

## New Academic Program Workflow Form

### General

**Proposed Name: Marriage and Family Therapy**

Transaction Nbr: 00000000000201

Plan Type: Major

Academic Career: Graduate

Degree Offered: Master of Science

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2025

### Details

Department(s):

#### AGSC

DEPTMNT ID	DEPARTMENT NAME	HOST
1236	Norton School of Human Ecology	Y

Campus(es):

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

**Admission application terms for this plan:** Spring: N Summer: N Fall: Y

**Plan admission types:**

Freshman: N Transfer: N Readmit: N Graduate: Y

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

**Plan Taxonomy:** 51.1505, Marriage and Family Therapy/Counseling.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Marriage and Family Therapy

Transcript: Y Marriage and Family Therapy

**Conditions for Admission/Declaration for this Major:**

Students should have an undergraduate GPA of 3.0 or higher, with a bachelor's degree in human development and family science, psychology, or a related field. Students will submit a resume/CV, letter of intent, and three letters of recommendation from academic/professional references. Applicants will be screened in two rounds. The first will be the initial review of application materials by the program faculty, and then selected applicants will be invited to interview for the program in individual and group interview contexts. Interviews will be with faculty from the program and will focus on student preparedness and assessment of clinical potential. Final applicants will be admitted after the interview process. Interviews will occur in February/March for the following fall semester. This process is similar to other MFT program admissions processes in the country.

**Requirements for Accreditation:**

his program will seek accreditation from the Arizona Board of Behavioral Health Examiners (AZBBHE). This organization oversees mental health licensure in the state of Arizona and provides accreditation to graduate programs in counseling fields, including MFT. AZBBHE has specific curriculum requirements for accreditation that were built into the proposed curriculum for this program. Because our curriculum has been designed with accreditation in mind, we will need to complete forms to verify that our curriculum meets their standards and are extremely likely to be approved for accreditation once the paperwork has been submitted.

**Program Comparisons**

**University Appropriateness**

Historically, CALS' research and teaching has focused on a broad area of topics aimed at improving the human condition and supporting the economy within Arizona and globally. The MFT program will expand CALS' reach to more direct, applied work with families in need of mental health and/or relationship support. Students and faculty in the MFT program would provide therapy services in the community, for individuals and families of all ages and backgrounds. In addition, because of the goal to recruit Spanish-speaking faculty and students, we would be honoring the University's status as an HSI to strengthen individuals and

families in the Hispanic community. A Spanish-language focus is unique among MFT programs in the nation and would be a distinguishing factor for the program, CALS, and the University.

As the University continues its mission to develop students into next-generation problem-solvers capable of addressing grand challenges, implementing a family-focused mental health program will align with and augment this mission. During the covid-19 pandemic, societal mental health needs have been a point of public interest and concern, with careers in that field growing rapidly as many individuals and families seek out mental health treatments and supports. Training UArizona students to address the pressing local, national, and global mental health community's problems in a clinically-effective, innovative program will advance the mission of the University in a key area of life vital for every individual and family.

The MFT program fits within the College of Agriculture and Life Sciences as an additional applied master's degree program in the Life Sciences realm. Currently, CALS does not house any mental health clinical programs and adding an MFT program to the Norton School of Human Ecology aligns with the Family Studies and Human Development undergraduate and doctoral programs.

### **Arizona University System**

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Marriage and Family Therapy	MS	44	Arizona State University, Tempe	Y

### **Peer Comparison**

See attached comparison chart

### **Resources**

#### **Library**

Acquisitions Needed:

N/A

#### **Physical Facilities & Equipment**

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

N/A

#### **Other Support**

Other Support Currently Available:

We have support for this program from clinicians in the Tucson area. We also have a staff and administrative positions that are able to facilitate graduate program concerns for the new program in terms of graduate student advising, course scheduling, etc.

Other Support Needed over the Next Three Years:

We plan to hire one faculty member to start in Fall 2024 to help build curriculum. Then, we plan to hire two more to start in Fall 2025 to help teach courses. Those three hires, in addition to the two current faculty that can teach courses, will be able to cover all teaching needs.

We will also hope to hire a clinical coordinator for the program during the first or second year. It will be a staff position, for someone who can oversee clinical placements for student internships and work with students on tracking licensure requirements. We will also hire a graduate coordinator for the School that will coordinate this program and the other graduate programs housed within the School of Human Ecology.

**Comments During Approval Process**

11/29/2023 10:39 AM

DARINK

Comments
Approved.

12/4/2023 1:06 PM

ESANDMAR

Comments
Approved.

12/4/2023 2:25 PM

ESANDMAR

Comments
Added Vice Provost's approval memo, updated additional info from, and updated peer comparison form.



## NEW ACADEMIC PROGRAM – MAJOR Preliminary Proposal Form

### I. Program Details

- a. **Name (and Degree Type) of Proposed Academic Program:** Marriage and Family Therapy, Master of Science
  - i. **Emphases (if applicable):**
- b. **Academic Unit(s)/College(s):** College of Agriculture, Life, and Environmental Sciences, Norton School of Human Ecology
- c. **Campus/Location(s):** Tucson-Main Campus
- d. **First Admission Term (i.e., Fall 2022):** Fall 2025
- e. **Primary Contact and Email:** Darin Knapp, darink@arizona.edu

### II. Executive Summary (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major):

- Marriage and Family Therapy (MFT) is a specialized mental health profession that trains clinicians in diagnosing and treating mental illness, relationship issues, trauma responses, and other issues of clinical attention in the counseling professions with a unique focus on integrating family-focused interventions in the treatment of those issues.
- There are no nationally accredited MFT programs in Arizona or New Mexico, and many current undergraduate students hoping to pursue this profession go out-of-state for graduate training.
- The proposed MFT program will be housed in the Norton School of Human Ecology and will provide courses integrated with the Personal Family Financial Planning major so that MFT students receive training in financial topics/counseling.
- Our program will focus on recruiting bilingual Spanish-speaking faculty who can train students who speak Spanish to provide therapy in both the Spanish and English languages because of UArizona's unique distinction as a Hispanic Serving Institution and because of the lack of Spanish-speaking mental health services in Southern Arizona.
- During the Covid-19 pandemic, mental health has been at the forefront of discussion, policy, and concern among individuals, families, employers, education institutions, and policy makers; accordingly the job market for MFTs is promising, both within Arizona and nationwide, with high rates of job growth over the next 10 years projected locally and throughout the country.

### III. Brief Program Description:

Marriage and Family Therapists, often referred to as MFTs, are highly sought-after, licensed mental health professionals that treat individuals, couples, and families. Recognized by the U.S. Department of Health and Human Services as one of the five core mental health professions, MFTs work to understand symptoms and diagnoses with a unique focus on interpersonal interactions – family, coworkers, friends – and how these relationships can help or challenge mental well-being.

The master's degree program in Marriage and Family Therapy (MFT) provides students with applied learning experiences and a direct pathway to licensure in the MFT profession. Courses provide in-depth learning in diagnosis and treatment of mental illness, analysis of family dynamics, conflict resolution, trauma response and treatment, active listening skills, sex therapy, play therapy, professional ethics, and more. Students will have the opportunity to take elective courses in family financial planning in order to help families work through financially-based issues. While completing practicum, students will receive clinical supervision from licensed professional MFTs, available for English- and Spanish-speaking clients. At the conclusion of the program, students will be eligible to sit for licensure exams and apply for MFT licensure. As professionals in MFT, our graduates join the mental health profession as highly knowledgeable, practiced clinicians who can immediately join the workforce.

**IV. Program Rationale:**

Historically, CALES' research and teaching has focused on a broad area of topics aimed at improving the human condition and supporting the economy within Arizona and globally. The MFT program will expand CALES' reach to more direct, applied work with families in need of mental health and/or relationship support. Students and faculty in the MFT program would provide therapy services in the community, for individuals and families of all ages and backgrounds. In addition, because of the goal to recruit Spanish-speaking faculty and students, we would be honoring the University's status as an HSI to strengthen individuals and families in the Hispanic community. A Spanish-language focus is unique among MFT programs in the nation and would be a distinguishing factor for the program, CALES, and the University. In addition to faculty holding credentials as licensed MFTs in Arizona with appropriate graduate degrees (doctoral-level), we will also include Spanish language fluence as a job requirement or preferred qualification when hiring the first round of faculty as the program launches.

As the University continues its mission to develop students into next-generation problem-solvers capable of addressing grand challenges, implementing a family-focused mental health program will align with *and* augment this mission. During the covid-19 pandemic, societal mental health needs have been a point of public interest and concern, with careers in that field growing rapidly as many individuals and families seek out mental health treatments and supports. Training UArizona students to address the pressing local, national, and global mental health community's problems in a clinically-effective, innovative program will advance the mission of the University in a key area of life vital for every individual and family.

The MFT program fits within the College of Agriculture, Life, and Environmental Sciences as an additional applied master's degree program in the Life Sciences realm. Currently, CALES does not house any mental health clinical programs and adding an MFT program to the Norton School of Human Ecology aligns with the Human Development and Family Science undergraduate and doctoral programs.

**V. Projected Enrollment for the First Three Years:**

Year 1	Year 2	Year 3
15	35	45-50

MFT programs are frequently run in a cohort model, where students progress through their academic and clinical training within groups. We aim to start the program with a smaller-size cohort because each MFT student must be placed in a clinical practicum site during their training. We do not want to offer more admissions spots than we have available practicum sites. As the program becomes more established, we will have more practicum sites available and can admit larger size cohorts. We anticipate eventually admitting cohorts of around 25 students per year once the program is fully running. Thus, we would have about 50 students enrolled per academic year, with 25 from the first-year cohort and 25 from the second-year cohort.

VI. **Evidence of Market Demand:**

The job market for MFTs is promising, both within Arizona and nationwide, with high rates of job growth over the next 10 years projected locally and throughout the country (reports generated by Curricular Affairs). Salary for MFTs is approximately \$20,000 higher than the average salaries within Arizona and nationally. During the height of the Covid-19 pandemic, mental health has been at the forefront of discussion, policy, and concern among individuals, families, employers, education institutions, and policy makers. Factors related to increases in mental health problems are exacerbated by the global pandemic, including individual isolation, social disconnect, stress, grief/loss, and anxiety.

Since the COVID-19 pandemic, mental health professionals became highly sought-after to stand on the front lines of the pandemic along with other essential workers, battling the mental health and relationship difficulties resulting from COVID-19. Return to work and school has only increased families' stress and strain, dramatically increasing the demand for mental health professionals. As the prominence of mental health professionals' positive contributions in communities and families has increased, the projections for job growth also demonstrate continued growth in this field. Recognizing the toll of mental health on the nation, the Biden administration has recently announced releasing \$85 million dollars to address mental health training, treatment, and increase awareness of mental health problems; a substantial portion of these funds are designated to increase therapy options for families of children with mental health problems (Simons-Duffin & Chatterjee, 8-27-21).

Marriage and family therapy is a cost effective treatment approach for families and for the national healthcare system in general. MFT professionals have been highlighted as cost-effective mental health treatment providers that save families and institutions money on healthcare costs (Crane & Christenson, 2012; 2014). As such, MFT professionals are valuable contributors to communities irrespective of location, and may have even more significant impact in low-income areas, including within 14 out of 15 total counties in Arizona where poverty rates rank considerably higher than the national rate (U.S. Census Bureau, 2019a; 2019b).

Despite the contributions that MFT professionals bring to communities, MFT professionals are underrepresented in Arizona, as the majority of degrees in mental health fields are not within MFT. The few MFT training programs in Arizona that are currently active are almost all within for-profit institutions, meaning that students interested in attending graduate school in MFT are often either paying high-

cost tuition to remain in-state or going out-of-state for their training, with many not returning to Arizona to practice as they network for careers in the locations of their graduate institutions. Housing an MFT program at UArizona would boost availability of cost-effective mental health treatment statewide as many graduates from this program would likely remain in state as treatment providers. Additionally, this program will grant students with more affordable, high-quality MFT training that focuses on Arizona law and licensure while still providing students with flexibility for obtaining jobs around the country. This program will be an asset to communities and students in Arizona and nationally.

Employment prospects for graduates from this program are excellent. According to data on the national labor market (data from Bureau of Labor Statistics, 2023), there is an expected 15% growth rate for jobs in MFT from 2022-2032, which is much faster job growth than average across occupations. Approximately 5,900 job openings are expected nationwide annually in MFT, for which our graduates would be highly qualified. As integrated healthcare becomes more common throughout the country, MFTs fill a unique mental healthcare provider role as they attend to family-based issues as part of an integrated team of providers. This growth in integrated care is promising for graduates in MFT. Currently, Arizona ranks as one of the states with a dearth of MFTs in relation to its population, with the number of employed MFTs considerably lower than the national average (Bureau of Labor Statistics, 2023). Accordingly, our proposed program would fill a void in the Arizona mental healthcare workforce and our graduates will be sought-after as professionals on the job market.

The University of Arizona student demand for the MFT program is also very high. In a survey of HDFS undergraduate students, 110 students reported that they would be *interested* or *very interested* in applying to a graduate MFT program at UArizona. The survey was only distributed within our own undergraduate major, and does not include potentially interested students from other fields of study such as psychology, sociology, communications, and more; this data also excludes students from other state institutions or from out-of-state. As such, the scope of potential applicants is very wide and we anticipate having more than enough students to meet enrollment goals. Additionally, the M.S. in Counseling program on UArizona campus informed us that they admit around 60 students per year but turn away at least 60 qualified students from their program every yearly application cycle. As such, there is room for an additional clinical mental health professional graduate program on our campus.

#### VII. **Similar Programs Offered at Arizona Public Universities:**

- The University of Arizona
  - Counseling, M.A.
    - Rehabilitation and Mental Health specialization
- Arizona State University
  - Marriage and Family Therapy, M.A.S.
  - Master of Counseling, M.C.
  - Master of Social Work, M.S.W



- Northern Arizona University
  - Clinical Mental Health Counseling, M.A.


\*Note: As reflected in the Major Comparison Document, there is a noticeable difference between the total number of units required for the proposed UA MFT program compared to the number of units required in our peer institutions and ASU MFT programs. These differences are best explained by variations in accreditation at the national and/or state-licensure levels. The program at ASU is not nationally accredited; since the proposed UA program would seek national accreditation, we have specific mandated guidelines to follow that increase our number of units for that program, whereas the ASU program is not accredited nationally and therefore can require fewer units. The program at the University of Maryland has 9 additional units that students can take as electives if they want to be licensed in Maryland, meaning that most students are likely taking 45 units total to be eligible for licensure. So the total number of units for the UA MFT program proposed would be 61-63 units, and most students at the University of Maryland that opt for license eligibility would be taking 57-60 units. Thus, the discrepancy between number of units is not as pronounced as it may appear, again due to differences in accreditation at the state and national levels.

VIII. **Resources**

- a. **Summarize new resources required to offer the program:**
  - Graduate Coordinator/outreach specialist (1) -- To be hired 6 months before program launch
  - Professor of Practice (2) - to be hired 6-12 months before program launch
  - TT Assistant/Associate Professor (1) - to be hired after program launch for the second year of the program
  - Supplies (test kits, recruitment materials, renovations to space)
- b. **Estimate total expected cost: \$917,582**
- c. **Estimate total expected revenue of the program:**
  - i. Year 1 of program = \$230,685
  - ii. Year 2 of program = \$538,265
  - iii. Year 3 of program = \$692,055
  - iv. Year 4 of program and ongoing = \$768,950

IX. **Required Signatures** (the following should be included in the notification memo to campus after ABOR approval):

- a. **Program Director/Main Proposer:**

i. Signature: \_\_\_\_\_  \_\_\_\_\_

ii. Name and Title: Darin Knapp, Associate Professor of Practice, Director of Undergraduate Programs, Norton School of Human Ecology

iii. Date: 3/3/23

b. Managing Unit/Department Head:

i. Signature: \_\_\_\_\_  \_\_\_\_\_

ii. Name and Title: Laura Scaramella, Director Norton School of Human Ecology

iii. Date: 3/2/23


c. College Dean/Associate Dean:

i. Signature: \_\_\_\_\_  \_\_\_\_\_

ii. Name and Title: Michael Staten, Associate Dean, CALES

iii. Date: 3/7/23

**To:** Darin Knapp, Director of Undergraduate Programs, Norton School of Human Ecology,  
College of Agriculture, Life & Environmental Sciences

**From:** Greg Heileman, Vice Provost for Undergraduate Education 

**Date:** November 27, 2023


**Subject:** Approval of Preliminary Proposal for a Master of Science in Marriage and Family  
Therapy

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Thank you for submitting the preliminary proposal for a Master of Science in Marriage and Family Therapy. The proposed academic program trains clinicians in diagnosing and treating mental illness, relationship issues, trauma responses, and other issues of clinical attention in the counseling professions with a unique focus on integrating family-focused interventions in the treatment of those issues. We believe your ideas are sufficiently well developed that it now makes sense to advance through the stages of the formal academic program approval process.

Please proceed to the development of a full proposal, and do not hesitate to reach out to the Curricular Affairs Office for assistance with this process.

**CC:** Ron Marx, Interim Senior Vice President for Academic Affairs and Provost  
Liz Sandoval, Director, Curricular Affairs  
Laura Scaramella, Director North School of Human Ecology  
Michael Staten, Associate Dean, College of Agriculture, Life & Environmental Sciences





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

I. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases\* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Delete the EXAMPLE column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor/Master’s.

**GRADUATE**

Total units required to complete the degree	61
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Earned bachelor’s or master’s degree; GPA of 3.0 or higher
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Major Requirements: Complete all of the following</p> <ul style="list-style-type: none"> <li>• SERP 579B: Diagnosis &amp; Treatment of Mental Health Disorders (3)—if seats are available; if not, we will develop an in-house course or pay for SERP to offer another section of this course to MFT students</li> <li>• MFT 520 (3): MFT Theories (NEW)</li> <li>• MFT 530 (3): Individual &amp; Group Psychotherapy Models (NEW)</li> <li>• MFT 540 (3): Ethical &amp; Professional Issues in MFT (NEW)</li> <li>• MFT 550 (3): Couples Therapy (NEW)</li> <li>• MFT 560 (3): Play Therapy (NEW)</li> <li>• MFT 570 (3): Interventions with Parents and Children (NEW)</li> <li>• SERP 546: Counseling Skills and Techniques (3)—if seats are available; if not, we will develop an in-house course or pay for SERP to offer another section of this course to MFT students</li> </ul>



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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	<ul style="list-style-type: none"><li>• MFT 600 (3): Analysis &amp; Treatment of Human Sexual Development (NEW)</li><li>• MFT 610 (3): Family Systems in Cultural Context (NEW)</li><li>• MFT 620 (3): Advanced Family Therapy (NEW)</li><li>• MFT 640 (3): Systemic Treatment of Trauma, Addictions, &amp; Violence (NEW)</li><li>• MFT 694 (2-3): Intermediate Practicum (NEW)—repeat for credit for a total of 15-17 units</li><li>• MFT 698 (1): MFT Capstone &amp; Professional Development (NEW)</li><li>• HDFS 567 (3): Theories of Human Development</li></ul> <p>Complete one of the following:</p> <ul style="list-style-type: none"><li>• SERP 556: Research Methods (3)—if seats are available; if not, we will develop an in-house course or pay for SERP to offer another section of this course to MFT students</li><li>• HDFS 507A: Research Methods in Family Studies &amp; Human Development (3)</li></ul> <p>Required Electives—must choose one of the following</p> <ul style="list-style-type: none"><li>• PFFP 500-level Course (3): The PFFP program is currently developing a 500-level course that will be open to MFT Students</li></ul>
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ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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	<ul style="list-style-type: none"> <li>• HDFS 511 (3): Understanding Suicide: Prevention, Intervention, Families, and Communities (NEW)</li> </ul>
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Yes. Students complete one required research methods course in the program of study. One research methods course is required for state licensure and accreditation.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	<p>Yes. After completing the first semester of coursework, students will be eligible for internship placement at an area clinical site continuing until the student completes the required 300 hours of client contact. Internship sites are approved by faculty. All students will be supervised by a state-licensed marriage and family therapist during these internships.</p> <p>Supervision may be provided through a variety of means including case consultation/discussion, one-way mirror observation, video recording review/discussion, co-therapy, and telephone or real-time live/video consultation during live sessions.</p>
Master thesis or dissertation required (Yes/No). If yes, provide description.	No.
Additional requirements (provide description)	Capstone project will be required for all students. They will make a final presentation based on clinical casework supported by research findings which will be evaluated by MFT faculty.
Minor options (as relevant)	No required minor options.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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Note: As reflected in the Major Comparison Document, there is a noticeable difference between the total number of units required for the proposed UA MFT program compared to the number of units required in our peer institutions and ASU MFT programs. These differences are best explained by variations in accreditation at the national and/or state-licensure levels. The program at ASU is not nationally accredited; since the proposed UA program would seek national accreditation, we have specific mandated guidelines to follow that increase our number of units for that program, whereas the ASU program is not accredited nationally and therefore can require fewer units. The program at the University of Maryland has 9 additional units that students can take as electives if they want to be licensed in Maryland, meaning that most students are likely taking 45 units total to be eligible for licensure. So the total number of units for the UA MFT program proposed would be 61-63 units, and most students at the University of Maryland that opt for license eligibility would be taking 57-60 units. Thus, the discrepancy between number of units is not as pronounced as it may appear, again due to differences in accreditation at the state and national levels.

\*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add or remove rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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HDFS 507A	3	Research Methods in Family Studies & Human Development	None—open to graduate students in HDFS or related majors	In-person	F	Yes
HDFS 567	3	Theories of Human Development	None—open to graduate students in HDFS or related majors	In-person	F	Yes
SERP 546	3	Counseling Skills and Techniques	None; pending open seats in course			Yes
SERP 579B	3	Diagnosis and Treatment of Mental Health Disorders	None; pending open seats in course			Yes
SERP 556	3	Research Methods	None; pending open seats in course			Yes





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
MFT 520	3	MFT Theories	None	In-person	D	Fall 2025	F		Knapp, Clark
MFT 530	3	Individual & Group Psychotherapy Models	None	In-person	D	Fall 2025	F		Knapp, Clark
MFT 620	3	Advanced Family Therapy	MFT 520	In-person	D	Spring 2026	Sp		Knapp
MFT 550	3	Couples Therapy	None	In-person	D	Spring 2026	Sp		Knapp
MFT 540	3	Ethical & Professional Issues in MFT	None	In-person	D	Spring 2026	Sp		Knapp, Clark
MFT 694	2-3	Intermediate Practicum	Completion of SERP 546; successful completion of clinical screening	In-person	D	Spring 2026	Sp		Yes
MFT 560	3	Play Therapy	None	In-person	D	Summer 1 2026	Su		Knapp
MFT 570	3	Interventions with Parents and Children	None	In-person	D	Summer 2 2026	Su		Knapp



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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MFT 600	3	Analysis and Treatment of Human Sexual Development	None	In-person	D	Fall 2026	F		
MFT 610	3	Family Systems in Cultural Contexts	None	In-person	D	Fall 2026	F		Knapp, Clark
MFT 640	3	Systemic Treatment of Trauma, Addictions, & Violence	None	In-person	D	Spring 2027	Sp		
MFT 698	1	Capstone/Professional Development	Should be completed in student's final term of enrollment	In-person	D	Summer 2027	Su		Knapp, Clark
PFFP 500 Level Course	3	Financial Decision Making within the Family	PFFP Major/Minor, MFT major	In-person	D	Summer 2027	Su		PFFP Faculty Andrew Waldum

\*In development (D); submitted for approval (S); approved (A)

- a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:  
MFT

This prefix (MFT) will allow our students and those from other departments to distinguish courses required for MFT student graduation as well as those required for MFT licensure at the state/national level.

VI. **FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or Box folder link
Darin Knapp	Program Director, teach multiple courses	<a href="https://profiles.arizona.edu/person/darink">https://profiles.arizona.edu/person/darink</a>
Adam Clark	Teach multiple courses, mentor students	<a href="http://profiles.arizona.edu/person/adamclark">http://profiles.arizona.edu/person/adamclark</a>



THE UNIVERSITY  
OF ARIZONA

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

The current list of faculty does not account for courses taught outside the MFT program, including courses with SERP and HDFS prefixes, which will be taught by those faculty. In addition, the 5-year plan for this program is to hire 2 additional full-time faculty to help launch the program before it begins to help develop curriculum, and then to hire 2 more faculty during the first 5 years the program exists. In addition, most practicum units will be overseen by adjunct faculty, who will be serving as the students' clinical supervisors at clinical internship/practicum sites off-campus.



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To be used once the preliminary proposal has been approved.

VII. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.*

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Fall Year 1		Spring Year 1		Summer Session 1 Year 1		Summer Session 2 Year 1	
MFT 520	3	MFT 620	3	MFT 694	2	MFT 694	2
MFT 530	3	MFT 550	3	MFT 560	3	MFT 570	3
SERP 579B	3	MFT 540	3				
SERP 546	3	MFT 694	3				
<b>Total</b>	12	<b>Total</b>	12	<b>Total</b>	5	<b>Total</b>	5

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Fall Year 2		Spring Year 2		Summer Session 1 Year 2		Summer Session 2 Year 2	
MFT 600	3	MFT 640	3	MFT 694	2	MFT 694 (only if needed for students to complete the required number of practicum hours)	2
MFT 610	3	MFT 694	3	MFT 698	1		
SERP 556	3	HDFS 567	3				
MFT 694	3	<i>Graduate elective in MFT, PFFP, HDFS</i>	3				
<b>Total</b>	12	<b>Total</b>	12	<b>Total</b>	3	<b>Total</b>	2



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VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [Office of Instruction and Assessment](#). Attach your Curriculum Map here.

**Program:** MS in Marriage & Family Therapy

<b>Learning Outcome #1:</b> Demonstrate competence in systemic conceptualization, assessment, treatment, and practice for individual, couple, and family relationship-based issues.
<b>Concepts:</b> Students will apply knowledge of family systems-based assessment and treatment strategies in clinical practice of MFT.
<b>Competencies:</b> Students will demonstrate knowledge of family systems-based assessment and treatment strategies
<b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or other student projects, passing a clinical screening, and successfully managing a clinical caseload (direct) and student exit surveys (indirect).
<b>Measures:</b> Instructor grading of homework, exams, papers or other student projects; MFT Student Clinical Evaluation Form (must average ratings of proficient or higher on <i>clinical skills</i> , <i>professionalism</i> , <i>systemic analysis</i> , and <i>systemic treatment</i> items; completed by student’s clinical supervisor); student responses on the exit surveys.
<b>Learning Outcome #2:</b> Demonstrate ethical behavior and knowledge of ethical policies and procedures.
<b>Concepts:</b> Students will effectively use ethical models and professional ethical codes of conduct in their learning and practice.
<b>Competencies:</b> Students will demonstrate their use of ethical behavior in their learning and practice.
<b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or capstone projects (direct) and student exit surveys (indirect).
<b>Measures:</b> Instructor grading of homework, exams, and papers; MFT Student Clinical Evaluation Form (must average ratings of proficient or higher on ethics items; completed by student’s clinical supervisor); student responses on the exit surveys.
<b>Learning Outcome #3:</b> Integrate culturally informed approaches in their academic work and clinical settings.
<b>Concepts:</b> Students will apply multicultural humility and inclusive practices in their clinical work and learning.
<b>Competencies:</b> Students will demonstrate multiculturally-informed practices in clinical work and learning.
<b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or capstone projects (direct) and student exit surveys (indirect).
<b>Measures:</b> Instructor grading of homework, exams, and papers; MFT Student Clinical Evaluation Form (must average ratings of proficient or higher on multicultural humility items; completed by student’s clinical supervisor); student responses on the exit surveys.
<b>Learning Outcome #4:</b> Demonstrate knowledge of the diagnostic criteria for mental health disorders and best practices for assessment and treatment of those issues, focusing on systemic treatments and assessments.
<b>Concepts:</b> Students will effectively apply knowledge of diagnostic criteria, diagnostic assessment/evaluation practices, and corresponding systemic treatments and assessments.



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<b>Competencies:</b> Students will demonstrate their ability to perform accurate diagnostic assessments, conceptualizations, and treatment planning associated with said diagnosis(es)/assessments.
<b>Assessment Methods:</b> This outcome will be assessed in classroom interaction, homework (direct) and student exit surveys (indirect).
<b>Measures:</b> Instructor grading of classroom interaction and homework; student responses on the exit surveys.
<b>Learning Outcome #5:</b> Evaluate, interpret, and explain relevant research on relevant topics and findings related to MFT.
<b>Concepts:</b> Students will utilize their acquired knowledge to incorporate research findings into their clinical conceptualization and practice.
<b>Competencies:</b> Students will demonstrate their ability to understand and apply new research in their clinical practice.
<b>Assessment Methods:</b> This outcome will be assessed in classroom interaction, homework or capstone projects (direct) and student exit surveys (indirect).
<b>Measures:</b> Instructor grading of classroom interaction and homework; Clinical Capstone Evaluation Rubric (ratings of proficient or higher in faculty evaluations of clinical capstone project); student responses on the exit surveys.

Proposed Marriage and Family Therapy Program (M.S.) Curriculum Map

	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5
MFT 520	I		R		R
MFT 530	I		R	R	
MFT 540	M	I	R		
MFT 550	R		R		
MFT 560	R		R		R
MFT 570	R		R	R	
MFT 600	R		R		
FMT 610	R	R	I		R
MFT 620	R		R		R
MFT 640	R	R	R	R	
MFT 694	M	R, M	M	M	R
MFT 698	R	M	R	R	M
HDFS 507A					I
SERP 579B				I	

Note: two courses that are required but not housed under the MFT prefix are included as they are where content related to the learning outcomes will be introduced. We have permission from those departments to use those courses and for MFT students to enroll in them; we also



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have plans to develop our own in-house (MFT prefix) courses in the future for these topics should the need arise (if enrollment becomes too high for the other departments to support our need). Also, elective courses are not included as they will not be completed by every student.

IX. **PROGRAM ASSESSMENT PLAN**- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Year 5 and every 7 years afterwards
Competency in MFT field	Rate of students that pass licensure exam	Alumni survey
Clinical skill competence	MFT Student Clinical Evaluation Form	Every clinical semester
Program Learning Outcomes	Exit survey	At graduation

X. **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	15	30	50	50	50

Data/evidence used to determine projected enrollment numbers:

There is already strong interest among HDFS undergraduates in this program; survey results described above report that around 110 current HDFS undergraduate students would be *interested* or *very interested* in applying to a graduate MFT program at UArizona. This does not include students from other fields of study such as psychology, sociology, etc., where MFT applicants frequently originate; it also excludes students from other state institutions or from out-of-state. We anticipate being able to easily meet enrollment goals, and that we will have more applicants than available slots in the program.

MFT programs are frequently run in a cohort model, where students progress through their academic and clinical training within groups. We aim to start the program with a smaller-size cohort because each MFT student must be placed in a clinical practicum site during their training. We do not want to offer more admissions spots than we have available practicum sites. As the program becomes more established, we will have more practicum sites available and can admit larger size cohorts. We anticipate eventually admitting cohorts of around 25 students per year once the



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program is fully running. Thus, we would have about 50 students enrolled per academic year, with 25 from the first-year cohort and 25 from the second-year cohort.

XI. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees	0	15	20	25	25

Data/evidence used to determine number of anticipated degrees awarded annually:

Students are expected to complete the program within 2 full years (including summer terms). We will admit them in cohorts of 25 per fall semester. Thus, we should be graduating that number of students once the program is fully up and running, with earlier years producing smaller numbers of graduates as we admit smaller cohorts while we begin establishing the program.

XII. **PROGRAM DEVELOPMENT TIMELINE**- describe plans and timelines for 1) marketing the major and 2) student recruitment activities. We propose to obtain approval for this program in academic year 2023-2024. Then, we will work on building curriculum and hiring faculty staff during the 2023-2025 academic years. During the 2024-2025 academic years, we will begin marketing the program so that the first cohort is admitted to start the program in Fall 2025. In our college, we have two full-time recruiters as well as a marketing team that create marketing materials for all programs. We will collaborate with them on creating promotional materials. In addition, we plan to advertise the MFT graduate program widely among undergraduates at UArizona in our HDFS program, as well as in programs such as psychology, sociology, care, health, and societies, and other related fields in order to have a first cohort of 15 students.

There is already strong interest among HDFS undergraduates in this program; survey results described above report that around 110 current students would be *interested* or *very interested* in applying to a graduate MFT program at UArizona. This does not include students from other fields of study; it also excludes students from other state institutions or from out-of-state. We will also plan to advertise the MFT program to undergraduates from other state institutions in HDFS and psychology majors. Recruitment also will occur at annual national conferences for MFT programs and HDFS programs; these events allow universities to table and present to hundreds





## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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of prospective students who are likely already be interested in the field because of their attendance at these conferences. We plan to allocate funds for faculty to attend these events in order to recruit for UA at a national level. We believe current interest is substantial enough that combined with future marketing efforts we will be able to recruit our target goal of 15 students for our first cohort. We expect to have more applicants than we are able to admit. Additionally, the M.S. in Counseling program on campus informed us that they admit around 60 students per year and turn away at least 60 qualified students from their program every year. As such, there is room for an additional clinical mental health professional graduate program on our campus.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Norton School of Human Ecology

Budget Contact Person: Sam Sowerby	Projected		
	1st Year 2025-2026	2nd Year 2026-2027	3rd Year 2027-2028
<b>METRICS</b>			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	15	35	45
Net increase in college SCH Grad	555	1,295	1,665
Number of enrollments being charged a Program Fee	15	35	45
New Sponsored Activity (MTDC)			
Number of Faculty FTE	3 (1.0 FTE)	3 (1.0 FTE)	3 (1.0 FTE)
<b>FUNDING SOURCES</b>			
<u>Continuing Sources</u>			
UG AIB Revenue			
Grad AIB Revenue	264,739	629,603	824,763
Program Fee Revenue (net of revenue sharing)	7,500	17,500	22,500
F and A AIB Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 272,239</b>	<b>\$ 647,103</b>	<b>\$ 847,263</b>
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding	100,000		
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ 100,000</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 372,239</b>	<b>\$ 647,103</b>	<b>\$ 847,263</b>
<b>EXPENDITURE ITEMS</b>			
<u>Continuing Expenditures</u>			
Faculty	184,055	286,417	271,856
Adjuncts		18,000	19,000
Other Personnel	72,000	74,880	77,875
Employee Related Expense	81,938	119,125	115,619
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	10,000	10,000	10,000
Additional Space Cost			
Other Items (attach description)	25,000	5,000	5,000
<b>Total Continuing</b>	<b>\$ 372,993</b>	<b>\$ 513,422</b>	<b>\$ 499,350</b>
<u>One-time Expenditures</u>			
Construction or Renovation	50,000		
Start-up Equipment	20,000	75,000	
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ 70,000</b>	<b>\$ 75,000</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 442,993</b>	<b>\$ 588,422</b>	<b>\$ 499,350</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ (70,754)</b>	<b>\$ 58,681</b>	<b>\$ 347,913</b>

September 8<sup>th</sup>, 2022

To: Laura Scaramella, Director, Norton School of Human Ecology

From: Dr. Amanda Tashjian, Program Director, Counseling, Department of Disability and Psychoeducational Studies

Re: Letter of Support for the proposed Marriage and Family Therapy MS degree program

I am delighted to provide my strong support for your application to launch a Marriage and Family Therapy (MFT) MS degree program. The workforce demand for trained, licensed mental health clinicians remains higher than our capacity to train professionals. The COVID-19 pandemic has only amplified this demand. In reviewing your application, there are several clear strengths of this proposal. First, seeking national accreditation is a clear strength of the program. Currently, there are no nationally accredited MFT programs within the state. The program at ASU only has state accreditation, limiting students' abilities to obtain licensure in other regions outside of Arizona. Second, emphasizing family- and relationship-based courses is an asset to the proposed MFT program because this offers unique and specialized training for students in evidence-based treatment strategies effective across the lifespan. Third, the aim of recruiting and retaining Spanish-speaking faculty and students to augment mental health services offered in the Spanish language is a considerable strength of this program not only for the students in training, but for Spanish-speaking individuals and families who need mental health services in Arizona and beyond.

Given the mental health crisis currently facing our country, there is a strong need for additional degree programs that train students to be licensed, professional therapists. We regularly admit 60 students into our Counseling MA degree each year. Even with this high admission rate, we turn away at least 60 qualified students. Your program will do much to expand capacity to train professionals that support individuals, couples, and families.

In addition, there is great potential for collaboration in teaching and research as the MFT program grows. The MA Counseling Program is just one of the programs within the counseling umbrella. We also have a doctoral program in counselor education and supervision. Many of our students across both the MA and PhD programs would have interest in areas that overlap between counseling and MFT providing room for potential coursework sharing, teaching, and research.

We look forward to working with you as you build your degree program and are excited to participate in collaborations.

Sincerely,  
Dr. Amanda Tashjian, PhD, CRC, LPC, LCPC



Associate Professor of Practice and Counseling Program Director, Disability and  
Psychoeducational Studies

*A. Tashjian*





Dear Sir or Madame;

It is with pleasure that I write this letter in support of bringing a program for Marriage and Family Therapy to the University of Arizona. As the Director of Training for Transitions Counseling and Consulting, the second largest training site for master's level interns in the behavioral health field in the Phoenix area and newest facility to open in the Tucson market, I believe that I have a unique ability to speak to the need for quality education in this area. My perspective on this matter is one of many sides. As a provider, I know that training the next generation of behavioral health professionals is paramount for my field, as well as the population at large. Across the board, suicide rates among children and teenagers have been on the rise. It is commonly accepted that the rate of suicide has seen a staggering increase of approximately 80% since 2009 and this is one of the primary examples of why mental health care is important, but Marriage and Family Therapy is at the helm of that as the issue is a family one. Working with families who are experiencing this crisis, in particular for the first time, takes an individual who has empathy and is well-educated. As a former Wildcat myself, I can also provide the viewpoint that the University of Arizona's educational quality is the best option for bringing a program like this to the people of this state.

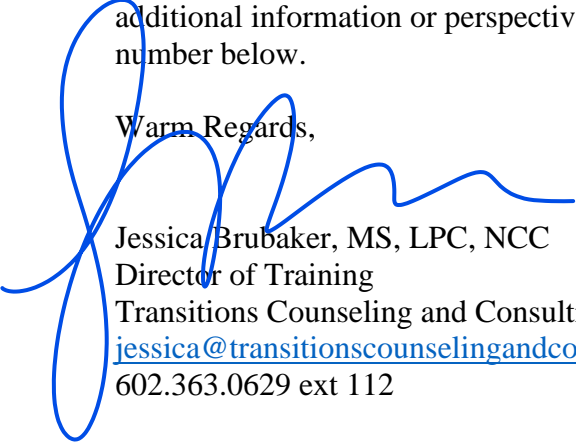
At Transitions Counseling and Consulting, our training program has hosted nearly one hundred students from area programs to complete the necessary hours towards licensure in the areas of Counseling, Social Work and Marriage and Family Therapy. I can personally attest to the need for quality education to serve as a foundation for knowledge when entering into the supervised practical part of their experience. Working with a variety of programs has truly shone a light on how impactful a quality program can be in producing a clinician with the skills necessary to think critically about diagnosis, case conceptualization and treatment planning so that modalities and interventions used in treatment are effective in helping people recover from a variety of mental health concerns. As a former student of the University of Arizona, I know firsthand that the educational experience from that institution is top notch and has the potential to influence the behavioral health provider of tomorrow as well as the field as a whole.

Additionally, I support this program as a benefit to the University of Arizona and its students. The field of mental health is one of growth and I can personally attest to the extreme need, across the nation as well as at home here in Arizona, for quality clinicians. A program of this nature will attract compassionate, caring, and intelligent students who will have nearly unlimited job prospects as the need just continues to increase. For context, Transitions Counseling and Consulting has posted for and hired three clinicians in the Tucson market in the last one week alone. We have also structured our program to host a minimum of two clinical interns completing their hours towards licensure. This example is to serve as a small snapshot of how the needs of one clinic reflect the needs of the field as a whole, and that those opportunities will continue to exist as access to quality mental health care continues to be more in demand than ever before.



Transitions Counseling and Consulting is a community partner of the University of Arizona and sincerely look forward to working to provide opportunities for students and graduates to enter the field as confident and competent clinicians. I would be more than happy to provide any additional information or perspective on this matter and can be reached at the email or phone number below.

Warm Regards,



Jessica Brubaker, MS, LPC, NCC  
Director of Training  
Transitions Counseling and Consulting  
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