professional competencies necessary for effective work with children and families. These professional competencies include, “Integrity, Professional Competence, Respect for Diversity, Confidentiality, and Avoidance of Conflicts of Interest.”

Upon acceptance into a Family Sciences program or enrollment in a Family Sciences course, students will be given access to the Family Sciences Professional Behavior Policy established and approved by the faculty of the Department of Family Sciences. An explanation of these behaviors will also be included on the Department of Family Sciences website and a link to this policy will be placed in all Family Sciences course syllabi. Students will also be required to abide by the Code of Ethics for their particular discipline, including any codes of ethics espoused by their accrediting body or guiding professional organization (e.g., ACA, AAMFT, NCFR, NAEYC, SRCD, etc.).

Professional Behaviors for Working with Children and Families and Other Professionals

1. Exhibits sound and professional judgment by following established university policies when interacting with peers, children, students, parents, clients, or members of the community.
2. Maintains confidentiality of student /client records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional relationship with peers, colleagues, professors, site supervisors, clients, and students.
6. Demonstrates respectful attitudes toward the profession, students, parents, clients, colleagues, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the student’s profession (counseling, marriage and family therapy, child development, family studies) and by the Code of Conduct at Texas Woman’s University, Approved 11-22-13.

8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to any course requirements and interactions with TWU professors, peers, and personnel (TWU Student Code of Conduct).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, clients, faculty, parents, and administration.
10. Demonstrates the ability to work in a professional and respectful manner with diverse individuals.
11. Exhibits competence and professionalism in oral, written, and electronic communications.

Procedures for Assessing Professional Behavior

A student's professional behavior in TWU classes, meetings or interactions related to those classes, during any field experience, while engaging in practica or internships and/or in other settings associated with professional preparation should be guided by this policy. The following procedures will be followed for instances in which a student's professional behavior is in violation of this policy:

1. The Professional Behaviors Concern Form will be completed by the person with whom the student had an unprofessional encounter and forwarded to the department chair. This form may also be filled out by the faculty or staff member designated as the liaison to a professional site supervisor if the concern is expressed by a supervisor in the field.
2. A letter will be sent by the department chair to the student (overnight with return receipt on delivery) advising the student of the policy violation and requesting a meeting to discuss the area(s) of concern. A copy of this letter, the date of the meeting, the specific behavioral concerns, and potential outcomes will be documented and placed in the student's file.
 - a. Possible outcomes of this meeting include, but are not limited to: The student remaining in the program with conditions Immediate dismissal from the program Referral to the Student Code of Conduct board, and/or Referral to the Behavior Assessment Team
3. During this meeting, the following steps will be followed:
 - a. The meeting will include the student and a committee consisting of the student's advisor, the department chair or program coordinator, a department member appointed to the Department Code of Conduct Committee, and the instructor. This meeting must occur within 10 business days of the student's receipt of the letter requesting a meeting*. At this time, the committee will review the behavioral concerns with the student.
 - b. In the meeting, the student will have the opportunity to explain her/his position and provide additional relevant information. The department chair or program coordinator will determine whether additional faculty, staff or school personnel are required to support or refute the observed behavior.

- c. The result of this meeting may be a recommendation that the student be allowed to continue her/his program, development of a remediation plan, or a determination to remove the student from the Family Sciences program in which
- d. He or she is enrolled (and possibly refer the student to the university Code of Conduct board and/or the Behavioral Assessment Team, depending on the severity of the behavior). The department chair will make the final decision with input from the committee and ensure the decision is delivered to the student within 10 business days of the meeting. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's file. The student will receive a copy.
- e. The student has a right to appeal the committee's decision and within 10 business days notification of the committee decision, must submit the appeal in writing to the Dean of the College of Professional Education. In accordance with the grade appeal process designated by COPE, the Dean will review the request and all related documents in the student's file, will meet with the student, instructor and department chair as needed to review the appeal and will render a decision in writing.
- f. If a satisfactory resolution still is not reached, graduate students may appeal to the Dean of the Graduate School, and undergraduates may appeal to the Vice President of Academic Affairs. Students in violation of the student behavior policy may be referred to the Office of Student Life Behavioral Assessment Team (BAT) and/or the Office of Student Life Code of Conduct committee for further action.

* If 10 days passes and the student or instructor is unwilling to attend this meeting, then the meeting will commence without their input and a decision will be made by the committee without that person present.

Dismissal

The Department of Family Sciences reserves the right to require the withdrawal from any Family Sciences program of any student whose behavior is deemed to threaten the welfare of any individual or whose behavior is deemed unsafe in any manner.

Student Code of Conduct Issues

In addition to the importance of professional behaviors specific to working with children and families, students in the Department of Family Sciences are required to abide by all university policies and procedures, including the Student Code of Conduct. Information on this, and all university policies to which students must adhere, are available in the TWU Student Handbook (<http://catalog.twu.edu/undergraduate/services-available-students/student-handbook/>). Any student enrolled in a Family Sciences program should be familiar with these policies and adhere to them. If a student enrolled in a Family Sciences program is referred for a Code of Conduct

issue, they must participate in the disciplinary process fully in order to successfully complete a Family Sciences program. Any student with a pending or unresolved Code of Conduct or Academic Dishonesty incident will not be able to graduate, sit for comprehensive exams or defend a thesis/professional paper/ portfolio/final examination for program/dissertation until the disciplinary process has been completed.

ACADEMIC INTEGRITY

TWU Academic Integrity Statement

Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook.

The TWU library link, "[Avoiding Plagiarism](#)," will aid students in completing their assignments with integrity.

ADVISOR ASSIGNMENT

A faculty advisor is assigned to each degree-seeking student upon admission to the program and before enrollment. The student is expected to consult with the advisor a *minimum* of once a year after entering the program and as needed during progress through the program. Students are strongly encouraged to consult with their advisor more frequently. Consultation with an advisor is required for:

1. Completing a degree plan;
2. Changing a filed degree plan;
3. Advisement on an annual basis;
4. Addressing questions and concerns about the program that are not addressed in this Handbook, the Graduate Catalog, or the Course Rotation.

Other occasions may arise when advisor consultation is required or desired. When in doubt about any issues or concerns related to your program of study or progress in the program that cannot be answered by program or university print resources, consult your advisor.

It is to the student's advantage to have a good working relationship with the assigned advisor. Should the need arise, a student may request a change of advisor. The procedure to make a change is as follows:

1. Contact the prospective advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain consent to the change from the current advisor. Thank the current advisor for their assistance.
3. Submit a completed "Change of Advisor" form. Forms may be obtained on the "Family Therapy PhD Students" blackboard page.
4. Allow three weeks for processing; then check with the Graduate School to make sure the change is on file.

GRADE REQUIREMENTS FOR PH.D. CURRICULUM

Graduate students are expected to maintain a B average on all graduate work. Consistent failure to do so results in dismissal from the Graduate School. Any grade of C or lower will not count toward the student's degree. When a student's cumulative grade average on graduate-level work falls below B or when a student receives a grade of D, F, or WF during any one semester or full summer session of twelve weeks, the student is automatically on academic probation and notified of this status by the Graduate School. Earning a grade of D, F, or WF or failure to restore the cumulative average to B (3.0) or above during the next enrollment results in dismissal from the Graduate School. Doctoral students who have been suspended may reapply to the TWU Graduate School when 6 years have elapsed after the suspension.

Grading Specific to the Family Therapy Program

As stated above, all Family Therapy students are required to earn grades of "B" or better in all graduate courses. If less than a "B" is earned, students must retake the course the next available semester the course is offered. If a student earns two non-passing grades in any courses during their program, they will be removed from the program. Even though students have retaken a course and earned a passing grade for one (1) course, it does not negate the consequence associated with this two non-passing grades requirement. Our goal, as Family Therapy faculty, is to use this process to help us review students who are struggling. Therefore, it is critical that students work with their advisor to address any concerns related to course grades.

Grievances and Grade Appeals

If a student has a grievance, whether or not it specifically involves a Grade Appeal, the student follows the procedure specified [TWU Student Handbook](#) and outlined by the office of Academic Affairs, found here: <http://www.twu.edu/academic-affairs/academic-complaints-appeals.asp>.

The Family Therapy Program follows the Grade Appeal process for students in the College of Professional Education. Grade appeals can be submitted so that an attempt can be made to mediate student concerns regarding the issue of their grade. If a student feels that the current grade is a result of either differential treatment, arbitrary or capricious assignment of grades, or a miscalculation of the grade, then the effort will be made to correct any mistakes made. Listed below are the instructions for the grade appeal process. Processing for the appeal will be handled in a timely manner. Timely processing will include 10 days after a decision is rendered at each level. Processing grade appeals may take longer during university breaks or summer schedules.

More information on the Grade Appeals process is available at <http://www.twu.edu/policy/PolicyDocs/Policy%201.18%20Academic%20Administrative%20Complaints%20and%20Appeals.pdf>

TECHNOLOGY

Minimum technology requirements. All TWU students must have consistent access to a computer and University email. TWU provides free email accounts to all students and has computer labs in the library and in the MegaLab. Each student must have a working email account linked to Blackboard to ensure receipt of all course communication. Students are responsible for checking their TWU email regularly for program- and course-related announcements.

Training for specific technologies used in viewing and recording clinical sessions will be provided on a regular basis in the TWU Counseling and Family Therapy Clinic. Resources for TWU library use can be found on the TWU library website. The TWU Technology Service Desk website maintains a listing of detailed guides on a variety of technical training issues. Any challenges with Blackboard, a TWU computer, email, or any other technology related to TWU or the Family Therapy program specifically should be addressed immediately, and all questions should be directed to the TWU Technology Service Desk. These helpful professionals can be reached at 940-898-3971 or servicedesk@twu.edu. More information about TWU technology and assistance can be found at the [TWU Technology website](#).

All students are subject to the [University's Technology Regulations and Procedures](#). In addition, Family Therapy students are expected to manage confidential client information in a manner that adheres to the AAMFT Code of Ethics (especially Standard VI) and HIPAA rules. All personal electronic devices, which may access confidential information, must be password protected and only accessible to the student.

Faculty and technology. Family Therapy faculty will stay current on appropriate uses of technology and will encourage students to develop competent and secure practices. Family Therapy faculty regularly complete training specific to classroom technology use and learning management systems, and are able to access additional training via the Technology Service Desk at any time.

PIONEER PORTAL

Everyone associated with Texas Woman's University must have a Pioneer Portal account. This account is the key to unlocking several information pages that are found only on TWU's Intranet (Portal). Without a Pioneer Portal account the features listed below are not accessible.

The TWU Pioneer Portal is a web interface that allows students to:

- check email (email address: portalusername@twu.edu)
- register for classes (students only)
- pay for classes online

Once you have applied to the University, you will be able to create a Portal account. If you have a question about the status of your application, please log in to the Pioneer Portal and click on WebAdvisor to check on your admission status. Please note you will not be able to create a Portal account until the University has received your application - typically two to three business days after you submit the application.

Portal accounts are valid the entire time you are a student and approximately two years after. If you have not taken classes in approximately two years, your account will be automatically disabled. If your account is disabled, you will need to reapply to the University before it will be reactivated.

SOCIAL MEDIA POLICY

TWU's Family Therapy students are ambassadors for the program, the university, and the field of Marriage and Family Therapy. As such, certain guidelines for social media use are necessary to protect the integrity and reputation of clients, students, the program, and the profession. These policies apply to any social networking site (e.g., Facebook, Twitter, LinkedIn, etc.).

Students should be professional and respectful in online interactions. In order to maintain confidentiality and ethical responsibility toward clients, students must not post any information about clients on social media sites, even with identifying information obscured. Students should not post anything that defames other students, the program, TWU, or the profession. Should postings be found that violate these policies, faculty will meet with the student and a remediation plan may be enacted.

ADMISSION REQUIREMENTS

Requirements

All applicants for the PhD in Family Therapy must meet the following requirements:

- Completion of a clinical Master's degree (i.e., in marriage and family therapy, counseling, psychology, or social work) which included clinical practice (i.e., a practicum or internship of a minimum of 12 credit hours across 12 months and 500 [200 relational] direct client contact hours) prior to enrollment
 - Verification is required through submission of transcripts to the graduate school and completion of MS and Post-MS Verification Forms submitted at Interview Day.
- Minimum 3.5 GPA on most recent Master's degree
- Completed [Letter of Intent](#) with attached curriculum vitae
- Attendance and participation in Family Therapy Applicant Interview Day

Attainment of these minimum requirements does not guarantee admission to the program.

Admission decisions are based on assessments of all aspects of applicants' academic and clinical background, submitted materials, and participation in Applicant Interview Day. Financial aid and scholarship applications are a separate process from the admission process.

Procedure

The doctoral program in Family Therapy admits applicants biannually for Fall and Spring enrollment. All application materials must be received by pre-specified deadlines found on the [family therapy webpage](#). Further information regarding deadlines for completion of the Graduate School application and submission of additional materials to the Department is found on the [Graduate School's website](#), as well as on the [Family Therapy program's website](#).

2. Apply online to the Graduate School at TWU via [ApplyTexas.org](#).
3. Submit all necessary transcripts from prior education by the deadlines listed above. It is the applicant's responsibility to ensure their requests for transcripts from other universities be completed well in advance of the deadline in order for them to be received by TWU by these deadlines.
4. Email a [Letter of Intent](#) with a curriculum vitae attached to the Department of Family Sciences, prior to the deadlines listed above.
5. Respond to program's invitation for Family Therapy Applicant Interview Day.
6. Participate in Family Therapy Applicant Interview Day. During this process, applicants meet with Family Therapy faculty for an interview, visit with current students, complete a writing sample, and tour the Department.
7. Family Therapy faculty assess each individual applicant's fit with the program, the program faculty, and the Department, and submit admissions recommendations to the Department Chair, which are forwarded to the Graduate School.

8. Applicants will receive word regarding their admission solely from the Graduate School. Acceptance into the program may be unconditional (meaning the applicant is granted full admission to the program) or provisional (meaning the applicant's acceptance is dependent upon a specific condition, such as finishing a master's degree, earning specific grades, completing clinical experience or prerequisites, a TOEFL score, etc.). Admission offers are made for the next long semester following this Family Therapy Interview Day.

Average Time to Graduation

The average time to complete the Ph.D. in Family Therapy degree is 3.4 years for students with a Master's in Family Therapy and 6.5 years for students with a Master's degree in a discipline other than Family Therapy.



Section III Degree Plans

ACADEMIC ADVISORS, DOCTORAL COMMITTEE, AND DEGREE PLANS OF STUDY

A major advisor, one of the family therapy faculty members, will be assigned to you when you are accepted for admission into the program. The advisor helps you to plan coursework every semester and answers questions you may have. If at any point you wish to change advisors, another faculty member may be asked to serve and a Change of Advisor Form (available on “Family Therapy PhD Students” blackboard organization page) should be completed and submitted to the FS office.

Your doctoral committee, composed of the major advisor and 4 other professors (at least 2 of whom must be from the family therapy faculty) is selected by you in consultation with the major advisor. Before completion of 18 semester hours of coursework, the major advisor helps you prepare the doctoral degree plan, a form setting forth the coursework for the degree (example degree plans are found in Appendix A). You then arrange the formal degree plan meeting with the five faculty members on the degree plan committee to officially approve the plan, which must be signed and submitted to the Family Sciences office. Additional information regarding advisors and degree planning can be found in Section IV.

FILING A DEGREE PLAN

Students will first meet with their major advisor to complete their degree plan before the completion of 18 semester hours. Students transferring a course or courses in lieu of other courses must meet with their advisor to discuss this option. Degree plans must be accurate, must contain a minimum of 90 hours (including a minimum of 4 semesters of Internship, at 4 credits each, and 30 credit hours of Research Tool courses or competencies), and must be signed by the advisor and four other faculty members (two of which must be family therapy faculty), as well as the Chair of the department. It is the *student's responsibility* to see that the degree plan is signed, completed, and on file. If the degree plan is not submitted, the student will not be allowed to enroll in Prepracticum or Internship.

Students are to complete the degree plan according to the final guidelines:

- a. On all degree plans, the major listed is Family Therapy and the degree is Ph.D. (Doctor of Philosophy).
- b. The student's advisor is the Major Professor.
- c. Unless otherwise specified, the degree plan will contain no more than 94 credits for the Ph.D. requirement. Additional coursework beyond the minimum course requirements **is not** to be listed on the degree plan.
- d. The date and grade columns should be blank, unless the student is completing the degree plan *after* successfully completing the course (in that case, those courses should be listed first with the semester and year as the date of completion).
- e. All requirements toward a doctoral degree, aside from a completed master's degree, must be completed within a period of eight consecutive calendar years from the date doctoral semester hour credit is first earned.
- f. Graduate School Policies on [Credit by Transfer](#):
 1. There is no automatic transfer of graduate credit, but the student's advisory committee has the prerogative to recommend to the Dean of the Graduate School the acceptance of transferable semester credit hours.
 2. Only graduate coursework completed at regionally accredited institutions may be considered for transfer. A student may apply for consideration of transfer of semester credit hours after satisfactorily completing a minimum of nine semester credit hours of graduate credit at Texas Woman's University and upon filing the degree program. The rule governing the time limit for doctoral work also applies to transferable credits (10 years).
 3. Only graduate courses in which a grade of 'B' or better has been earned are acceptable for transfer. No credit toward a graduate degree may be obtained by correspondence and no credit toward a graduate degree may be obtained by extension work from another institution.

4. At least fifty percent of the work counted toward a doctoral degree program must be composed of courses having residence status at Texas Woman's University.

The degree plan is to be followed accurately. Take the time to make an accurate and complete degree plan. If you have questions about this process, please see your advisor.

DEGREE PLAN CHANGES

If you wish to drop a course(s) and add another course(s) in the degree plan, follow these steps:

1. Confer with your advisor to approve changes.
2. Confer with your degree plan committee to agree with and approve changes.
3. **Prior** to enrolling in any courses that will be added to the degree plan, obtain a “Change in Degree Plan” form from the Graduate School website, and submit it to your advisor.
4. Allow three weeks for processing, then contact the Graduate School to be sure the change is on file.
5. For degree-seeking students, application for graduation will be approved only if all courses, as listed on the filed degree plan or filed degree plan changes, have been completed.

DOCTORAL CURRICULUM (NEW- EFFECTIVE FALL 2017)

***DOCTOR of PHILOSOPHY in FAMILY THERAPY* (90 semester hours)**

The PhD in Family Therapy requires 69 semester hours of courses beyond the master's degree. The doctoral degree plan must contain at least 90 graduate hours beyond the baccalaureate degree. At least 30 of the 90 hours must be research courses, including the university requirement of 12 semester hours of Research Tool courses or competencies, as approved by the majority of the student's doctoral committee.

PREREQUISITES

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Family Therapy doctoral degree program. In addition, students must have completed an Internship experience in their Master's degree program (minimum of 12 credit hours across 12 months & 500 (200 relational) direct client contact hours).

FS 5003 Lifespan Human Development

FS 5023 Family Sexuality

FS 5123 Theories of the Family

FS 5193 Statistics for Research in Family Sciences

FS 5443 Multicultural Counseling

FS 5693 Research Methods in Family Sciences

FS 5353 Diagnosis and Treatment Planning for Counselors

FS 5553 Principles of Couple Therapy

FS 5563 Foundations of Family Therapy

FS 5853 Family Systems

FS 5883 Family of Origin

FS 5863 Issues & Ethics in Professional Development

SYSTEMIC CLINICAL THEORY & APPLICATIONS TO CONTEMPORARY CHALLENGES (6 hours)

FS 6243 Advanced Applications of Family Therapy to Contemporary Challenges

FS 6563 Advanced Family Therapy Theory

FOUNDATIONS OF TEACHING, SUPERVISION, & LEADERSHIP (9 hours)

FS 6253 Supervision in Family Therapy

(Application required, *minimum* of 100 relational client contact hours, and instructor approval)

FS 6343 Effective College Teaching Methods

FS 6433 Grants Writing in Family Sciences

ADVANCED RESEARCH (24 hours)

FS 6003 Advanced Study of the Lifespan

FS 6193 Advanced Statistics for Family Sciences

FS 6203 Frameworks and Ethics for Qualitative Research in Family Sciences

FS 6403 Theory Building in Family Sciences

FS 6443 Research & Issues in Family Sciences

FS 6693 Advanced Quantitative Research Methods in Family Sciences
FS 6793 Advanced Qualitative Research Methods in Family Sciences
FS 6893 Applied Multivariate Statistics for Family Sciences

ELECTIVES (18 hours)

Students must select a minimum of 18 hours in electives, meeting the following requirements:

Special Topics in Family Therapy (6 hours)

Examples:

FS 6903 Social Context and Health

FS 6903 Advanced Research Methods in Marriage and Family Therapy

Specialty Area/Career Goals electives (6 hours)

Examples:

FS 6863 Family Financial Counseling

FS 6303 Academic Life & Scholarship

PSY 6423 Psychopathology and Exceptionalities in Childhood and Adolescence

PSY 6253 Autism Spectrum Disorder

PSY 6673 Therapeutic and Crisis Interventions for Children and Adolescents

PSY 6143 Neurodevelopmental and Genetic Disorders in Children

PSY 6383 Cross Cultural Psychology

HS 6353 Social Epidemiology

HS 6443 Foundations of Health Science

HS 6563 Health Advocacy and Leadership

HS 6453 Strategies in Health Education and Delivery

HS 6433 History of Health and Medicine

HS 5103 Principles and Methods of Teaching Health Professionals

HS 6423 Global Health

HS 6403 Environmental Health

READ 6533 Foundation of Reading: Physiological and Psychological Dimensions

READ 6563 Nature of Literacy in the Adolescent Years

SOCI 6103 Seminar on Sociological Theory

SOCI 6503 Seminar on Social Organization and Disorganization

Research Methods and Data Analytic electives (6 hours)

Examples:

FS 6903 Structural Equation Modeling & Dyadic Analysis

HS 5013 Data Collection and Analysis

READ 6483 Qualitative Research

READ 6493 Advanced Qualitative Research Design and Analysis

WS 5773 Qualitative Research Methods

SOCI 6203 Seminar on Research Methods

SOCI Quantitative Methods and Design

**Students should consult with their major advisor and the Doctoral Student Handbook when selecting electives. All electives must be approved by the student's doctoral degree plan committee prior to enrolling in the courses.*

ADVANCED EXPERIENCE (6 hours)

FS 6913 Advanced Practical Experience in Family Therapy (2 semesters)

Choose two of the following areas: Supervision, Advanced Research, Teaching,
Advanced Clinical Theory & Practice, Grant-Writing

**See Advanced Practical Experience section in Doctoral Student Handbook for application and course requirements*

DISSERTATION (6 hours)

FS 6983 Dissertation

FS 6993 Dissertation

Students are expected to complete their formal degree plan during a meeting with their major advisor and doctoral committee before completing 15 hours of courses.

**DOCTORAL CURRICULUM
(FOR STUDENT ADMITTED SPRING 2017 ONLY)**

***DOCTOR of PHILOSOPHY in FAMILY THERAPY* (90 semester hours)**

The PhD in Family Therapy requires 69 semester hours of courses. The doctoral degree plan must contain at least 90 graduate hours beyond the baccalaureate degree. At least 30 of the 90 hours must be research courses, including the university requirement of 12 semester hours of Research Tool courses or competencies, as approved by the majority of the student's doctoral committee.

PREREQUISITES (21 hours)

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Family Therapy doctoral degree program. In addition, students must have completed an Internship experience in their Master's degree program (minimum of 12 credit hours across 12 months & 300 (150 relational) direct client contact hours).

- FS 5003 Lifespan Human Development
- FS 5023 Family Sexuality (face-to-face class format only)
- FS 5123 Theories of the Family
- FS 5193 Statistics for Research in Family Sciences
- FS 5443 Multicultural Counseling
- FS 5693 Research Methods in Family Sciences
- FS 5353 Diagnosis and Treatment Planning for Counselors

SYSTEMIC CLINICAL THEORY & APPLICATIONS TO CONTEMPORARY CHALLENGES (27 hours)

- FS 5553 Principles of Couple Therapy
- FS 5563 Family Therapy I
- FS 5853 Family Systems
- FS 5883 Family of Origin
- FS 6233 Issues & Ethics in Professional Development
- FS 6243 Advanced Applications of Family Therapy to Contemporary Challenges
- FS 6323 Health, Illness, & Families
- FS 6563 Advanced Family Therapy Theory
- FS 6863 Family Financial Counseling

FOUNDATIONS OF TEACHING, SUPERVISION, & LEADERSHIP (9 hours)

- FS 6253 Supervision in Family Therapy
(Application required, *minimum* of 100 relational client contact hours, and instructor approval)
- FS 6343 Effective College Teaching Methods
- FS 6433 Grants Writing in Family Sciences

ADVANCED RESEARCH (21 hours)

FS 6003 Advanced Study of the Lifespan

FS 6193 Advanced Statistics for Family Sciences

FS 6403 Theory Building in Family Sciences

FS 6443 Research & Issues in Family Sciences

FS 6693 Advanced Quantitative Research Methods in Family Sciences

FS 6793 Advanced Qualitative Research Methods in Family Sciences

FS 6893 Applied Multivariate Statistics for Family Sciences

ADVANCED EXPERIENCE (6 hours)

FS 6913 Advanced Practical Experience in Family Therapy (2 semesters; See [Advanced Practical Experience](#) section below for requirements)

Choose two of the following areas: Supervision, Advanced Research, Teaching, Advanced Clinical Theory & Practice, Grant-Writing

DISSERTATION (6 hours)

FS 6983 Dissertation

FS 6993 Dissertation

Students are expected to complete their formal degree plan during a meeting with their major advisor and doctoral committee before completing 15 hours of courses.

**PREVIOUS DOCTORAL CURRICULUM
(FOR STUDENTS ADMITTED PRIOR TO SPRING 2017)**

DOCTOR of PHILOSOPHY in FAMILY THERAPY

(90 semester credit hours, including relevant master's coursework)

The Ph.D. in Family Therapy program provides the courses needed to sit for the national examination as required by the Texas State Board of Examiners of Marriage and Family Therapists for LMFT licensure in Texas.

PREREQUISITE (24 hours)

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Family Therapy doctoral degree program.

- *FS 5003 Lifespan Human Development
- FS 5123 Theories of the Family
- FS 5193 Statistics for Research in Family Sciences
- FS 5693 Research Methods in Family Sciences
- *FS 5353 Diagnosis and Treatment Planning for Counselors
- *FS 5543 Prepracticum (Students must complete an application and be approved during the semester preceding enrollment for Prepracticum.)
- FS 5023 Family Sexuality (face-to-face class format only)
- FS 6323 Health, Illness, and Families

FAMILY THERAPY CORE (24 hours)

- *FS 5553 Principles of Couple Therapy
 - *FS FS 5563 Foundations of Family Therapy
 - *FS 5853 Family Systems
 - *FS 5883 Family of Origin
 - *FS 5863 Issues & Ethics in Professional Development ~
 - FS 6243 Advanced Applications of Family Therapy to Contemporary Challenges (Formerly: Theories & Strategies for Intervention in Family Therapy)~
 - FS 6563 Advanced Family Therapy Theory (Formerly: Family Therapy II)~
 - FS 6863 Family Financial Counseling~
- (~ indicates courses which must be taken at TWU unless an exception is made by the majority of the student's doctoral committee.)

PROFESSIONAL COMPETENCIES (19 hours)

- FS 6544 Advanced Internship in Family Therapy (4 semesters minimum) ~
- (Students must complete applications and be approved during the semester preceding enrollment for *each* semester of Internship. *indicates courses which must be completed before beginning Internship)
- FS 6253 Supervision in Family Therapy (Requires an application, *minimum* of 100 relational client contact hours, and instructor approval)

RESEARCH CORE (15 hours)

FS 6693 Advanced Quantitative Research Methods in Family Sciences
FS 6793 Advanced Qualitative Research Methods in Family Sciences
FS 6893 Applied Multivariate Statistics for Family Sciences (Formerly: FS 6873)
FS 6983/FS 6993 Dissertation

DOCTORAL CORE (12 hours)

FS 6003 Advanced Study of the Lifespan
FS 6403 Theory Building in Family Sciences
FS 6413 Current Research and Issues in Family Sciences
FS 6423 Readings in Family Sciences

The PhD in Family Therapy requires 90 semester hours of courses. The doctoral degree plan must contain at least 90 graduate hours beyond the baccalaureate degree. At least 30 of the 90 hours must be research courses, including the university requirement of 12 semester hours of Research Tool courses or competencies, as approved by the majority of the student's doctoral committee.

Students are expected to complete their formal degree plan during a meeting with their major advisor and doctoral committee before completing 15 hours of courses.



Section IV
Advanced
Practical
Experience

ADVANCED PRACTICAL EXPERIENCE IN FAMILY THERAPY

The Advanced Practical Experience in Family Therapy is a 6-credit/9-month experiential independent study experience that represents application of advanced training and contribution to the field. The Family Therapy program offers areas of experience consistent with the program's mission, goals, and outcomes.

Student Requirements:

Students must select two of the 5 areas offered for the Advanced Practical Experience, and pursue experiences in each for two consecutive semesters, registering for 3 credits of FS 6913, Advanced Practical Experience in Family Therapy, each semester. Specific prerequisites for enrolling in the initial semester of FS 6913 and each specific area of focus are outlined below.

Students must successfully complete two tangibles for both areas selected. Specifically, each area requires one tangible writing outcome and one tangible experiential outcome (see table below).

Faculty Advisor Responsibilities:

Faculty advisors must demonstrate appropriate and adequate mentoring of students enrolled in the Advanced Practical Experience component. Faculty will review each student's FS 6913 application and professional development plan with the Family Therapy faculty for final approval of each student's entry into this phase of the doctoral program. Faculty will assign a letter grade at the conclusion of each semester of Advanced Experience. Faculty: further description of faculty advisor responsibilities can be found in the TWU Family Therapy Faculty Handbook.

Global Prerequisites:

Coursework. All students will complete the following courses as prerequisites:

- The foundational curriculum (all Master's-level prerequisites from the [doctor of philosophy in Family Therapy degree plan](#))
- FS 6693 and FS 6793 (two doctoral-level research methods courses)
- FS 6403 Theory Building in Family Sciences
- FS 6443 Research & Issues in Family Sciences (the new Family Sciences course replacing FS 6413 and FS 6423 – students who have completed either 6413 or 6423 prior to the creation of FS 6443 may use either of these courses to meet this prerequisite)
- Specific prerequisites for content areas chosen, which are outlined in the table below

In sum, all students will have four (if one content area chosen is Advanced Research) or more doctoral-level prerequisite courses, with a foundation in research methods, before beginning the Advanced Practical Experience component of the advanced doctoral curriculum.

Application process. All students will complete an **application** for FS 6913 (available on "Family Therapy PhD Students" blackboard page) and submit this application to their advisor,

with an attached copy of their signed degree plan and an unofficial transcript. Students should specify the Family Therapy Program Goals and Student Learning Outcomes that their specific tangible outcomes reflect. Tangible outcomes may reflect only the Program Goals and Student Learning Outcomes provided below, for each area, but may not map to each (see table below). Therefore, students should specify those Program Goals and Student Learning Outcomes that most closely connect to their individual tangible outcomes. These selections will be reviewed and approved by the student's faculty advisor.

All students will complete a **professional development plan**, outlining each individual student's specific **professional development goals** related to their two chosen areas of Advanced Practical Experience. The professional development plan should specify the **measurable objectives** for each area, from the table below. In addition, students should **specify one writing and one experiential outcome** for each area selected, for a total of four tangible outcomes for each individual student to produce during their Advanced Practical Experience Component. In other words, students should outline their professional goals, and specify tangible outcomes of both areas of experience that assist the student in achieving these individualized professional goals and the program's measurable objectives for each area.

This plan should be completed **by the semester prior** to enrolling in FS 6913, in conjunction with the student's advisor. Both the student and the advisor should review, revise, and sign the professional development plan, attaching a copy to the FS 6913 application and filing a copy in the student's permanent file in the Departmental office.

Faculty advisors will review each student's completed application and professional development plan with the Family Therapy faculty to **finalize approval** and ensure consistency across students in the Family Therapy program.

Initial student self-evaluation. At the initiation of the nine months of the Advanced Practical Experience, each student will complete a self-evaluation (online through psychdata) of their comprehension in their two areas of focus, rating their knowledge and skill-level connected to their own goals from their individual professional development plan, as well as the areas' measurable objectives and Student Learning Outcomes specific to the Family Therapy program. Students will review their self-evaluation throughout the Advanced Practical Experience, ensuring an overall focus on progress in the application of advanced training. A form is provided for students' self-evaluation.

Deadlines. The following are deadlines for initiating enrollment in FS 6913 Advanced Practical Experience in Family Therapy:

- **Application form: Oct. 15** for Spring, **Mar. 15** for Summer, **June 15** for Fall
- **Completed professional development plan: Nov. 15** for Spring, **April 15** for Summer, **July 15** for Fall (submitted once, prior to first semester of FS 6913)

Advanced Practical Experience Completion:

Grading. Each student will be provided a letter grade upon the completion of each section of FS 6913 (i.e., at the end of both semesters one and two). These letter grades will reflect the rubrics affiliated with both content areas, for both semesters. In other words, rubrics defined in the table below are specific to faculty advisors providing final letter grades in each area. Faculty should therefore provide a letter grade for each area directly to the student, and a combined (average)

letter grade for both areas for the final overall semester grade (e.g., if one area meets qualifications for a letter grade of A using the affiliated rubric below, and a student's performance in the second area is given a letter grade of C, the overall grade for the semester would be a B).

Faculty may derive additional rubrics, as necessary, for the specific tangible outcomes tailored to meet individual student needs. These individual outcome rubrics should reflect the measurable objectives for the area, the affiliated Program Goal and Student Learning Outcomes, as well as the rubric presented above, broadly. All student- or assignment-specific rubrics should be submitted to the student's permanent file in the Department office at the completion of FS 6913.

Final student self-evaluation. At the conclusion of the nine months of the Advanced Practical Experience, each student will again complete a self-evaluation (online through psychdata) of their comprehension in their two areas of focus. Students will again rate their knowledge and skill-level connected to their own goals from their individual professional development plan, as well as the Program Goals and Student Learning Outcomes specific to the Family Therapy program and each area. Students will discuss with their faculty advisor gains made in each area, as well as continued goals for professional development following the Advanced Practical Experience, through the completion of their doctoral education. The same form used for the initial student self-evaluation should be used for the final self-evaluation (i.e., two ratings will appear on this same form for each student – an initial self-evaluation, and the final evaluation).

ADVANCED PRACTICAL EXPERIENCE TABLE

Content Area	Prerequisites	Measurable Objectives*	Examples of Tangible Outcomes	Affiliated Rubric for Final Grades	Maps to Program Goal:	Maps to Student Learning Outcome:
<p>Supervision</p>	<p>FS 6253 Supervision in Family Therapy (and foundational practice component)</p> <p>(Note for students prior to achieving COAMFTE accreditation: Students pursuing this area of focus should consider completing the AAMFT provided or pre-approved Fundamentals of MFT Supervision 30-hour course prior to enrolling in FS 6913, or during the Advanced Experience)</p>	<p>Writing: Effectively articulate philosophy of supervision, in accordance with AAMFT Approved Supervisor guidelines.</p> <p>OR</p> <p>Author and revise a publishable manuscript specific to the practice of supervision in family therapy.</p> <p>Experiential: Effectively implement supervisory interventions within a range of supervisory modalities, structuring supervision and integrating knowledge of current supervision</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Author/revise Philosophy of Supervision, edit for use in academic job applications • Author publishable manuscript specific to practice of systemic, family therapy supervision • Author professional development plan specific to achieving AAMFT Approved Supervisor status and/or LMFT-Supervisor licensure in Texas <p>Experiential:</p> <ul style="list-style-type: none"> • Supervised supervision experience with a Master's level supervisee • Provide supervision at CFTC, in 	<p>Using Table 1 of the Approved Supervisor's Evaluation provided in the AAMFT (2014) Approved Supervisor standards handbook (p. 48):</p> <p>A: Scores for the majority of the nine learning objectives are rated as exceptional B: Scores for the majority of the nine learning objectives are rated as</p>	<p>Program Goal 4: Supervision & Ethics</p> <p>Program Goal 5: Teaching</p>	<p>Student Learning Outcomes 7, 8, 11</p>

		<p>in family therapy literature.</p> <p>Sensitively facilitate supervision with awareness of power and privilege contextual variables and a focus on multicultural content.</p>	<p>collaboration with CFTC Clinic Director</p> <ul style="list-style-type: none"> • Serve as a teaching assistant or instructor for FS 5544 Internship in Family Therapy, with direct responsibilities for co-supervision or supervision 	<p>excellent or acceptable C: Scores for the majority of the nine learning objectives are rated as minimal or insufficient</p> <p>Note: faculty may wish to complete this table at the beginning of each semester, with the student, to track progress in both semesters.</p>		
Advanced Research	<p>None</p> <p>(Students pursuing a focus on quantitative research should consider completing FS 6903 Advanced Statistics and/or FS 6873 Multivariate Statistics prior to</p>	<p>Proficiently integrate knowledge of research methods in research specific to area of interest.</p> <p>Sensitively incorporate considerations of diversity in chosen research topic and conduct of research.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Completion of a data analysis plan/research proposal • Author two publishable manuscripts • Author and submit one IRB application <p>Experiential:</p>	<p>A: Scores for the majority of the nine learning objectives are rated as exceptional B: Scores for the majority of the nine learning objectives are</p>	<p>Program Goal 3: Scholarship & Knowledge</p>	<p>Student Learning Outcomes 5, 6</p>

	enrolling in FS 6913)	Effectively contribute to family therapy literature and field through publication, presentation, or research project with clear and specific links to marriage and family therapy.	<ul style="list-style-type: none"> • Submit manuscript for publication in academic journal • Present research at regional, state, national, or international conference • Collaborate with faculty mentor on active research team • Gather original data related to IRB submission • Serve as research assistant for a family therapy doctoral candidate's dissertation project 	<p>rated as excellent or acceptable C: Scores for the majority of the nine learning objectives are rated as minimal or insufficient</p> <p>Note: faculty may wish to complete this table at the beginning of each semester, with the student, to track progress in both semesters.</p>		
Teaching	FS 6343 Effective College Teaching	<p>Effectively compose materials specific to teaching, including a teaching philosophy or course-specific needs.</p> <p>Creatively engage peers and students in active discussions regarding current family therapy</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Author or revise Philosophy of Teaching, for use in academic job applications • Develop course syllabus, affiliated course objectives, evaluations, and associated rubrics for 	<p>A: Scores for the majority of the nine learning objectives are rated as exceptional B: Scores for the majority of the nine learning</p>	Program Goal 5: Teaching	Student Learning Outcomes 8-11

		<p>literature and application.</p> <p>Sensitively incorporate considerations of diversity in teaching material and engagement with students teaching.</p>	<p>current or future course taught</p> <p>Experiential:</p> <ul style="list-style-type: none"> Shadow faculty advisor and an additional instructor to observe their teaching methods Serve as a teaching assistant for an ongoing undergraduate or graduate course, at TWU or elsewhere 	<p>objectives are rated as excellent or acceptable</p> <p>C: Scores for the majority of the nine learning objectives are rated as minimal or insufficient</p> <p>Note: faculty may wish to complete this table at the beginning of each semester, with the student, to track progress in both semesters.</p>		
Advanced Clinical Theory & Practice	<p>FS 6563 Advanced Family Therapy Theory (formerly Family Therapy II)</p> <p>OR</p> <p>FS 6243 Advanced Applications of Family Therapy to</p>	<p>Writing:</p> <p>Skillfully formulate advanced written piece reflecting the theoretical complexity of change in relationships.</p> <p>Experiential:</p>	<p>Writing:</p> <ul style="list-style-type: none"> Author professional development plan specific to accruing additional clinical training or certification Author NCFR Innovation Grant that 	<p>A: Scores for the majority of the nine learning objectives are rated as exceptional</p> <p>B: Scores for the majority of the nine</p>	<p>Program Goal 1: Advanced Clinical</p> <p>Program Goal 2: Diversity in Clinical Work</p>	<p>Student Learning Outcomes 1-4</p>

	<p>Contemporary Challenges (formerly Theories & Strategies for Intervention)</p>	<p>Effectively adapt practice of family therapy for application in novel clinical setting.</p> <p>OR</p> <p>Thoughtfully select and sufficiently progress in training/certification in an evidence-based therapeutic approach.</p>	<p>is of submission quality</p> <ul style="list-style-type: none"> • Author and submit a proposal for a conference workshop specific to clinical practice (e.g., for TAMFT, or AAMFT) • Author a publishable manuscript focused on advanced relational and systemic theory or applications to contemporary challenges (see ACA 2 or 3 of COAMFTE Version 12 accreditation standards) for submission to Journal of Family Psychotherapy's Theoretical Discussions and Essays section • Author case study describing novel application of MFT theory/ technique for submission to Journal of Family Psychotherapy's Intervention Interchange or 	<p>learning objectives are rated as excellent or acceptable</p> <p>C: Scores for the majority of the nine learning objectives are rated as minimal or insufficient</p> <p>Note: faculty may wish to complete this table at the beginning of each semester, with the student, to track progress in both semesters.</p>		
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			<p>Strategies in Clinical Practice section</p> <p>Experiential:</p> <ul style="list-style-type: none"> • Accrue clinical experience in setting novel to the student (e.g., in agency, providing home-based therapy, etc.) • Assist community mental health organization with program development, specific to needs of clinical population served • Pursue/complete certification in AASECT, EMDR, RPT, membership in ICEEFT • Train in and provide evidence-based group therapy (e.g., DBT, Hold Me Tight, Incredible Years, etc.) 			
Grant-Writing	FS 6433 Grants Writing in Family Sciences	Expertly compose a written grant application of submission quality.	<p>Writing:</p> <ul style="list-style-type: none"> • Author a draft R36 submission • Co-author a grant specific to an 	A: Scores for the majority of the nine learning objectives are	Program Goal 3: Scholarship & Knowledge	Student Learning Outcomes 5, 6

		<p>Skillfully collaborate with alternate grant writers in the review and revision of one's own and/or others' grants.</p>	<p>organization's needs (e.g., practice grants, funding to conduct effectiveness research, program development, etc.)</p> <ul style="list-style-type: none"> • Co-author a grant specific to a faculty member's focus (e.g., for equipment, training in teaching, professional development, future research project, etc.) <p>Experiential:</p> <ul style="list-style-type: none"> • Engage in agency-based internship with grant-writing group focused on writing practice grants • Collaborate with faculty or university personnel to assist with grant-writing • Participate in a formalized and ongoing grant review process of peers' grants, utilizing NIH criteria regarding specific aims, significance, and innovation 	<p>rated as exceptional B: Scores for the majority of the nine learning objectives are rated as excellent or acceptable C: Scores for the majority of the nine learning objectives are rated as minimal or insufficient</p> <p>Note: faculty may wish to complete this table at the beginning of each semester, with the student, to track progress in both semesters.</p>		
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*Measurable objectives should be directly listed on each student's professional development plan, to ensure a focus on achieving these objectives for each student. Each content area has *required* measurable objectives, for all students in FS 6913. For example, each student choosing the content area of Grant-Writing will focus on both measurable objectives listed above. The only exceptions are the areas of **Supervision** and **Advanced Clinical Theory & Practice**. These two content areas have writing and experiential measurable objectives that a student may *select* from, specific to the *type of tangible outcomes* they choose. For example, for a student who selects Advanced Clinical Theory & Practice as one of their two areas, they may develop an experiential tangible outcome that is reflective of clinical practice in a new setting, *or* pursuing advanced training or certification in a novel area of practice. Therefore, the student should list either the experiential measurable objective specific to practice *or* training on their professional development plan.



Section V
Qualifying
Exams

FAMILY THERAPY QUALIFYING EXAMS POLICIES AND PROCEDURES

*Effective Fall 2018**

The purpose of qualifying exams is to demonstrate scholarly competence, self-directed inquiry, synthesis and integration of course content, and the ability to conduct and report research in the student's niche area. The student should be able to demonstrate that he or she can understand the research process, apply theory, and effectively conceptualize and communicate complex ideas.

Qualifying exams may be completed in the last or second to last semester of coursework as long as all research tool courses have been completed as well as any coursework necessary to successful completion of the exams. Students should plan in advance and schedule written and defense times with their major professor. The student's dissertation committee oversees the qualifying exams.

PORTFOLIO GUIDELINES

The Portfolio is designed to demonstrate the student's body of work and application of knowledge in the practice of family therapy at the doctoral level. The portfolio requirements encapsulate the standards and procedures to demonstrate such proficiency.

The portfolio is created throughout the duration of the doctoral student's tenure in the doctoral program. Accomplishments achieved prior to admission will be reviewed, and if appropriate new benchmarks will be developed and approved by the family therapy faculty. Students will meet annually, during each Fall semester, with the family therapy faculty to assess progress towards completion of the Portfolio and to establish goals for the next calendar year. Students are highly encouraged to use FS 6913 Advanced Practical Experience to finalize and enhance the areas of the portfolio that are most relevant to their career goals or that need greater focus and attention.

In line with TWU's mission to cultivate engaged leaders who are committed to transformational learning, discovery, and service and mission of the Ph.D. in Family Therapy to prepare advanced clinicians, researchers, supervisors, and educators, the Portfolio consists of four major sections:

1. Research and Scholarship
2. Teaching and Outreach
3. Supervision
4. Leadership, Service, and Citizenship

The following describes each of these major sections, its requirements, and what documentation to maintain and gather.

Part A: Research & Scholarship

1. **Research Agenda.** A 5 page paper (minimum) in APA-style that discusses the following:

- Your personal values and strengths associated with research
- A summary of research accomplishments and experience
- Motivation for pursuing research
- An articulated statement and explanation of the overarching research problem

- Explanation and justification for how your research is connected to and benefits the field of couple and family therapy
- Long and short term goals, including how you will achieve them
- Research methodologies that will be used in your inquiry
- Funding and other resource mechanisms and requirements for your research
- Implications of your research, including how it will benefit specific populations (e.g., clients, clinicians, researchers)

Required Documentation: Research Agenda

2. Publications. Students must have at least 2 of the following:

- One article published or accepted for publication in a peer-reviewed journal as first or second author
- One article with positive reviews (revise and resubmit) in a peer-reviewed journal as first or second author
- A published or accepted for publication scholarly book chapter

Required Documentation:

- Citations for all publications on CV
- Append most recent manuscript (either submitted, revised-for-resubmission, or published version)
- Append correspondence with journal or book, including editorial feedback
- Append evidence that the journal is peer-reviewed

3. Presentations. Students must complete at least 2 of the following:

- One refereed workshop accepted and presented at a state, national, or international level
- One refereed poster or paper presentation at university, state, national, or international level as first author

Note: students may complete two workshops or two poster presentations to fulfill this requirement.

Required Documentation:

- Citations for all presentations on CV
- Append a copy of acceptance letters
- Append copy of presentation materials (handouts, Power Point slides, poster)
- Append a copy of the program pages

4. Grant-Writing. Complete one of the following:

- A fellowship or scholarship application
- A grant proposal submitted by the student (local, university, state, national, private, or public)
- A grant proposal submitted by a faculty with the student (local, university, state, national, private, or public)
 - Note: The student must get approval by the faculty beforehand that their work for the grant proposal may count toward the portfolio requirement. The student must be

an active participant in all stages of the grant writing proposal, including: attending meetings, joining in discussions and conceptualization of the grant proposal, and completing all tasks assigned by the faculty.

Required Documentation:

- *Append a copy of the materials submitted*
- *Append a confirmation of submission*
- *If working with a faculty member, append confirmation that the work was approved for portfolio requirement and a statement written and signed by the faculty member describing the student's work and contribution to the grant proposal.*

Part B: Teaching and Outreach

1. Teaching Philosophy Statement. A 4-6 page philosophy of teaching statement. The statement should include the following:

- A descriptions of the student's aspirations, goals, and objectives as a teacher
- Teaching methods the student will or has used to reach the above goals and objectives
- A descriptions of formal or informal assessment tools to measure learner progress
- A plan for how the student will improve upon his or her teaching

Required Documentation: Append teaching philosophy statement

2. Teaching or Outreach Experience. Complete 3 of the following:

- Teacher of record (GTA) for one university class

Required Documentation:

- *Append course syllabus*
- *Append student evaluations (including comments)*
- *Append evaluation of effectiveness of teaching*

- Assist for one university class, either as a graduate assistant or a teaching internship

Required Documentation:

- *Append course syllabus*
- *Append evaluation of effectiveness from teacher of record*
- *Append student evaluations (if applicable)*

- Primary responsibility for a programmatic series of six to ten presentations for a local service agency

Required Documentation:

- *Evidence that identifies the program presented and the institution or agency*
- *List of all presentation materials*
- *Peer or supervisor evaluation of quality of materials and presentation*
- *Participant evaluations (including comments)*

- Ongoing clinical work or outreach with a specialized population in an institutional setting (e.g., hospital, school, service agency, etc.)

Required Documentation:

- *Identify institutional setting, specialized population, and role within institution*

- *Evaluation by direct supervisor*
- *Evidence of licensure (where applicable)*
- Significant involvement in research evaluation for a specific program, including creation of an evaluation report

Required Documentation:

- *Append program evaluation process and documents*
- *Append evaluation report*
- *Evaluation of direct supervisor, including description of the student's role and responsibilities in the evaluation report*

Part C: Supervision

1. Philosophy of Supervision. A philosophy of supervision (15 page maximum length), which includes the following AAMFT Philosophy of Supervision Guidelines:

- The theoretical framework that guides your work as a supervisor
- How your philosophy of supervision addresses multicultural issues and contexts
- That you think about treatment and supervision in relational terms (for example, in terms of patterns, sequence, context)
- That you are aware of patterns and sequences of replication at various systems levels (for example, interconnection and interrelationships of the individual, family, therapist, supervisor, and context of training)
- That you understand MFT supervision literature by citing recent articles, chapters, and/or books, and how his/her supervision philosophy and methods of supervision relate to the current MFT supervision literature
- That you are sensitive to the multilevel implications of developmental, biological, socio-cultural, gender, and family-of-origin issues
- The ways in which personal values, beliefs, life experiences, and theoretical assumptions impact upon your philosophy and practice of supervision
- Your theoretical consistency, whether from one prominent model or from an integrative perspective
- Your rationale for the choice of supervisory methods and how the methods facilitate achievement of supervision goals

Required Documentation: Append Philosophy of Supervision

2. Supervision Training. Select two of the following:

- Supervision of 1 master's student across 1 semester
- Assist in Prepracticum, Practicum, or Internship class
- Supervision of 1 LMFT-Associate across at least 6 months outside of the university

Note: Students may complete two of any of above options to fulfill this requirement

Required Documentation:

- *Supervisor evaluation of student's supervision*
- *Supervisee(s) evaluation of student's supervision*

- *Append evidence of AAMFT Approved Supervisor Candidate Status*

Part D: Leadership, Service, and Citizenship

1. Professional Membership. Must do all of the following:

- Membership in a national or international organization or society (e.g., IFTA, AAMFT, NCFR, AFTA)
- Membership in a state organization or society (e.g., TAMFT, TXCFR)
- Membership in a university organization or society (e.g., SAMFT)

Required Documentation:

- *Evidence of membership*

2. Participation in Leadership or Professional Activities. Select two of the following:

- Volunteer at a state, national, or international conference
- Membership on a professional organization board (e.g., SAMFT, TAMFT, AAMFT)
- Review for a refereed journal
- Review for a state, national, or international conference
- Election to a state, national, or international organization
- Serve as a session discussant or moderator for a state, national, or international conference

Required Documentation:

- *Official documentation or correspondence for activity selected*

Portfolio Oral Defense

The student will schedule a defense of the portfolio in the semester following the conclusion of coursework. The student will provide a copy of the portfolio to his or her advisor 2 weeks prior to the oral defense. The committee members will evaluate the content and evidence. The written papers will be graded according to the rubrics below. The committee will then decide if the student has PASSED, PASSED WITH CONDITIONS, or FAILED the portfolio oral defense.

RUBRIC FOR QUALIFYING EXAMS: RESEARCH AGENDA

Oftentimes students may not know what expectations faculty have for the qualifying exams or how they will be evaluated, which can create undue burden and stress. For this reason, we have developed this rubric to help students fully understand the expectations and standards of excellence for the research agenda. The purpose of the research agenda (5 page minimum) is to outline your research plan for the next five years (or longer). The research agenda should include the following:

- Your personal values and strengths associated with research
- A summary of research accomplishments and experience
- Motivation for pursuing research
- An articulated statement and explanation of the overarching research problem
- Explanation and justification for how your research is connected to and benefits the field of couple and family therapy
- Long and short term goals, including how you will achieve them
- Research methodologies that will be used in your inquiry
- Funding and other resource mechanisms and requirements for your research
- Implications of your research, including how it will benefit specific populations (e.g., clients, clinicians, researchers)

Students who receive an average below 3 on any element must present for oral examination. Students who receive an average score of less than 2 on any element below will be required to re-write that portion of the research agenda. Students who receive an average score of 3 or higher will receive a pass on that element of the research agenda (no oral examination).

RESEARCH AGENDA RUBRIC				
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Values & Strengths	Clearly articulates personal values and strengths as a researcher; Clear understanding of the self-of-researcher	Identifies values or strengths; Broad or unclear connection to self-of-researcher	Values and strengths are vague or limited	Values and strengths are missing,
Accomplishments & Experience	Accomplishments and experience are clear, articulated, and demonstrate ability to accomplish research agenda; Demonstration of expertise or specialization	Accomplishments and experience are clear, but less well connected to research agenda	Accomplishments and experience are vague or limited; Does not demonstrate ability to accomplish research agenda	Accomplishments and experience are missing, unfocused, and/or disconnected
Motivation	Well-motivated, clear, and personal connection to research agenda	Motivation less clear; unclear that agenda will/can be carried out	Unclear what compels the student's interest in research	Provides no motivation

Research Statement	Presents a very interesting and compelling problem; clear conceptualization of gaps in the literature; Sets up and articulates an interesting research statement or question	Poses a good problem but is less interesting and less compelling	Orients the reader to the problem, but the problem is not very interesting or compelling	Does not state a problem or the problem statement is wrong or trivial
Connection to Field	Explains why the problem/work is important and significant to the field of couple and family therapy	Indicates the importance and significance of the work for the field of couple and family therapy	Does not convince the reader that the problem is important for the field of couple and family therapy	Does not make a case for the importance of the topic for couple and family therapy
Goals	Clearly articulated long and short terms goals; Short term goals lead to long term goals; Goals are achievable; Goals include dissemination of findings	Articulated long and short term goals; Some goals may be unfeasible	Goals present, but unclear; Little or no plan for dissemination; No difference or connection between long and short-term goals	Provides no research goals
Methodology	Original, clear, creative, and innovative; Uses multiple methods; Clear demonstration of appropriate methodological selection	Discusses why method was/will be chosen	Uses standard or less sophisticated methods correctly	Uses method incorrectly or lacks a method
Funding	Identifies clear method of achieving and needs for funding, including examples of current calls for grant applications; Includes steps to achieving greater funding mechanisms	Identifies funding sources; Connection between funding sources and research area is clear	Connection between funding and research is tangential; Unclear why funding is necessary for research agenda	No discussion of funding research or need for funding research
Implications	Identifies contributions, implications, applications, and	States its contribution; Identifies possible implications	Does not address the significance or implication of the research OR	Claims to have proved or accomplished things that have

	significance of proposed work		overstates the significance or implications of the research	not been proved or accomplished
Rhetoric	Well written with a coherent, clear structure	Minor grammar errors and structural issues	Some coherent structure, lacking clarity at times	Poorly conceptualized and structured
Interpersonal	The statement is written from a personal point of view, referring to “I”, “we”, and “my students” throughout	The statement is written primarily from the personal point of view, although there may be a few instances of passive voice	The statement is written interchangeably between active and passive voice	The statement is written almost exclusively in passive voice, giving it an impersonal style

RUBRIC FOR QUALIFYING EXAMS: TEACHING PHILOSOPHY

Oftentimes students may not know what expectations faculty have for the qualifying exams or how they will be evaluated, which can create undue burden and stress. For this reason, we have developed this rubric to help students fully understand the expectations and standards of excellence for the teaching philosophy paper. The teaching philosophy (4-6 pages) should contain four dimensions, or parts, including:

1. Learning Goals (*teaching objectives, motivation, and goals*)
2. Teaching Methods (*how you will teach*)
3. Assessment of Student Learning (*how you will assess student knowledge, growth, and development*)
4. Assessment of Teaching (*how you will assess your own effectiveness as a teacher*)

Students who receive an average below 3 on any element must present for oral examination. Students who receive an average score of less than 2 on any element below will be required to re-write that portion of the research agenda. Students who receive an average score of 3 or higher will receive a pass on that element of the teaching philosophy (no oral examination).

TEACHING PHILOSOPHY RUBRIC*				
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Learning Goals	Expresses what the discipline means to the writer; discusses domain-specific goals regarding knowledge, skills, and attitudes for student success; describes how disciplinary knowledge is related to academic, personal, or professional success.	Learning goals are discussed however the personal connection to discipline is missing; goals for students are discussed without clear tie to success.	Expresses vague learning goals, little personal connection, and unclear hopes for student learning.	Does not address author's learning goals for students
Discipline Motivation	Expresses what the author appreciates about studying own discipline	Addresses author's appreciation for disciplinary study, although the aspects may be somewhat vague	Author's appreciation for disciplinary study is vague	Does not address author's appreciation for disciplinary study
Teaching Motivation	Expresses what the author appreciates about teaching	Addresses author's appreciation for teaching, although the	Author's appreciation for teaching is vague	Does not address author's appreciation for teaching

		aspects may be somewhat vague		
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Specificity	Learning goals are specific to the context of the discipline; Incorporates clear descriptions of specific learning activities (e.g., lectures, discussions, group work), assignments (e.g., tests, papers, portfolios)	Learning goals, methods, student assignments, are described but they can sometimes be stated too broadly with not enough details.	Learning goals, methods, or assignments are often unfocused or incomplete; learning activities are stated too broadly	Learning goals and activities, and/or assignments are not discipline specific or are not described.
Balance	Balances disciplinary Knowledge (“remembering”), skills (“doing”), and attitudes (“believing”) in the goals for learning; presents a balanced approach to teaching and assessment that accommodate different learning/performance styles.	Addresses disciplinary goals, methods, and assessment tools, but does not pay adequate attention to balancing each the class, course and content needs; attention may be somewhat unbalanced	Tends to focus on one or two elements of disciplinary expertise or teaching methods, largely ignoring other elements	Does not provide evidence for any balancing of learning goals, methods, or assignments.
Student Growth	Balances students’ academic, personal, and professional growth	Addresses students’ academic, personal, and professional growth, although the attention may be somewhat unbalanced	Tends to focus on one or two elements of the students’ growth (academic, personal, or professional), largely ignoring other elements	Does not address students’ growth as individuals
Rationale of Teaching Methods	Respective responsibilities of teacher and student are clear; clear integration of how	Usually connects learning activities to desired instructor/student relationship,	The connection between learning activities and desired	Does not relate learning activities to desired instructor/student relationship

	these responsibilities and relationships are reflected in teaching methods; methods discussed are attentive and sensitive to student expectations and needs; methods reflect personal characteristics and values of the author.	although the connection is sometimes not well developed	instructor/student relationship is weak or vague	
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Assessment of Student Learning	Expresses valid and reliable ways of knowing learning goals are being achieved through the described teaching methods; clear description of assessment tools (e.g., tests, papers, portfolios, journals) with a description of specific outcomes (e.g., exam grades, example projects) ; Clear tie between learning assessments and personal teaching approach.	Incorporates descriptions of specific assignment outcomes, although more details or outcomes may be needed. Assesses accomplishment of learning goals using assignment outcomes, although the analysis may be not well developed	Descriptions of assignment outcomes are usually stated too broadly or generally; Assessment of learning goals using assignment outcomes is often basic and unreflective	Does not present outcomes of assignments; Does not assess accomplishment of learning goals using assignment outcomes
Assessment of Teaching	Expresses teacher's framework for assessing, adjusting, and modifying teaching through student, peer, supervisor comments and student ratings; a variety of valid feedback	Forms of teaching evaluation data is presented but are somewhat limited, non-specific, or unbalanced; analysis of data may not be well developed	Descriptions about the content and varieties of teaching evaluation data and the processes of assessment are often stated too	No teaching evaluation data or analysis of feedback data are specifically described or applied to learning goals.

	mechanisms are employed; Employs regular and reflective analysis in determining an understanding of teaching strengths and areas of development related to learning goals.		broadly or generally	
Variety	Descriptions of learning activities and assessment tools represent different learning goals and different environments	Descriptions of learning activities and assessment tools represent different learning goals and different environments, although examples may be similar in learning goal or environment applied	Examples of learning activities and assignments are generally similar in learning goal or environment applied	Provides no variety in learning activities or assignments
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Diversity	Connects learning activities to diverse student needs and expectations	Usually connects learning activities to diverse student needs, although the connection is sometimes not well developed	The connection between learning activities and diverse student needs is weak or vague	Does not relate learning activities to diverse student needs
Diverse Student Needs	Connects design of goals, methods, and assignments to diverse student needs and expectations	Usually connects design of goals, methods, and assignments to diverse student needs, although the connection may be not well developed	Rarely connects design of goals, methods, or assignments to diverse student needs or the connection is weak or vague	Does not relate design of goals, methods, or assignments to diverse student needs
Teaching Development	Identifies a specific teaching aspect for development (e.g., incorporating technology,	Identifies a teaching aspect for development, although the aspect may be	Teaching aspect for development is stated too broadly or generally	Does not identify a teaching aspect for development

	improving discussion leadership)	stated somewhat vaguely or generally		
Development Integration	Connects teaching development plan to teaching and learning goals	Connects teaching development plan to teaching and learning goals, although the connection may be not well developed	Description of teaching development plan is often basic and unreflective, with few connections to teaching and learning goals	Does not relate teaching development plan to teaching and learning goals
Rhetoric	Well written with a coherent, clear structure	Minor grammar errors and structural issues	Some coherent structure, lacking clarity at times	Poorly conceptualized and structured
Interpersonal Writing Style	The statement is written from a personal point of view, referring to “I”, “we”, and “my students” throughout	The statement is written primarily from the personal point of view, although there may be a few instances of passive voice	The statement is written interchangeably between active and passive voice	The statement is written almost exclusively in passive voice, giving it an impersonal style

*Rubric adapted from: Kearns, K. D., Sullivan, C. S., O'Loughlin, V. D., & Braun, M. (2010). A Scoring Rubric for Teaching Statements: A Tool for Inquiry into Graduate Student Writing about Teaching and Learning. *Journal on Excellence in College Teaching*, 21(1), 73-96.

RUBRIC FOR QUALIFYING EXAMS: PHILOSOPHY OF SUPERVISION

Oftentimes students may not know what expectations faculty have for the qualifying exams or how they will be evaluated, which can create undue burden and stress. For this reason, we have developed this rubric to help students fully understand the expectations and standards of excellence. The Philosophy of Supervision paper (15 page maximum length) provides a basis for the supervisor, and the instructor, as well as any future supervisors-of-supervision, to review the student's evolving competence as a clinical supervisor. In this paper, the student should describe his/her assumptions and guiding theoretical principles by specifically articulating their thinking in the areas outlined in the Approved Supervisor Handbook published by AAMFT (2014, page 22).

Students who receive an average below 3 on any element must present for oral examination. Students who receive an average score of less than 2 on any element below will be required to re-write that portion of the research agenda. Students who receive an average score of 3 or higher will receive a pass on that element of the philosophy of supervision (no oral examination).

PHILOSOPHY OF SUPERVISION RUBRIC				
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Systems Thinking	Effectively provides evidence of systems thinking	Clear evidence of systems thinking	Infrequent evidence of systems thinking	No evidence of systems thinking
Purpose and Goals	Appropriately demonstrates clarity of purpose and goals for supervision	Purpose and goals for supervision identified	Purpose and goals for supervision are vague	Purpose and goals for supervision unclear, missing, and/or unfocused
Supervisory Roles and Relationships	Effectively describes clarity of supervisory roles and relationships	Supervisory roles and relationships identified	Supervisory roles and relationships are vague or unclear	Supervisory roles and relationships missing
Self-of-Supervisor	Appropriately aware of personal and professional experiences that impact supervision	Some awareness of personal and professional experiences that impact supervision	Little awareness of personal and professional experiences that impact supervision	No awareness of personal and professional experiences that impact supervision
Supervision Model	Effectively describes preferred supervision model as well as connection between own therapy model and supervision model	Describes preferred supervision model but connection between own therapy model and supervision model unclear at times	Supervision model unclear; Connection between own model and supervision model missing	Poorly describes preferred supervision model as well as connection between own therapy model and supervision model
Diversity	Effectively demonstrates sensitivity to contextual factors such as developmental phase of supervisee, training	Some evidence sensitivity to contextual factors such as developmental phase of supervisee,	Inadequate sensitivity to contextual factors such as developmental phase of supervisee,	Fails to demonstrate sensitivity to contextual factors such as developmental phase of supervisee,

	setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth	training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth	training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth	training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth
Supervision Processes	Clearly describes preferred process of supervision (individual/group; live/audio/video/technology-assisted; frequency, contracting; evaluating)	Describes preferred process of supervision, unclear or lacking detail at times	Process of supervision is unclear	Preferred process of supervision missing, unclear, or vague
Ethics and Legal	Appropriately sensitive to ethics and legal factors	Some evidence of sensitivity to ethics and legal factors	Poorly demonstrates sensitivity to ethics and legal factors, some errors present	Ethics and legal factors missing or applied incorrectly
Peer-Reviewed Sources	Effectively integrates MFT supervision literature and cites outside sources	Supported by outside sources	Little to no support from peer-reviewed literature	Missing or inappropriate citations
Rhetoric	Well written with a coherent, clear structure	Minor grammar errors and structural issues	Some coherent structure, lacking clarity at times	Poorly conceptualized and structured
Interpersonal	The statement is written from a personal point of view, referring to “I”, “we”, and “my students” throughout	The statement is written primarily from the personal point of view, although there may be a few instances of passive voice	The statement is written interchangeably between active and passive voice	The statement is written almost exclusively in passive voice, giving it an impersonal style

ALTERNATIVE OPTION: WRITTEN COMPREHENSIVE EXAMS

Students who do not meet the minimum requirements for the Portfolio at time of qualifying exams, will complete the Written Comprehensive Exams. The comprehensive exams are constructed in a way for the student to demonstrate integration, synthesis, and application of course content to the student's research domain. The written responses to the comprehensive exams will help the student to apply course content to the student's dissertation proposal. Therefore, all content written in the comprehensive exams may be used for the dissertation proposal.

CONTENT

In collaboration with the student, the committee will develop three questions related to the student's research area as outlined below. Each questions will be a maximum of 20 pages in length (not including cover page, references, graphs, or figures). The exams must be written in APA style (double spaced, 12-point Times New Roman Font, 1-inch margins).

1. Theory & Literature Review

- This question will capture the theoretical underpinnings to the student's research niche as well as situating the theory within the context of student's focused research area. The question may ask the student to compare and contrast theories, examine differences across similar frameworks/theories, or apply extant theory to the research domain.
 - i. Example: *Many families are talking increasingly about issues of police brutality among African American people. Compare and contrast 3 systemic models of therapy that can be applied to conceptualize the issue of police brutality of African American people. Describe specifically how these models attend (or fail to attend) to all systemic levels including but not limited to biological, psychological, social, and spiritual. Conclude with a synthesized model of conceptualizing the issue of police brutality with African American families.*
 - ii. Example: *From the MedFT literature there are multiple variations of the BioPsychoSocial (and BioPsychoSocial-Spiritual) Model. In this question please compare and contrast these models, ultimately presenting your own integrated model, which would apply directly to issues of health care access and utilization in low-income communities. Given this model, briefly identify the relevant gaps in the literature that arise when you apply this lens to the existing access and utilization research.*

2. Research Aims & Methodology

- This question will encapsulate the student's research questions/hypotheses and consider methodological approaches that may be well suited for proposed research aims. This question will also include an analysis proposal, dissemination plan, and next steps in program of research. This question will build on the theory and literature review from question #1.
 - i. Example: *Using a biopsychosocial framework, develop a research question that builds on current school counseling literature and family therapy literature to address family mental*

health needs in school settings. Describe a methodological approach using the biopsychosocial framework that could be used to gather data on the research question described. Provide a detailed analysis plan for how such data would then be analyzed and disseminated.

- ii. Example: *Develop a program that would forward the MedFT goals of agency and communion for patients being seen in a community based health clinic. Demonstrate how this program is grounded in theory and research, as well as a strategy for implementing the program and gaining trust and buy in from key stakeholders and partners.*

3. Clinical Implications & Practice

- This question will demonstrate the relevance and importance of the research aims by describing the clinical impact of past research (identified question 1) and how the student's proposed research (identified in questions 1 & 2) will impact current clinical practice.
 - i. Example: *Explain why the program proposed in question 2 would be relevant for patients, clinicians, and key stakeholders and partners in community mental health. Based on the program proposed in question 2, describe how the program could forward the goals of MedFT and community based mental health. Describe how these goals fit or do not fit with the theory and past research from question 1. Finally, identify the next steps in continuing your research program.*

DURATION

Comprehensive exams will be completed in 30 calendar days, within one semester. Day one will begin on the day the questions are received by the student from the committee chair.

CONDITIONS OF WRITING

The written examination will be open-book and take home. However, the student may not consult with anyone about the examination. If it is discovered that he or she has received any unauthorized assistance with the examination, the student will fail and be dismissed from the family therapy program. Upon completion, the student will submit an electronic copy to Canvas through Turnitin.

EVALUATION

The comprehensive exam will be evaluated according to the rubric below by each committee member. Students will receive either **PASS**, **PASS WITH CONDITIONS**, or **FAIL** for each portion of the written comprehensive exams. Students who PASS both portions are advanced to candidacy. Students who receive PASS WITH CONDITIONS for either part then have an oral defense of that portion. Students who FAIL must repeat the qualifying exam. Students who receive two FAILS on the same portion of the exam are dismissed from the program. The table below illustrates this process.

Results of Evaluation	Required Steps	Outcome
PASS	No oral defense required	Student is admitted to candidacy
PASS WITH CONDITIONS	Oral Defense of each portion that received a pass with conditions	If successful, PASS WITH ORALS, student is admitted to candidacy
		If unsuccessful, FAIL, student must redo written and oral portions
FAIL	Student must rewrite the portion that failed and then participate in oral defense	If successful, PASS WITH ORALS, student is admitted to candidacy
		If unsuccessful, FAIL, student is dismissed from Family Therapy program
Second FAIL on any portion	Student is dismissed from the Family Therapy program	

RUBRIC FOR QUALIFYING EXAMS: WRITTEN OPTION

Oftentimes students may not know what expectations faculty have for the qualifying exams or how they will be evaluated, which can create undue burden and stress. For this reason, we have developed this rubric to help students fully understand the expectations and standards of excellence for the qualifying exams. Students who receive an average below 3 on any question must present for oral examination. Students who receive an average score of less than 2 on any question will fail that question and be required to re-write that portion of the qualifying exam. Students who receive an average score of 3 or higher will receive a pass on that portion of the exams (no oral examination).

QUESTION 1: THEORY & LITERATURE REVIEW				
Description: This question will capture the theoretical underpinnings to the student's research niche as well as situating the theory within the context of student's focused research area. The question may ask the student to compare and contrast theories, examine differences across similar frameworks/theories, or apply extant theory to the research domain.				
	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Overall	Original, creative, insightful, and innovative; Simple and elegant; Well-conceived, logically consistent, and internally coherent; Identifies and critically analyzes strengths and weaknesses; Uses more than one theory; Compares or tests competing theories; Advances concepts; Develops, adds to, revises or synthesis theory(ies); Aligns with research focus; Has broad applicability	Complete and correct; Uses existing theory well; Informs the research questions/niche area; Identifies where it works and where it does not work	Understands theory; Uses theory appropriately; Does not specify or critically analyze the theory's underlying assumptions	Is absent, omitted, or wrong; Is misunderstood or misinterpreted; Cannot explain it or why it is being used; Does not align with research question, literature review, or methods
Problem Statement	Presents a very interesting and compelling problem	Poses a good problem but is less interesting and less compelling	Orients the reader to the problem, but the problem is not very interesting or compelling	Does not state a problem or the problem statement is wrong or trivial
Motivation/Purpose	Is well motivated and has a compelling hook	Has a hook but is less well motivated	Has a marginal hook and is not compelling	Provides no motivation for the problem

Command of the Theory & Literature	Integrates literature from other fields; Identifies and organizes analysis and themes or conceptual categories; Adds own insights; Uses the theory(ies) and literature to build and argument and advance the field; Makes reader look at the theory(ies) and literature differently	Shows understanding and command over the theory(ies) and most relevant literature; Uses theory(ies) and literature to build a case for the research	Cites some works that are not relevant; Is undifferentiated list, "This person said this, this person said that"	Cites sources students has not read or has only read the abstract; Cites articles that are out of date
Context	Provides a historical overview and a clear description of the cutting edge; Positions the work in relation to other work on the topic	Places the work in context	Provides minimal context; Does not make it clear why the research needs to be done	Does not provide a context for the problem or the context is not clear
Importance	Explains why the problem/work is important and significant	Indicates the importance and significance of the work	Does not convince the reader that the problem is important	Does not make a case for the importance of the topic
Analytic & Synthetic	Shows critical and analytical thinking about the theory(ies) and literature	Provides a thoughtful, accurate critique of the theory(ies) and literature	Demonstrates that student has read and understood the theory(ies) and literature; Lacks critical analysis and synthesis	Has not read enough and does not cite enough sources; Misinterprets or does not understand the theory(ies) and literature
Comprehensive	Comprehensive, thorough, concise	Comprehensive but not exhaustive	Provides adequate coverage of the literature	Missing, inadequate, or incomplete coverage
Selective	Is selective- Discriminates between important and unimportant works	Selects literature wisely and judiciously	Is not selective- does not distinguish between more- and less-relevant works	Misses, omits, or ignores important studies, whole areas or literature of people who have done the same thing
Rhetoric	Well written with a coherent, clear structure	Minor grammar errors and structural issues	Some coherent structure, lacking clarity at times	Poorly conceptualized and structured

QUESTION 2: RESEARCH AIMS & METHODOLOGY

Description: This question will encapsulate the student's research questions/hypotheses and consider methodological approaches that may be well suited for proposed research aims. This question will also include an analysis proposal, dissemination plan, and next steps in program of research.

	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Overall				
Research Question	Sets up and articulates an interesting question(s)	Poses a clear research question(s)	Presents a small, narrow research question(s)	Does not lay out the research question(s) or the research question(s) does not follow from the problem statement
Detailed	Provides thorough and comprehensive description	Clear description with detail	Lacking clarity and detail in places	Vague or missing detail and content
Alignment with Question and Theory	Flows from the question and theory	Connected to the question and theory	Loose connection to question or theory	Methods do not relate to question or theory
Sampling	Original, clear, creative, and innovative; Uses multiple methods	Discusses why method was chosen	Uses standard or less sophisticated methods correctly	Uses method incorrectly or lacks a method
Measures	Uses state-of-the-art tools, techniques, or approaches; Applies or develops new methods, approaches, techniques, tools, devices, or instruments	Uses existing methods, techniques, or approaches in correct ways	Provides minimum or sufficient documentation	Is fatally flawed or has major confound; Does not describe or describes poorly (insufficient detail)
Analysis Plan	Uses advanced, powerful, cutting-edge techniques; Analysis is sophisticated, robust, and precise;	Analysis is thorough, appropriate, and correct; Uses standard	Analysis is objective, routine, mostly correct but not robust; Steps are unclear; Not easily replicable	Analysis is wrong, inappropriate, or incomplete; No clear steps; Cannot replicate analysis;

	Clear with steps delineated; Easily replicable	methods; Replicable		Insufficient explanation
Next Steps	Raises new questions and discusses future directions	Identifies some future directions	Identifies a few, nonspecific next steps	Does not draw conclusions
Rhetoric	Well written with a coherent, clear structure	Minor grammar errors and structural issues	Some coherent structure, lacking clarity at times	Poorly conceptualized and structured

QUESTION 3: CLINICAL IMPLICATIONS & PRACTICE

Description: This question will demonstrate the relevance and importance of the research aims by describing the clinical impact of past research (identified question 1) and how the student's proposed research (identified in questions 1 & 2) will impact current clinical practice.

	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Overall	Short, clear, and concise; Interesting, surprising, and insightful; Summarizes the work; Explains what will be accomplished; Underscores and explains major points and expected findings; Places the work in wider context	Provides a good summary of the expected results; States what will be done/found	Summarizes what will be accomplished; Repeats or recasts the results or major points; Does not place the work in context	Inadequate or missing;; Repeats the introduction; Does not understand the results or will be done
Refers to Past Research	Integrates past research into clinical implications	Refers to past research	Is undifferentiated list, "This person said this, this person said that"	Connection between past research and implications is missing or disjointed
Ties Everything Together	Shows critical and analytical thinking; Comprehensive, thorough, concise	Demonstrates how proposed research will lead to clinical implications	Loose connection between proposed research and clinical implications	Inadequate, unclear, missing connections

Strengths and Weaknesses	Discusses strengths, weakness, and implications	Discusses limitations	Identifies some minor limitations; Missing significant limitations	Missing strengths, weakness, and limitations
Implications and Applications	Identifies contributions, implications, applications, and significance of proposed work	States its contribution; Identifies possible implications	Does not address the significance or implication of the research OR overstates the significance or implications of the research	Claims to have proved or accomplished things that have not been proved or accomplished
Rhetoric	Well written with a coherent, clear structure	Minor grammar errors and structural issues	Some coherent structure, lacking clarity at times	Poorly conceptualized and structured

**Rubric has been adapted from: Lovitts, B. (2007). Making the implicit explicit: Creating performance expectations for the dissertation. Stylus Publishing, LLC, Virginia.*

PREVIOUS QUALIFYING EXAMS POLICIES AND PROCEDURES

*Optional until Fall 2020**

***Students who complete qualifying exams between Fall 2018 and Fall 2020 may elect to complete the NEW qualifying exams policies (described above) or the PREVIOUS qualifying exams policies and procedures described here.**

Before advancing to candidacy, doctoral students must successfully complete written and oral comprehensive exams as outlined in the [Graduate Catalog](#). The qualifying examination consists of written and oral comprehensive examinations conducted by the candidate's committee and administered at least one academic year before the degree is expected to be conferred, ordinarily not earlier than during the last semester of the second full year of graduate study. In no case may a student be excused from the qualifying examination. An oral exam will follow successful completion of the written exam, normally within 10 business days.

All family therapy doctoral students are required to complete all course work on the degree plan with passing grades prior to taking the comprehensive qualifying examinations. The only exception to this rule is that a family therapy student may be completing the final semester of internship during the semester when the comprehensive qualifying examination is taken. A student should enroll for the first semester of dissertation (FS 6983) during the semester when the comprehensive qualifying examination is taken.

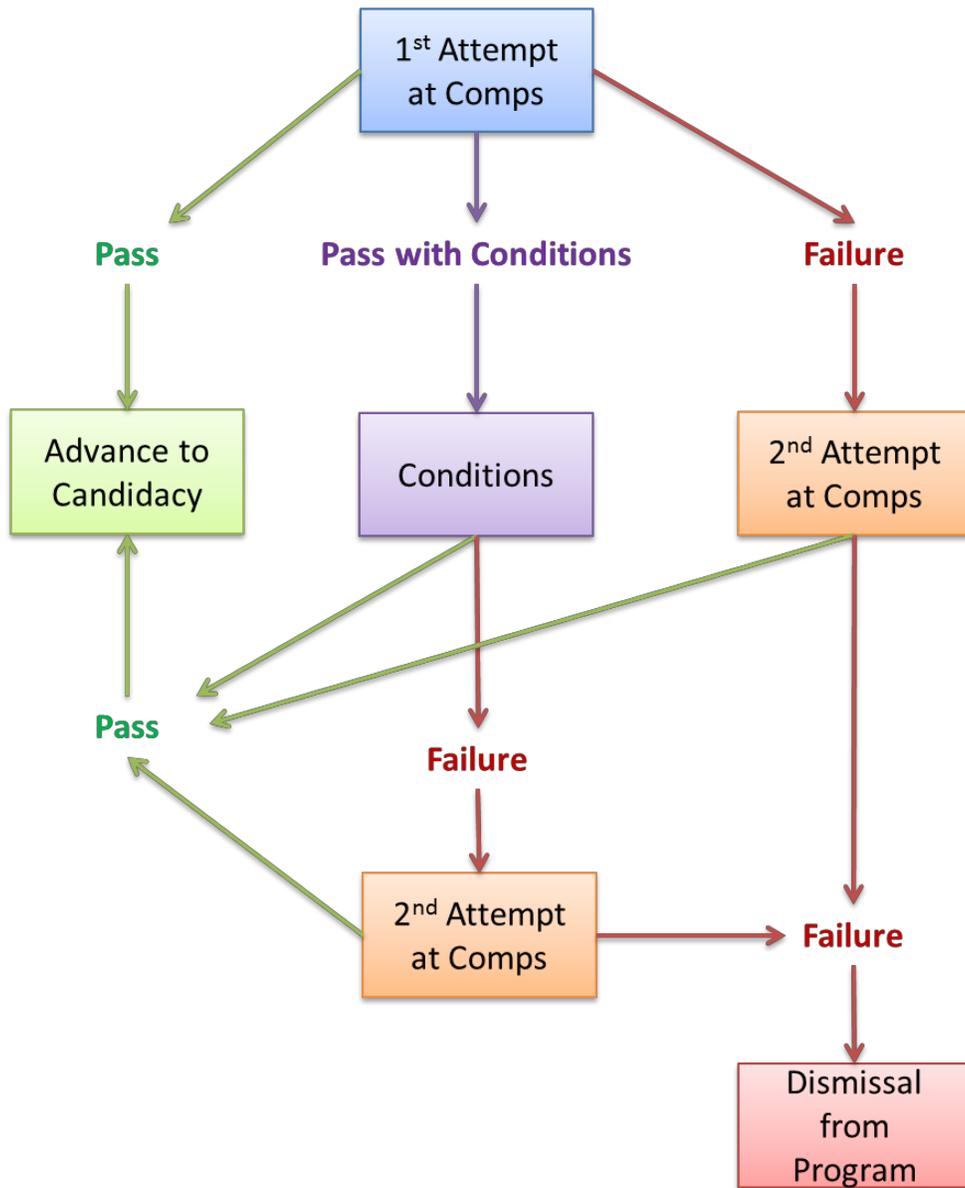
The three-day, 24-hour (8 hours per day) comprehensive qualifying exams cover all courses listed on the student's degree plan. Written exams are closed-book, completed on campus in a designated computer lab. No access to study materials, the internet, or any unauthorized materials is not permitted. Students who pass the [AMFTRB](#) National Examination in Marriage and Family Therapy are exempt from examination over the following courses, as part of comprehensive qualifying exams: Family Therapy I, Principles of Couple Therapy, Family Systems, and Issues and Ethics in Professional Development (equal to 4 hours of qualifying exams). The exams will be prepared by the chair of the advisory committee from questions submitted by the committee members.

First attempt at comprehensive exams. A student's first attempt at their comprehensive exams can lead to one of three outcomes: pass, pass with conditions, or failure. In the case of "pass," the student would be advanced to candidacy by their major advisor and begin to work on his/her dissertation proposal. In the case of "pass with conditions," the student's advisory committee would develop a set of conditions that would be shared with the student and submitted to the chair of the department. The student would have as much as one calendar year from the date of oral exams to submit his/her completed conditions to his/her major advisor who would follow the committee's directions in reviewing and scoring the conditions. Failure of the student to submit their conditions by the deadline would result in failure of the program and dismissal from the Family Therapy program. If the student's advisory committee

found that the student did not pass conditions, the student would retake all or part of the comprehensive exams a second time. In the case of “failure,” the student would retake all or part of comprehensive exams a second time.

Second attempt at comprehensive exams. If the student is required to retake all or part of comprehensive exams, the student would take these second comprehensive exams (both written and oral) during the regularly scheduled comprehensive exams for the Family Therapy component. The comprehensive exams would again be reviewed by the committee and a decision would be made on whether the student passed or failed these exams. Students may not receive “passed with conditions” during the second attempt of comprehensive exams. If the student passes his/her written and oral comprehensive exams, then the student would be advanced to candidacy by their major advisor and begin to work on his/her dissertation proposal. If the student fails the second attempt at comprehensive exams, then the student would be notified of this failure and would receive written notification that she/he had failed comprehensive exams and would be dismissed from the program. The following flow chart highlights the aforementioned process.

Comprehensive Exams Flow Chart





Section VI
Dissertation
Guidelines
and Policies

DEPARTMENT OF FAMILY SCIENCES

POLICIES AND GUIDELINES FOR DISSERTATION

The policies and guidelines presented here are to help students understand how to prepare, plan, and complete the dissertation proposal and defense. The student's major professor (hereafter referred to as "chair") may have additional requirements, ideas, or advice about how to best proceed with authorizing the student's dissertation proposal. Each student should work with his or her advisor closely in planning each step of the dissertation process.

ABOUT THE DISSERTATION

The dissertation should reflect the highest standards of research and scholarship and should make a meaningful contribution to knowledge in the student's field of study. Consequently, the dissertation must conform to the most rigorous standards of content, style, and format. Throughout the dissertation writing process, the student will work under the supervision of his or her committee chair, who will help divide the dissertation tasks into manageable steps, and to plan a realistic timeline, requiring a *minimum* of two semesters.

THE DISSERTATION COMMITTEE

The dissertation committee consists of at least three graduate faculty, the chair and two committee members. The chair must be a full graduate faculty member and committee members may be either associate or full graduate faculty members. (Students may find a list of graduate faculty on the [graduate school website](#).) At least two of the three members must be within the student's major.

Selection of the Dissertation Committee

It is highly recommended that students consult with their chair about who to choose to serve on the doctoral dissertation committee. To feel supported and successful in the dissertation process, ideal committee members would have overlapping expertise with the proposed dissertation (e.g., content, methodology, theory). When reaching out to faculty, students should schedule a face to face meeting with a faculty member to request serving on his or her dissertation committee. Once a dissertation committee is selected, the student must submit the Dissertation Committee Form.

Roles of the Dissertation Committee

The **dissertation chair** will serve as the major professor supervising the dissertation process. The chair has primary responsibility for the quality and rigor of the dissertation and to advise the student throughout the process. The dissertation chair may have further requirements or policies beyond those contained herein.

The **dissertation committee members** are primarily responsible for assessing the quality and rigor of the dissertation at the dissertation proposal and defense. Committee members provide specialized guidance and contribute in the approval of the student's proposal and completed dissertation. It is common for dissertation committee members to request further edits or analyses after the dissertation proposal and defense. Students may seek consultation from committee members as directed by the chair and as established by the committee. Each committee member serves as a full member of the dissertation committee. Successful defense of the proposal and dissertation requires approval from each committee member.

Changes to Dissertation Committee

At times it may be necessary to change committee members, including the chair, such as when a committee member retires, relocates to another university, or leaves for medical or other reasons. In these circumstances, students may consult with their dissertation committee and the department chair to select a new committee member. Students must complete the “Change of Committee” form and submit it for approval to the department chair.

STUDENT RESPONSIBILITIES

The student is the author of the dissertation. Under the supervision of the chair, it is the student’s responsibility to craft and execute all phases of the research project, including writing, data collection, and analyses. More specifically, the student has the following responsibilities:

- Take personal initiative to move the dissertation project forward in a timely manner towards completion.
- Schedule meetings with the chair, and as directed with the committee members, for mentorship and advising.
- Be intimately familiar with the materials found in the student handbooks and graduate catalog.
- Be aware of and accountable for all deadlines set by the chair, committee, department, graduate school, and university.
- Follow all research ethical codes, policies, and guidelines of the federal government, Texas Woman’s University, the Department of Family Sciences, and the student’s major field of study.
- Complete his or her own, original work. Students should be familiar with policies on academic dishonesty, plagiarism, falsifying records, and cheating. Plagiarism occurs when a student obtains someone else’s work and presents those ideas, words, or results as her or his own work. Misconduct in these areas can result in dismissal from the university.
- Discuss and notify the chair of any extenuating circumstances that may delay timely completion or progress.
- Recognize that the dissertation is an iterative process between the student, chair, and committee that requires many reviews and revisions. As such, it is important to be responsive to feedback and to respect that faculty will often require up to 10 business days to review and respond to manuscript drafts.

GRADING INFORMATION

Students should enroll in FS 6983 during the dissertation proposal process and FS 6993 after successfully completing the dissertation proposal. Students will receive a grade of “PR” (in progress) in FS 6983 until the student has successfully completed the dissertation proposal and “PR” in FS 6993 until the student has successfully completed the dissertation defense, upon which a grade of “CR” (credit received) will be given.

FINANCIAL AID INFORMATION

If the student is accepting Federal Financial Aid, the student must complete additional paperwork beyond the second semester of continual enrollment in either FS 6983 or FS 6993. When repeating either FS 6983 or FS 6993 the third or more times, the student must submit verification to the Financial Aid Office that the student is making progress towards completion. The verification form

is available under [forms on the graduate school homepage](#), and must be signed by the student's academic advisor and the department chair.

STUDENT RESOURCE INFORMATION

The following resources are available to all students during the dissertation process:

- The [Write Site](#) is TWU's comprehensive writing center. Students may make appointments for individual writing assistance, attend workshops and seminars related to writing, and access the Online Writing Lab (OWL).
- The [Pioneer Center for Student Excellence](#) holds Dissertation Boot Camps every May and December from 9:00AM to 5:00PM Monday through Thursday (4 full days) the week after finals. The Dissertation Boot Camps are designed for students actively writing any part of the dissertation. During these events students can expect to have dedicated time and space for writing, scheduled programming with resource personnel, workshops, and individual consultations with tutors and coaches.
- The [Center for Research Design and Analysis](#) (CRDA) assists students with proposal development, data collection, pre-analysis, analysis, results and discussion, and presentation of findings. The CRDA is staffed by statisticians, graduate research assistants, and analysts. They require at least the first meeting be held with the chair present, and may require the chair at subsequent meetings.
- The Senior Graduate Services Analyst in the graduate school is available to assist students with formatting the dissertation document.
- The Graduate Reader has a Blackboard page available to students that outlines common grammatical, spelling, citation, and other writing errors. Students may access this Blackboard page by logging into their Blackboard account, clicking on "Organizations," and then searching "Dissertation Support and Resources."
- Students who are Texas residents and enrolled in their **final** semester of dissertation may apply for a reduced tuition rate through the graduate school. Students must complete the [Request for Reduced Tuition- Code 3](#) document and submit it to the graduate school prior to enrollment in the final semester.

GIFTS AND REMUNERATION

While students may feel a need to thank their dissertation chair and committees members, students are discouraged from giving gifts. Faculty must follow the highest ethical codes of their field of study and those required by law and university policy. Faculty may not receive gifts from students that could potentially affect the faculty-student relationship or give the perception of undue influence. Therefore, if the student chooses to give a gift to his or her chair or committee member(s) the following policies must be followed:

- No gifts may be given prior to graduation.
- The value of the gift may not be more than \$50.
- The chair or committee member may decline or return the gift if the faculty member determines that it has substantial personal value to the student.

THE DISSERTATION PROPOSAL

PREREQUISITES FOR DISSERTATION PROPOSAL

Prior to enrolling in FS 6983 Dissertation Proposal, the student must first complete all other coursework on the student's degree plan. Prior to scheduling the dissertation proposal, the student must successfully complete and pass the comprehensive examination, and be admitted to candidacy by the Graduate School.

ABOUT THE DISSERTATION PROPOSAL

The dissertation proposal details the nature of the student's research and the methods the student will employ. It also makes a case for the importance of the dissertation topic. The suggested dissertation proposal typically consists of the first four chapters of the dissertation, where chapter 1 is the introduction, chapter 2 outlines the conceptual framework and provides a review of the literature, chapter 3 is the method section, and chapter 4 is the analysis plans. The focus of the dissertation proposal is most often on the conceptual framework, methodology (e.g., research questions, hypotheses, sampling, data collection procedures, measures or interview guidelines), and analysis plans. The student will work closely with his or her chair to prepare the dissertation proposal.

COMMUNICATING WITH THE DISSERTATION COMMITTEE

The student should meet and consult with committee members throughout the preparation of the proposal for feedback and comments. This is an opportunity to utilize committee member expertise to enhance the quality and rigor of the dissertation proposal. Regular communication with committee members can help build confidence in preparing students for successful defense.

PREPARING FOR THE DISSERTATION PROPOSAL

Preparing for the dissertation proposal can feel overwhelming. The following has been found to help students prepare for the dissertation proposal:

- Identify areas of interest early in your studies and use coursework and assignments to explore interest areas, deepen understanding, and identify gaps in current literature.
- Attend dissertation proposals of other students.
- Begin very early to coordinate and schedule the date and time for the proposal. Faculty and chairs can often have very busy schedules. The earlier this is done, the easier scheduling can be accomplished.
- Make sure that the document has been reviewed for format and grammar that adheres to both graduate school and APA standards.
- Maximize the opportunity to identify committee member concerns by meeting with committee members throughout the preparation process.
- Meet with the dissertation chair to identify and prepare for questions or issues that might be raised by committee members during the defense.
- Organize the presentation in a manner that clearly and succinctly explains the proposed research study, the methodology being proposed, the analysis plan, and how it fits with other scholarship within the student's field of study.

SCHEDULING THE DISSERTATION PROPOSAL

When the chair approves the dissertation proposal, the student will schedule a dissertation proposal. It is the student's responsibility to find a date and time that all committee members can attend. The dissertation proposal requires the presence of all three committee members. When setting a date for the dissertation proposal, the following policies must be followed:

- All dissertation committee members must have **at least 10 working days** to review the final proposal approved by the chair. Therefore, the dissertation proposal cannot be set less than 10 working days prior to the final dissertation proposal being sent out to committee members. Some committee members require a hard copy and others an electronic copy of the final proposal. It is the student's responsibility to give the final proposal in the form (electronic or paper) preferred by the committee member.
- No dissertation proposal may be scheduled during finals week, university or student holidays, or between regular semesters.
- Dissertation proposals can only be scheduled during Summer semesters if all dissertation committee members have a university appointment during the regular Summer semester.

Once a dissertation proposal meeting date is selected, the student will work with the chair to reserve a room with any audio-visual equipment required for the dissertation proposal. The student is responsible to send a reminder email to all committee members 24 hours prior to the meeting time.

THE DISSERTATION PROPOSAL PRESENTATION AND DEFENSE MEETING

Students are encouraged to dress professionally for this event. Business attire is appropriate. Jeans, open shirts, sport shoes, shorts, etc. are not appropriate. The student is also responsible to test all audio-visual equipment prior to the meeting. The student should arrive at least 15 minutes prior to the scheduled time to test all equipment. The public is welcome to attend the dissertation proposal, including friends, family, and colleagues. As a reminder, the dissertation proposal is a professional presentation and oral examination of the student's dissertation document. All those in attendance are expected to maintain professional academic decorum.

The dissertation proposal typically lasts about 2 hours and involves the following:

1. **Proposal Presentation** (15-30 minutes; open to public)
 - Using presentation software (e.g., PowerPoint, Prezi, Sway), the student will provide an overview of the dissertation proposal. The purpose of the presentation is to demonstrate that the student can clearly and succinctly represent the proposal to other professionals. The presentation should provide a succinct, yet thorough, overview of the relevant literature, theoretical underpinnings, proposed methodology, and analysis plan. It should also demonstrate how the proposed study fits with other scholarship within the student's field of study.
 - Following the proposal demonstration, the chair will invite those in attendance to ask questions to the student.
2. **Public Defense** (5-15 minutes; open to the public)
 - The chair will ask the audience for any questions or comments related to the presentation and dissertation document. At the conclusion of this section, the chair will ask that attendees leave the room.
3. **Proposal Defense** (45-60 minutes; open to current students, faculty, and administrators)
 - The proposal defense is an opportunity for students to defend their science. This is achieved through committee members asking questions pertaining to current

literature on the topic, methodological decisions, and implications of the work for the field.

- Students are expected to present with advanced knowledge in their area of the dissertation (literature, methodology, implications) and be prepared to defend this area and to support research decisions using scholarly resources. Students should be prepared to justify decisions, synthesize information, and explain the research content, methodology, and analysis.
- Students should be able to independently respond to the questions posed by committee members in a professional, academic manner. At times committee members may give differing or even opposing suggestions and critiques. It is students' responsibility to consider these suggestions and justify or explain their decisions to incorporate or not incorporate feedback from committee members.

4. **Dissertation Committee Evaluation** (15-30 minutes; closed to public)

- The dissertation committee dismisses the student from the room to discuss the merits of the dissertation proposal and the student's responses to concerns raised by the dissertation committee. The committee will decide whether the student's dissertation proposal is: (a) Accepted, (b) **Revise with Minor Revisions**, or (c) **Revise and Re-Defend**.
 - **Accepted** signifies no revisions or edits are required. The student may proceed to finalize the dissertation proposal (outlined below).
 - **Revise with Minor Revisions** signifies that the requested edits are minor in nature. There may be a small or large number of minor revisions requested. The changes will be reviewed by the chair and may also be required to be reviewed by committee members. Once the chair has approved the requested revisions, the student may proceed to finalize the dissertation proposal (outlined below).
 - **Revise and Re-Defend** signifies that there are substantial revisions that must be completed. The changes must be reviewed by the chair and the dissertation committee member(s) who requested the changes. The student must then re-defend his or her dissertation proposal in a subsequent dissertation proposal meeting.

5. **Dissertation Committee Decision** (10-20 minutes; closed to public)

- The chair will invite the student back into the room to inform the student of the dissertation committee's decision and to clarify any revisions that are expected.

COMPLETING THE DISSERTATION PROPOSAL

The dissertation proposal meeting is just one part of the dissertation proposal process. Data collection cannot begin until the following tasks are completed and the dissertation proposal process is complete. The student will not be permitted to graduate without completion of these tasks.

1. **Dissertation Proposal Edits**

Working with the dissertation chair, the student must respond to edits or changes requested by committee members at the dissertation proposal meeting. All edits and changes must be approved by the committee members.

2. Human Subjects Training

Once the dissertation committee has approved all edits to the dissertation proposal, both the chair and the student must complete two online trainings, [Responsible Conduct in Research](#) (RCR) and the IRB's required [Human Subjects](#) training.

3. Institutional Review Board

The student is responsible for following the guidelines to obtain approval from the [Institutional Review Board](#) (IRB) of the university. Students must determine the level of review necessary for the dissertation study (exempt, expedited, or full) and complete the appropriate application form on the IRB's [website](#). Once completed, the IRB application must be approved by the dissertation chair and the department chair prior to submission to the IRB. The student's and dissertation chair's NIH training certificates must be submitted with the IRB application.

If at any time the student, in consultation with the chair, decides to make any modification to the study (e.g., changes to data collection sites, consent forms, questionnaires, or interviews), the student must submit a [Modification of an Approved Study](#) to the IRB and receive approval from the IRB *before* any changes are implemented.

4. Department Chair Approval

The prospectus must be approved by the department chair before it is submitted to the graduate school. The department chair requires at least 10 work days to review the prospectus, and may require further edits before approving the prospectus. Any edits requested by the department chair must be approved by the dissertation chair before resubmitting the document to the department chair.

5. Graduate School Approval

The final step of the dissertation proposal is to receive approval from the graduate school.

*Data collection cannot begin until the graduate school approves the dissertation proposal.

In order to receive approval, the student must submit the following to the graduate school:

- Prospectus Cover Sheet (see [graduate school forms](#) for a copy)
- Prospectus (A *10- page maximum* condensed version of the dissertation proposal)
- Copy of the IRB Approval Letter
- RCR Training Certificate (student and chair)
- External Agency Approval Letter (if applicable)

**Failure to receive approval from the graduate school prior to data collection may result in the student's graduation being delayed, including rejection of the completed dissertation requiring recollection of all data.*

Once graduate school approval is received, students may begin enrolling in FS 6993 Dissertation and begin data collection, analysis, and writing the final chapters of the dissertation document. Students must be enrolled in FS 6993 while collecting data and working on the dissertation document. If they are not enrolled in FS 6993, the student may not receive guidance from the chair.

THE DISSERTATION DEFENSE

PREPARING THE DISSERTATION DOCUMENT

The dissertation document should reflect the highest standards of research and scholarship. In preparing the dissertation document, students will follow the directions from the “Formatting Navigator” and “Guide to Thesis and Dissertation Preparation” found on the [graduate school forms website](#). All headers, tables, figures, and writing style should be consistent with APA standards and those consistent with the student’s major field of study.

Most commonly, the dissertation document is divided into 5 chapters that correspond to the major sections of an empirical article, namely: introduction, literature review and conceptual framework, method, results, and discussion. However, not all dissertation studies may fit that organization structure. The student should work closely with the chair to organize the dissertation chapters. The dissertation should also have a table of contents and appendices for tables, figures, and the study’s documents (e.g., consent forms, questionnaires, etc.). The length of the dissertation will depend on the direction of the chair, the nature of the study, and the experience of the student.

COMMUNICATING WITH THE DISSERTATION COMMITTEE

The student should meet and consult with committee members throughout the completion of the dissertation for assistance with struggles and obstacles in data collection, analysis, and reporting. This is an opportunity to utilize committee member expertise to enhance the quality and rigor of the dissertation document. Regular communication with committee members can help build confidence in preparing students for successful defense.

PREPARING FOR THE DISSERTATION DEFENSE

Preparing for the dissertation proposal can feel overwhelming. The following has been found to help students prepare for the dissertation proposal:

- Attend dissertation defenses of other students.
- Begin very early to coordinate and schedule the date and time for the proposal. Faculty and chairs can often have very busy schedules. The earlier this is done, the easier scheduling can be accomplished.
- Make sure that the document has been reviewed for format and grammar that adheres to both graduate school and APA standards.
- Maximize the opportunity to identify committee member concerns by meeting with committee members throughout the preparation process.
- Meet with the dissertation chair to identify and prepare for questions or issues that might be raised by committee members during the defense.
- Organize the presentation in a manner that clearly and succinctly explains the completed research study, including: the theoretical underpinnings, the methodology that was implemented, any changes made after the dissertation proposal, analysis results, and how the findings fit with other scholarship within the student’s field of study.

SCHEDULING THE DISSERTATION DEFENSE

Once the student’s chair has approved the dissertation document, the student will schedule the dissertation defense. It is the student’s responsibility to find a date and time that all committee

members can attend. The dissertation defense requires the presence of all three committee members. When setting a date for the dissertation defense, the following policies must be followed:

- All dissertation committee members must have **at least 10 working days** to review the final proposal approved by the chair. Therefore, the dissertation proposal cannot be set less than 10 working days prior to the final dissertation proposal being approved by the chair and sent out to committee members. Some committee members require a hard copy and others an electronic copy of the final proposal. It is the student's responsibility to give the final proposal in the form (electronic or paper) preferred by the committee member.
- No dissertation defense may be scheduled during finals week, university or student holidays, or between regular semesters.
- The dissertation defense can only be scheduled during Summer semesters if all dissertation committee members have a university appointment during the regular Summer semester.
- The student will contact the Department of Family Sciences office to schedule a room with a capacity of at least 15 people.
- The student will contact the Department of Family Sciences *at least 2 weeks* prior to the defense date to post public announcements of the dissertation defense.
- The student will send a reminder to all committee members one to two days prior to the meeting time.

Reminder of Graduation Deadlines

When scheduling the dissertation defense, students must be mindful of the [graduation deadlines](#). Oftentimes, in order to graduate in the same semester as the defense, a student must schedule the dissertation defense prior to mid-semester. The student should work very carefully with the chair in determining the most appropriate time for the dissertation defense. As is outlined below, the dissertation defense meeting is just one step of finalizing the dissertation document. Therefore, **the dissertation defense must be scheduled at least 5 weeks prior to the due date for the certificate of final examination**. It is the student's responsibility to be sure all forms and deadlines are met. If appropriate dissertation deadlines and approval forms are not met, graduation may be delayed.

THE DISSERTATION DEFENSE

Students are encouraged to dress professionally for this event. Business attire is appropriate. Jeans, open shirts, sport shoes, shorts, etc. are not appropriate. The student is also responsible to test all audio-visual equipment prior to the meeting. The student should arrive at least 15 minutes prior to the scheduled time to test all equipment and bring a copy of the [Certificate of Final Examination](#). The public is welcome to attend the dissertation defense, including friends, family, and colleagues. As a reminder, the dissertation defense is a professional presentation and oral examination of the student's dissertation document. All those in attendance are expected to maintain professional academic decorum. **Celebrations are to be delayed until after the Graduate School has accepted the document.**

The dissertation defense typically lasts about 2 hours and involves the following:

1. **Introductions** (5-10 minutes; open to public)
 - The chair will introduce the student and dissertation committee members to those in attendance.
2. **Dissertation Presentation** (20-30 minutes; open to public)

- Using presentation software (e.g., PowerPoint, Prezi, Sway), the student will provide an overview of the dissertation. The purpose of the presentation is to demonstrate that the student can clearly and succinctly represent the completed dissertation to other professionals. The presentation should provide an overview of the conceptual framework, methodology, analysis, implications, and how the findings fit with other scholarship within the student's field of study.
3. **Public Defense** (5-15 minutes; open to the public)
 - The chair will ask the audience for any questions or comments related to the presentation and dissertation document. At the conclusion of this section, the chair will ask that the audience leave the room.
 4. **Dissertation Defense** (45-60 minutes; open to current students, faculty, and administrators)
 - The dissertation defense is an opportunity for students to defend their science. This is achieved through committee members asking questions pertaining to any part of the dissertation, such as: current literature on the topic, methodological decisions, analyses, representations of findings, study limitations, and implications of the work for the field.
 - Students are expected to present with advanced knowledge in their area of the dissertation (literature, methodology, analysis, implications) and be prepared to defend this area and to support research decisions using scholarly resources. Students should be prepared to justify decisions, synthesize information, and explain any part of the dissertation document.
 - Students should be able to independently respond to the questions posed by committee members in a professional, academic manner. At times committee members may give differing or even opposing suggestions and critiques. It is students' responsibility to consider these suggestions and justify or explain their decisions to incorporate or not incorporate feedback from committee members.
 5. **Dissertation Committee Evaluation** (15-30 minutes; closed to public)
 - The dissertation committee dismisses the student from the room to discuss the dissertation document and student's responses to concerns and questions from the dissertation committee. At this time the dissertation committee will discuss the merits of the completed work, including the student's presentation, and decide whether the student's dissertation defense is: (a) **Accepted**, (b) **Revise with Minor Revisions**, or (c) **Revise and Re-Defend**.
 - **Accepted** signifies no revisions or edits are required. The Certificate of Final Examination and Signature Page may be signed at the time of the dissertation defense.
 - **Revise with Minor Revisions** signifies that the requested edits are minor in nature. There may be a small or large number of minor revisions requested. The changes will be reviewed by the chair and may also be required to be reviewed by committee members. The Certificate of Final Examination and Signature Page may be signed at the time of the dissertation defense.
 - **Revise and Re-Defend** signifies that there are substantial revisions that must be completed. The changes must be reviewed by the chair and the dissertation committee member(s) who requested the changes. The student must then re-defend his or her dissertation document in a subsequent dissertation defense. The Certificate of Final Examination and The Signature Page will be signed by all committee members after the student has received

Accepted or Revise with Minor Revisions at a subsequent dissertation defense.

6. **Dissertation Committee Decision** (10-20 minutes; closed to public)
 - The chair will invite the student back into the room to inform the student of the dissertation committee's decision and to clarify the revisions that are expected.

FINALIZING AND SUBMITTING THE DISSERTATION DOCUMENT

The dissertation defense meeting is just one part of completing the dissertation. After the student has satisfactorily passed the dissertation defense, the student must complete the tasks below. The student will not be permitted to graduate without completion of these tasks.

1. **Dissertation Proposal Edits**

Working with the dissertation chair, the student must respond to edits or changes requested by committee members at the dissertation defense meeting. All edits and changes must be approved by the committee members.

2. **Certificate of Final Examination**

Once the dissertation committee approves the dissertation as "Accepted," the student will prepare the [Certificate of Final Examination](#) and obtain signatures from all committee members and the Department of Family Sciences chair. The student will then forward the document to the graduate school.

3. **Signature Page**

After all revisions have been completed and approved by the dissertation committee, the student will prepare the [Signature Page](#) (located in the Formatting Navigator on the graduate school forms website) and obtain signatures from all committee members and the Department of Family Sciences chair. The student will then forward the document to the graduate school.

4. **Department Chair Approval**

The completed dissertation document must be approved by the department chair before it is submitted to the graduate reader. The department chair requires at least 10 work days to review the document, and may require further edits before approving the dissertation document. Therefore, the student must submit the completed dissertation document to the department chair [in accordance with the academic calendar and in the format \(hard copy or electronic\) preferred by the department chair](#). Any edits requested by the department chair must be approved by the dissertation chair before resubmitting the document to the department chair.

5. **Graduate School Approval**

The graduate school requires that all dissertations are reviewed by professional editors for grammar, structure, and formatting. The graduate school readers may require substantial edits before the graduate school will accept the final dissertation. It is the student's responsibility to complete any requested edits in the timeframe required by the graduate school.

6. **Filing the Dissertation with the Graduate School**

The Graduate School requires electronic filing of the dissertation document. Directions for submitting the dissertation document to the graduate school are found on the [graduate school website](#).

7. **Graduation Checklist**

The graduate school has several final requirements that all doctoral students must complete before they will be permitted to graduate, many of which have deadlines. All students must submit the [Dissertation Fee Form](#), [Survey of Earned Doctorates](#), and 2 copies of their professional vita in addition to filing the dissertation with the department and graduate school. Students are encouraged review the [Graduation Checklist](#) for any additional graduation requirements not included in this document and review the [graduation deadlines](#).

FINALIZING AND SUBMITTING THE DISSERTATION DOCUMENT

Students are encouraged to publish their dissertation in a peer-reviewed journal after the graduate school has accepted the final dissertation document. Depending on the extent and length of the dissertation document, the student may even be able to divide the dissertation into more than one publishable paper. The student, as the chief author of the dissertation document, has the right for primary authorship on any publications. Students are encouraged to discuss publication credit with their chair and committee members as early as possible. Merely holding an academic position, such as chair or committee member, does not justify authorship credit. Authorship must accurately reflect the relative scientific or professional contributions of the individual to the manuscript.

APPLYING FOR GRADUATION

The application for graduation may be obtained from the [Graduate School](#). A completed, properly signed application must be filed in the Graduate School by the date indicated on the academic calendar of the semester of graduation. You may apply for graduation up to one year prior to graduating. Deadlines for the last day to file are available at the forms link listed above. All fees must be paid by the deadline. See the Graduate Catalog for further information. A Graduation Checklist and Requirements for Graduation can be found in the subsequent pages to assist you in meeting all the requirements and deadlines necessary for graduation.

Rollover Application for Graduation

Students who apply for graduation with the intention to successfully complete their dissertation defense *but who do not do so* need to submit a [rollover application](#) for graduation in a future semester. Deadlines for the last day to file a rollover application are also available at the Graduate School link above, within the PDF “Graduation Deadlines.”



Section VI
Clinical
Internship &
Licensure

SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE CLINICAL ASPECT OF PROGRAM

Students Admitted Spring 2017 and Later

Beginning Spring 2017, the Family Therapy faculty will determine completion of the COAMFTE foundational practice component and competency in clinical work through the MS Hours Verification and Post-MS Hours Verification Forms. The COAMFTE foundational practice component requires a minimum of 500 hours of direct clinical contact hours, of which at least 40% must be with couples or families. Any deficiency in either competency or the foundational practice component must be completed during the doctoral program.

Students Admitted Prior to Spring 2017

The Family Therapy program of study culminates in a minimum of four semesters of FS 6544/5544 Internship in Family Therapy. In these courses, the student's overall performance is assessed by site supervisors and faculty supervisors. The student must earn a grade of A or B to successfully complete the courses. Students must meet (1) face-to-face client contact hours, (2) clinical competency, *and* (3) approval of Family Therapy faculty (based in part on competency evaluations) to finish the clinical aspect of the program. If all three are not achieved, the student will receive a PR (which stands for "Progress," and is not punitive) and extend the internship experience for a minimum of one additional semester. The evaluation forms that are used in these courses are completed each semester of Internship. See the Family Therapy Master's Student Handbook for information related to the following topics related to clinical courses:

- Therapist Evaluation
- Concerns for Therapist Competency
- Statement of Liability Awareness
- Background Checks
- Skills required for successful completion of the clinical aspect of the program
- Applications for clinical courses
- Affiliated Internship Sites
- Requirements for Internship
- Expectations of Clinical Internship Sites
- Standard Elements for FS 5544 Internship in Family Therapy
- Professional Liability Insurance

REQUESTING A WAIVER OF THE 4TH SEMESTER OF ADVANCED FAMILY THERAPY INTERNSHIP

Family Therapy doctoral students (admitted prior to Spring 2017) who find that they will likely complete all the requirements for FS 6544/5544 Advanced Internship in Family Therapy (500 total client contact hours, 200 relational hours, 100 supervision hours, competencies, and state requirements) in fewer than the required number of semesters may wish to request a waiver of their final (4th) required semester. Students may not request a waiver of the 1st, 2nd, or 3rd semester of internship.

The student must submit to the Family Therapy Program Coordinator a written request stating that she/he expects to (a) complete the required hours by the end of the third semester, (b) score at the Expected level or above (overall) on the Family Therapy Competency Document (Semesters 3 and 4), (c) score at the Expected level or above (overall) on the Off-Site Internship Evaluation, and (d) complete all other Internship requirements (including 100 hours of supervision). The Family Therapy Competency Document (Semesters 3 and 4) completed by the internship faculty supervisor and the Off-site Internship Evaluation completed by the off-site supervisor must be submitted along with the student's written request to the Family Therapy Program Coordinator.

The Family Therapy Program Coordinator will bring the request and supporting documents to the Family Therapy Component Meeting for consideration by the full faculty. The student's internship faculty supervisor will report to the Family Therapy faculty the probability that the student will complete the required hours and all the other requirements and whether he/she recommends that the student's request for a waiver of the final (4th) semester of FS 6544 be approved.

After discussion, a majority vote of the Family Therapy faculty is needed to approve a waiver of the final semester of FS 6544. If the majority finds that the student needs to complete the remaining (4th) semester of Internship in order to strengthen her/his therapy skills or to complete other requirements, they may vote to deny the request. The decision to approve or deny the request for a waiver of the final semester of FS 6544 Advanced Family Therapy Internship is a Family Therapy component decision. The Family Therapy Program Coordinator will notify the student of the faculty's decision in writing.

LICENSURE REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY

Students are advised to consult with the Texas State Board of Examiners of Marriage and Family Therapists and their requirements for licensure as an MFT prior to degree completion. Licensure in Texas requires submitting multiple forms to the board, along with application fees and proof of the completion of your degree at TWU and the national licensing exam available through the Association of Marital and Family Therapy Regulatory Boards (AMFTRB). More information on the examination is available on the Association of Marital and Family Therapy Regulatory Boards' website at: <http://www.amftrb.org/>. In addition, students must pass the online Jurisprudence Exam, submit college transcripts (or a letter from TWU showing you are currently enrolled, when you are expected to complete the course of study and the coursework you will need to complete in order to graduate as planned), evidence you have completed a supervised clinical practicum, and, following graduation, a Supervisory Agreement Form (Form III). Form III is required for the issuance of an Associate license and must be approved by the board in order to practice as a LMFT Associate in Texas. You may want to submit this form after successfully passing the national licensing exam.

As a Licensed Marriage and Family Therapist Associate (LMFT Associate), you are authorized by your license to use the title and engage in the practice of Marriage and Family Therapy only under the supervision of a board-approved supervisor with a board-approved Supervisory Agreement Form (Form III). There must be a separate Supervisory Agreement Form for each practicing location, and the Supervisory Agreement Form must be submitted to the board within 60 days of commencing supervised experience and supervision. The initial LMFT Associate license is issued for 24 months and may be renewed biennially for a period of 72 months (6 years).

In order to attain full licensure as a Licensed Marriage and Family Therapist, a LMFT Associate must complete a minimum of 2 years of full time supervised work experience providing marriage and family therapy services. This work experience must include at least 3,000 hours of board- approved, supervised marriage and family therapy practice experience. Of the 3,000 hours, at least 1,500 hours must be in direct clinical services. Of the 1,500 hours in direct clinical services, 750 hours must be provided to couples or families. The remaining 1,500 hours may come from either direct clinical services or related experiences. Of the 3,000 hours, up to 500 hours may be transferred from a COAMFTE accredited doctoral program (Please see Form VI).

In order to attain full licensure as a Licensed Marriage and Family Therapist, a LMFT Associate must also complete 200 hours of supervision. Of the 200 hours, 100 hours must be individual supervision. Up to 100 of the 200 hours of the required supervision hours may be credited from supervision accrued during a supervised clinical practicum in a Marriage and Family Therapy program (Please see Form VI). At least 50 hours of the post-graduate supervision must be

individual supervision. At the end of the supervised clinical experience, the MFT Licensed Supervised Experience Verification Form (Form V) must be submitted to the board for each practicing location.

Additional information regarding the licensure process in the state of Texas is available at the state board's website, available here: <http://www.dshs.texas.gov/mft/>.

PROGRAM PORTABILITY POLICY

While the TWU Family Therapy PhD program meets the academic requirements as specified by the Texas State Board of Examiners for Marriage and Family Therapists for a license in Marriage and Family Therapy, students who are planning to pursue licensure in a different jurisdiction should be aware each state has their own specific and unique requirements for licensure. The purpose of this policy is to ensure applicants and students are aware of all information specific to MFT licensure, and that there are differences in licensure requirements across jurisdictions.

To obtain information about different state licensure requirements, students should search the Association of Marital and Family Regulatory Boards at <http://www.amftrb.org>. This website also contains information about the AMFTRB National Exam, as does the website of the Texas State Board of Examiners for Marriage and Family Therapists. It is the policy of the program to review Texas LMFT requirements during New Student Orientation, offered during the Spring and Fall semesters, during FS 6233 Issues and Ethics in Professional Development, and during FS 5363 Prepracticum. During each of these licensure presentations, we discuss how students can utilize the AMFTRB website to inquire about licensure requirements in states other than Texas. In addition, faculty advisors will meet with any student who would like assistance in understanding how to contact the licensure board in a jurisdiction outside of Texas to determine if the TWU Family Therapy program meets the requirements for that state.

It is also the policy of the TWU Family Therapy program to stay informed about all licensure requirements in Texas, and advise students of substantive changes. However, it is the responsibility of students and alumni to ensure all licensure requirements are met, in Texas or in any other jurisdiction.

Lastly, it is the policy of the program to ensure all necessary paperwork is completed and provided to the student in order for a student to achieve licensure in Texas or any other jurisdiction. Students or alumni may be required to submit evidence to the program to substantiate completed licensure requirements. Specific to the state of Texas, two pieces of paperwork may require program completion: a letter verifying current enrollment for students seeking to complete the National Exam prior to graduation, and Form VI, specific to supervision experiences accrued in the program. Per TSBEMFT, letters verifying current enrollment and progress in the program must be completed by the TWU Family Therapy Program Coordinator. Form VI must be signed by either the Internship instructor that supervised the graduate's final semester of Internship or the Program Coordinator.