

PROPOSAL FOR NEW ACADEMIC PROGRAM

University of Louisville
Institution Submitting Proposal

Master of Science

Degree Designation as on Diploma

Master of Science in Couple and Family Therapy
Title of Proposed Degree Program

EEO Status	_____
CIP Code	<u>51.1505</u>
Academic Unit (e.g. Department, Division, School)	<u>School</u>
Name of Academic Unit	<u>Kent School of Social Work</u>
Name of Program Director	<u>Emma Sterrett-Hong</u>
Intended Date of Implementation	<u>August 2019</u>
Anticipated Date for Granting First Degrees	<u>May 2021</u>
Date of Governing Board Approval	_____
Name, Title and Information of Contact Person	<u>Emma Sterrett-Hong</u> <u>Associate Professor, Director</u> <u>emma.sterrett@louisville.edu</u> <u>502-852-0388</u> _____

Date of CPE Approval	_____
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Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

A. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan.

1. Provide a brief description of the program. Does this program have any concentrations?

The purpose of the Master of Science in Couple and Family Therapy (M.S. CFT) program within the Kent School of Social Work (Kent School) will be to develop professionals in couple/marriage and family therapy to work with couples, families, and other systems within their community contexts and through the lens of social justice. Within its MSSW in Social Work, the Kent School currently operates a concentration in Couple and Family Therapy (CFT) that is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Marriage/couple and family therapy is a distinct discipline from social work with its own state licensure board, national professional organization, and national accrediting body. The M.S. CFT degree program will be the only COAMFTE-accredited master's degree program in the nation housed in a school of social work. Building from the current COAMFTE-accredited CFT concentration, the M.S. CFT program would offer a rigorous educational program that takes a social justice approach to working with individuals, couples, families, and other systems. The M.S. CFT program will replace the MSSW CFT concentration.

Students in the stand-alone M.S. in CFT degree program would take 59 credit hours. The M.S. in CFT curriculum would meet course requirements for Kentucky state licensure as a licensed marriage and family therapist and clinical membership in the American Association for Marriage and Family Therapy (AAMFT). M.S. CFT coursework would focus on family systems theoretical foundations, systemic assessment, social justice and diversity, family systems interventions, research-informed practice, and ethics.

Students will also have the option of completing a concentration in Alcohol & Drug Counseling. Completing this concentration will require M.S. CFT students to complete three additional courses that are already offered within the existing MSSW program: SW660: Motivation and Change; SW661: Advanced Issues in Drug and Alcohol Counseling; and SW662: Substance abuse. M.S. CFT students completing a concentration in Alcohol & Drug Counseling will complete their advanced year CFT practicum in a specialized setting working with populations affected by substance abuse and concurrently will participate in a 1 ½ hour- practicum seminar.

2. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The CFT Program has established the following six Program Goals, in accordance with our purpose of training a social-justice minded workforce of couple and family therapy professionals and our accreditation standards:

- Educate students with regard to the major models of marriage and family therapy
- Train students to effectively assess and conceptualize individual and family problems
- Train students to effectively implement marital and family therapy techniques and interventions
- Prepare students to practice professionally as ethical marriage/couple and family therapists
- Prepare students to become social-justice oriented marriage/couple and family therapists
- Train students to become research-informed clinicians

3. Explain how the proposed program relates to the institutional mission and academic strategic plan.

This Master's Degree in Couple and Family Therapy (M.S. CFT) program aligns with the University of Louisville's Mission Statement and 2020 Strategic Plan in that it seeks to recruit a diverse group of students, specifically, at least 25% ethnic minority, to learn to practice couple and family therapy in communities that have historically been marginalized. We have already met the benchmark of a minimum of 25% of the cohort identifying as ethnic minorities in three of the past five graduating cohorts of the CFT concentration with the following percentages of ethnic minority representation: Class of 2016: 20%, Class of 2017: 67%, Class of 2018: 16%, Class of 2019: 30%, and Class of 2020: 38%. To meet this benchmark in future, we plan to recruit from additional organizations and programs that may attract ethnic minority students, such as Pan-African and Latino Studies programs within universities, as well as Historically Black and Hispanic Serving College and Universities. Through a variety of didactic and interactive instructional approaches, the M.S. CFT students will learn to provide couple and family therapy with a focus on approaches to working with individuals who are from low-income, ethnic minority, sexual minority, gender minority, religious minority backgrounds, rural, and urban backgrounds, and those with physical disabilities. Students will also participate in a Cultural Competence workshop or training each semester, and the program will take care to coordinate social justice training initiatives with related units on campus, such as the Anne Braden Institute. Through this instruction, the M.S. CFT program will develop "engaged citizens, leaders, and scholars," as stated in the University of Louisville Mission Statement and 2020 Plan.

A second way in which the M.S. CFT program is consistent with the Mission Statement and 2020 Plan is that students will complete two practicum placements in which they conduct couple and family therapy with under-served populations. This will include "providing engaged service and outreach that improve the quality of life for local and global communities."

Thirdly, the program plans to train students to practice from a social justice theoretical perspective, which links to the 2020 plan's focus on "diversity, opportunity, and social justice."

4. Explain how the proposed program addresses the [state's postsecondary education strategic agenda](#).

The strategic agenda of the Kentucky Council on Postsecondary Education has established as a goal raising the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030. "Achieving this goal is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand our tax base through the contributions of a more skilled, productive workforce. Additionally, high levels of educational attainment are correlated with better health; more informed, engaged citizens; and the kind of business and cultural endeavors that attract vibrant, creative and entrepreneurial people to the state." The M.S. CFT program will include in its yearly activities outreach to high schools and participation in career fairs to educate the community, and young people specifically, about CFT as a field and to encourage consideration of completing a bachelor's degree in a social science (e.g., psychology, sociology), and then applying to the M.S. in CFT program.

5. Is an approval letter from the Education Professional Standards Board (EPSB) required? (yes/no)

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. What are the intended student learning outcomes of the proposed program?
 - Students will demonstrate an understanding of concepts related to traditional and contemporary family therapy theories and apply those theories when conceptualizing client concerns.
 - Students will be able to assess, conceptualize, and analyze clinical information and use critical thinking skills to formulate clinical impressions based on data gathered from clients.
 - Students will demonstrate an ability to formulate and implement a plan of action for marital and family therapy practice that addresses complex issues and builds client consensus.
 - Students will develop a professional identity as ethical marriage/couple and family therapists.
 - Students will demonstrate an ability to integrate social justice and cultural considerations in marital/couple and family therapy practice.
 - Students will demonstrate an ability to comprehend research findings and ways to integrate those findings into their clinical work.
2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The CFT program has developed didactic, experiential, and evaluative curricular components that address each student learning outcome, as depicted in the table below:

Program Goals	Student Learning Outcome	Didactic Learning	Experiential Learning
1. The CFT program will effectively educate students with regard to the major models of marriage and family therapy	1. Students will demonstrate an understanding of concepts related to traditional and contemporary family therapy theories and apply those theories when conceptualizing client concerns.	SW700, SW701, SW 702, SW704, SW705, SW706	SW723, SW724, SW725
2. The CFT program will train students to effectively assess and conceptualize individual and family problems	2. Students will be able to assess, conceptualize, and analyze clinical information and use critical thinking skills to formulate clinical impressions based on data gathered from clients.	SW700, SW701, SW702, SW703, SW704, SW706	SW721-SW725
3. The CFT program will train students to effectively implement marital and family therapy techniques and interventions	3. Students will demonstrate an ability to formulate and implement a plan of action for marital and family therapy practice that addresses complex issues and builds client consensus.	SW701, SW702, SW703, SW704	SW721-SW725
4. The CFT program will prepare students to practice professionally as ethical marriage/couple and family therapists	4. Students will develop a professional identity as ethical marriage/couple and family therapists	SW701, SW702, SW705	SW721-SW725
5. The CFT program will prepare students to become social-justice oriented marriage/couple and family therapists	5. Students will demonstrate an ability to integrate social justice and cultural considerations in marital/couple and family therapy practice.	SW701, SW703, SW704, SW705	SW721-SW725
6. The CFT program will train students to become research-informed clinicians	6. Students will demonstrate an ability to comprehend research findings and ways to integrate those findings into their clinical work	SW626, SW704, SW701	SW721-SW725

3. Highlight any distinctive qualities of this proposed program.

Graduates will earn a Master of Science in Couple and Family Therapy degree from the University of Louisville that combines innovative teaching and evidenced based research in a highly collaborative environment that transcends traditional academic boundaries. Graduates are expected to exhibit a beginning level of competence with a variety of presenting problems, to utilize multiple theoretical perspectives to integrate knowledge from the field into practice, and to demonstrate multi-cultural sensitivity and ethical competence into the work.

- Will this be a 100% distance-learning program? If yes, describe. No
- Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? If yes, describe. Yes.

The M.S. CFT curriculum will include all core CFT courses that are currently a part of the COAMFTE accredited M.S.S.W.-CFT concentration (SW 700-SW705) and six existing courses offered in the M.S.S.W. curriculum (SW601, SW603, SW619, SW626, SW633, and SW642). In addition, we will create a new didactic 3-credit course, SW 706 Advanced CFT Treatment. SW 706 Advanced CFT Treatment will provide in-depth coverage of interventions from more contemporary schools of family therapy, including postmodern, mindfulness-based, and cognitive-behavioral family therapies. We will also create five 1-credit CFT practicum courses, SW 710- SW 714. The M.S. CFT program will be an in-person program, but students will have the option of taking the following courses on-line, SW 601 HBSE I, SW619 HBSE II, SW626 Research Methodology and Design, SW603 Social Justice Practice, SW 642 Psychopathology, and SW633 Human Sexuality. The M.S. CFT curriculum plan includes a total of 59 credit hours.

The program will offer a unique combination of classroom hours integrated with face-to-face supervised client work early in the program. With a minimum of 500 hours of clinical experience and over 250 hours of clinical supervision, graduates will be highly sought-after candidates and well prepared when entering the field.

- Are new or additional faculty needed? If yes, describe.

The program will need 3 adjunct faculty in Years 1 and 2 to cover the 3 new course buyouts given to the Program Director (2 course buyouts) and Clinical Director (1 course buyout) to complete administrative duties. Starting in Year 3 when enrollment increases to 18 students, the program will require one additional faculty member, as COAMFTE-accreditation requires no more than 8 students be in a supervision group. This will reduce the need for new adjuncts in Year 3 to 1 adjunct, as the new full-time faculty member will be the instructor for the 2 new supervision group courses for foundation-level students and will teach 2 courses previously taught by the Program Director and Clinical Director. In Years 4 and 5, when the program will operate three supervision groups for both foundation- and advanced-year students, the number of new adjunct faculty needed will be 3, including 1 course previously taught by the Program Director and 2 advanced-year supervision group courses.

4. How will the program support or be supported by other programs within the institution?

- Will this program replace or enhance any existing program(s) or track(s) within an existing program?

The proposed program will continue to support other degrees offered by the Kent School of Social Work. CFT Program faculty serve on internal committees within the school, including curriculum committee, outcomes committee, faculty search committees, admissions committee, and faculty affairs. Faculty also provide service to the university by providing a family perspective through serving on committees organized by the Dean of Students Office, Office of Health Promotions, and the University of Louisville Depression Center.

Regarding collaboration with other units at the University of Louisville, the proposed MS in CFT program will expand the existing M.S.S.W.-CFT concentration's collaboration with the Counseling Psychology program. In the past, doctoral students in Counseling Psychology have joined the M.S.S.W.-CFT concentration program's foundation year students in a relationship therapy clinic once a week during which they receive live supervision and case consultation on couple and family therapy provided at the Cardinal Success Program at the Nia Center in West Louisville. Due to the expanded clinical training opportunities that will be offered by the proposed MS in CFT program, a larger number of doctoral students will be able to participate in interdisciplinary treatment and live supervision teams per year, especially once we expand supervision groups and add an additional faculty member in year 3. The MS in CFT program will also make efforts to invite students from the other COAMFTE accredited programs in Louisville and at the University of Kentucky to case consultations and trainings.

Other programs within the institution will also support the proposed M.S. in CFT program. Students enrolled in the proposed program will be able to access services through the university's Counseling Center, LGBT Center, Campus Health, Writing Center, and Financial Aid Office. Students experiencing acute crises will also receive support from the Dean of Students Office, who provides case management and referrals to other resources at the university and in the Louisville community.

-Will this program replace or enhance any existing programs or tracks within an existing program?

The proposed degree will replace the M.S.S.W. CFT concentration within the Kent School of Social Work. The Commission on Accreditation for Marriage and Family Therapy Education already accredits the M.S.S.W. CFT concentration as the equivalent to a master's degree program. In the current program, the M.S.S.W. CFT concentration (a certificate only) can only be obtained along with an M.S. in Social Work. The proposed M.S. in Couple and Family Therapy program would allow students to obtain a stand-alone master's degree in CFT.

Dual Degree option in CFT and Social Work

Another distinctive feature of the M.S. CFT program is that students could choose to complete a dual master's degree program in CFT and Social Work, which would allow students to complete a master's degree in two distinct professions in 2-3 years. The dual degree program would expose students to the philosophical and legal distinctions of both degrees, create a unique opportunity for MSW students to deepen their clinical training with couples and families, and introduce CFT students to a broader range of social work and social welfare course offerings and clinical diagnosis.

Students in the dual degree program would take 84 credit hours, compared to the 81 credit hours students in the MSSW program with CFT concentration take currently, while students in the stand-alone M.S. in CFT degree program would take 59 credit hours. The M.S. in CFT curriculum would meet course requirements for Kentucky state licensure as a licensed marriage and family therapist and clinical membership in the American Association for Marriage and Family Therapy (AAMFT). M.S. CFT coursework would focus on family systems theoretical foundations, systemic assessment, social justice

and diversity, family systems interventions, research-informed practice, and ethics.

5. Please specify. Include the projected faculty/student in major ratio.

The projected faculty/student ratio is the following:

Y1-Y2 8:1

Y3-Y4 7.2:1

Y5-on 8:1

6. Is there a specialized accrediting agency related to this program?

- a. If yes, identify the agency.
- b. Do you plan to seek accreditation?
- c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

The M.S.S.W. CFT concentration is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The CFT (originally called marriage and family therapy (MFT)) program began offering a post-master's certificate in marriage and family therapy through University of Louisville's former School of Allied Health in 1983 and first attained COAMFTE-accreditation in 1990. In 1994, the CFT (then MFT) program joined the Kent School of Social Work and offered a master's level concentration in M/CFT, which later attained COAMFTE accreditation in 1998. Most recently, we were re-accredited in November 2016. The current accreditation will transfer to the M.S. CFT program. If the M.S. CFT program is approved, the Program Director will inform COAMFTE of the change in the name of the program.

7. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: Couple and Family Therapy

Academic Term(s) Included: Fall and Spring

Date Form Completed: 12-7-18

NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Emma Sterrett- Hong (F)	721-02 FT Supervision I Fall (3) 722-02 FT Supervision II Spring (3)	Ph.D. Clinical Psychology UNC MA Clinical Psychology UNC MS Marital and Family Therapy Northwestern University	LMFT in KY 2011-present Licensed psychologist 2018- present AAMFT Approved Supervisor 2014-present Director and Assoc Professor MSSW-CFT Program Kent School of Social Work Private practice 2011- present
Eli Karam (F)	700 Foundation of Fam Therapy Fall (3) 702 Couple Therapy (3) 704 Integrating FT Spring (3) 705 Prof Issues and Ethics in SW & CFT Spring (3)	Ph.D. Child Dev and Family Studies Specialization: Marriage and Family Therapy Purdue MS. MFT Northwester Univ.	LMFT and AAMFT Approved Supervisor Professor Kent MSSW-CFT Program Private Practice 2008-present Past President of KAMFT

<p>Laura Frey (F)</p>	<p>701 FT Assessment Fall (3) 721-01 FT Supervision I Fall (3) 722-01 FT Supervision II Spring (3) 706 Adv CFT Treatment Fall (3) 710 Foundation CFT Practicum I Fall(1) 711 Foundation CFT Practicum II Spring (1) 712 Adv CFT Practicum I Summer (1) 713 Adv CFT Practicum II Fall (1) 714 Adv CFT Practicum III Spring (1)</p>	<p>Ph.D. Family Sciences University of Kentucky MS Marriage and Family Therapy University of Kentucky</p>	<p>LMFT and AAMFT Approved Supervisor Clinical Director and Assistant Professor MSSW-CFT Program Kent School of Social Work Private Practice 2011-2017 CFT Clinic Coordinator at Cardinal Success 2017-Present</p>
<p>Becky Antle (F)</p>	<p>703 Contemporary Issues in CFT Spring (3)</p>	<p>PhD. Social Work UK/UL Joint Doctoral Prog MSSW MFT Specialization University of Louisville</p>	<p>Professor and University Scholar MSSW-CFT Program Kent School of Social Work Private Practice 2016 to present</p>
<p>Michael Taylor (P)</p>	<p>723-02 FT Supervision III Summer (3) 724-02 FT Supervision IV Fall (3) 725-02 FT Supervision V Spring (3)</p>	<p>Post Masters MFT Program University of Louisville MS Divinity in Pastoral Counseling Southern Baptist Theological Seminary</p>	<p>LMFT and AAMFT Supervisor in training P/T faculty MSSW-CFT Program Kent School of Social Work Private Practice 2000 to present</p>

<p>Carol Ann Isbell (P)</p>	<p>723-01 FT Supervision III Summer (3) 724-01 FT Supervision IV Fall (3) 725-01 FT Supervision V Spring (3)</p>	<p>MSSW with MFT Specialization University of Louisville 2008 BS in Family Science, University of Kentucky 2006</p>	<p>LMFT in KY Feb 2011-present LCSW in KY Dec 2012-present Private Practice 2013-present AAMFT approved Supervisor June 2014-present MSSW-CFT Program Community Supervisor Aug 2015-May 2016 KY SW Board approved Clinical Supervisor March 2016-present P/T faculty MSSW-CFT Program Kent School of Social Work 2016-present</p>
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(F), (P): Full-time or Part-time;

Form Updated: January 2011

8. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The university's library resources include research and writing support as well as access to computers and printing services for students. Faculty can access teaching (e.g., a Teaching Innovation Learning Lab) and academic (e.g., computer software) resources through the library. The library also provides opportunities to rent books, movies, and music from campus resources or through interlibrary loan with other organizations and universities. Additionally, the library subscribes to the primary academic journals for family therapy, including the *Journal of Marital and Family Therapy*, the *Journal of Family Therapy*, and the *American Journal of Family Therapy*. Finally, the library also offers conference and meeting rooms available for reservation by faculty and students.

See Appendix D for the Evaluation of Library Resources Essential to the Support of the MS in Couple and Family Therapy

-Describe the physical facilities and instructional equipment available to support this program.

The existing physical facilities and instructional equipment are adequate to support the program. The CFT Program is primarily housed on the university's Shelby Campus. There, it maintains offices for four current full-time tenured or tenure-track faculty members, an emeritus faculty member, and an administrative assistant. The program also has access to a conference room for program meetings. Finally, the CFT program also has one classroom dedicated for CFT purposes, in which the CFT-specific classes are taught. The classroom was recently renovated with new carpet, and it is equipped with a projector for presentations. This space is also available to rent for other programs throughout the university and community.

9. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Admission requirements for the Masters of Science in CFT Degree would include the following:

- - Completed application and application fee
 - Earned bachelor's degree from an accredited institution
 - Three recommendations from former instructors or supervisors
 - Official transcripts from all colleges and universities attended
 - Family of Origin paper (a description of formative experiences in one's family)
 - Letter of Intent

- GPA of 3.0
- Applicants with incoming GPAs under 2.75 must submit either GRE or MAT scores from within the last 5 years, and would require an addendum discussing gaps or deficiencies in applicant's academic record

10. Clearly state the degree completion requirements for the program.

Graduation requirements include but are not limited to the following:

- Standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Minimum GPA of 3.0 at program completion
- Minimum of 500 client contact hours
- Minimum of 200 relational hours
- Minimum 60 raw (video or live) supervision hours
- Successful completion of all courses in the curriculum plan
- No more than 2 C's in the M.S. CFT program
- Students must complete the program within 4 years of beginning
- Credit from a maximum of 2 courses may be transferred in from other Masters programs upon approval by Director

11. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

- Total number of hours required for degree: 59 or 71 for ADC Concentration
- Number of hours in degree program core: 59
- Number of hours in concentration/track: 12
- Number of hours in guided electives: 0
- Number of hours in free electives: 0

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

Although the proposed program will provide a different orientation than the current M.S.S. W. CFT concentration, there will be the opportunity for some students to transfer into our program from related programs in the state. All M.S. in CFT programs in the state are accredited by Commission on Accreditation for Marriage and Family Therapy (COAMFTE), which requires all accredited programs to offer specific courses in theory, assessment, and therapy. Many of these courses will be transferable between state programs. See Appendix A for a list of potential transfer courses. Another COAMFTE requirement for the degree is that students spend at least 500 working directly with clients, of which 40% of the hours must be with more than one part of a system in the room (e.g., multiple family members). There may be potential for hours earned in one COAMFTE-accredited program to be transferred as well. This outcome will depend on the type of work conducted with clients, and decisions will be made on a case-by-case basis.

13. List courses under the appropriate curricular headings.

See Appendix F.

14. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

Students receive an extensive amount of supervision. Supervision occurs in two formats: three-hour supervision groups and individual supervision. Supervisory methods include live supervision (supervisor observes through HIPPA-compliant videoconferencing software), video recordings, and case consultation. Group supervisors are highly experienced and all are practicing clinicians, themselves. Supervisors must be either designated as AAMFT "Approved Supervisors" or as AAMFT Approved Supervisor Candidates.

C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
 - a. Provide evidence of student demand at the regional, state, and national levels.

We have verbally polled the last four graduating cohorts (total graduates per year = 11, 8, 8, and 9, respectively) as part of their group Exit Interview, and the overwhelming response was that they would have completed a dual degree MSSW/M.S. CFT program if it had been offered. A few graduating students also said they would have completed the stand-alone CFT program instead of a dual degree or the MSSW program had it been available. Also of note, the cohort representative for our current first year cohort of 13 students discussed at a faculty meeting interest from some fellow students in getting an M.S. CFT degree retroactively, if possible. Finally, in 2014, we hosted a focus group with six alumni in preparation for COAMFTE re-accreditation and asked which option they would pick if the choices were between an MSSW/M.S. CFT dual degree program or an M.S. CFT program. Three said they would have completed just the M.S. CFT degree program, and three said they would have completed the dual MSSW/M.S. CFT program.

Currently in the city of Louisville there are no M.S. CFT programs that are not affiliated with a religious institution (the other two M.S. in marriage and family therapy programs in Louisville are housed at Louisville Presbyterian Seminary and Campbellsville University-Louisville campus, both of which are religiously affiliated). In addition, there is only one other state university CFT-related program (a Couple and Family Therapy Emphasis Area within the University of Kentucky's Family Sciences MS program). Thus, we believe that prospective students seeking to provide marriage/couple and family therapy in an urban setting from a

secular (non-religious) perspective would be attracted to our program.

From a regional perspective, several of the states and areas of states surrounding Kentucky, including West Virginia, Virginia, Tennessee, Ohio, and southern Illinois, have no master's in MFT programs or have 2 or less.

Finally, according to the Bureau of Labor Statistics, due to greater demands for integrated care, marriage and family therapy is expected to grow by 23% by 2026, which is much faster than the average profession (<https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm>).

b. Identify the applicant pool and how they will be reached.

Because the M.S.S.W CFT concentration already conducts marketing and recruitment, we have a multi-faceted set of marketing and recruitment strategies in place, on which we will expand. The applicant pool consists of mostly three categories of individuals: undergraduates in related majors, Kent School masters of social work (M.S.S.W.) students in their first year of a 3-year curriculum plan, and professionals in the social service workforce with a bachelors degree.

Undergraduates of several majors related to couple and family therapy, including psychology, sociology, anthropology, family studies, women and gender studies, Appalachian studies, pan-African studies, and philosophy, are in the target applicant pool. We engage in an integrated set of recruitment activities to reach these potential students. (1) We host an in-person open house every year in the Fall and invite students from over 40 universities within a six-hour driving radius to attend. We will continue this tradition for the proposed masters in CFT program. (2) We send fliers about the CFT program to 70-80 universities throughout the U.S., particularly targeting universities with related undergraduate majors as well as those without masters in MFT programs. At each university we identify support staff and instructors and send personalized letters describing the CFT program and requesting that they hang the fliers. In addition, we send CFT marketing products (pens and desk magnifying glasses with the name and website of the CFT program) as thank you gifts to individuals who inform us that they have posted the materials. We will continue these efforts for the proposed masters in CFT program but will expand the number of universities to at least 100. (3) Currently recruiters for the masters in social work program (M.S.S.W) distribute materials about the CFT concentration when visiting regional universities. We will continue providing MSSW recruiters with materials for the proposed MS in Couple and Family Therapy. In addition, CFT faculty and/or recruiters will visit five universities to discuss the M.S. in CFT program.

Currently, to recruit first year M.S.S.W. students following a 3-year curriculum into the existing CFT concentration, we obtain a list of current M.S.S.W. students in their first year from the Kent School advising staff. We then send a letter to the students describing the existing concentration and informing them they are eligible to apply. We will continue this process with the proposed M.S. in CFT program, and will inform students of the opportunity to complete an M.S. in CFT while also completing their M.S.S.W. degree.

To target individuals working in social service jobs, we will engage in multiple recruiting activities. We will post fliers on bulletin boards in hallways and breakrooms in local social

service agencies.

c. Describe the student recruitment and selection process.

We currently recruit students into the M.S.S.W. CFT concentration by engaging in a variety of activities to provide information about the CFT program, including training provided and post-graduate job opportunities. We provide this information from the first outreach to potential students, described above, and then provide additional information through further recruitment activities. (1) At the Fall Open House, we describe the following aspects of the CFT concentration: background and professional interests of faculty, courses, practicum sites, student therapist supervision, scholarships, job placement, and application requirements. We then solicit questions from participants. (2) Promotional fliers sent throughout the U.S., including Historically Black and Hispanic Serving colleges and universities, information summarizing the content covered in the curriculum, faculty members, instructional modalities and structure, application requirements, and the CFT program website address. (3) We respond to all prospective student email or phone inquiries within 48 hours. (4) MSSW program recruiters visiting regional universities in-person briefly describe the CFT concentration and pass out fliers. (5) The CFT concentration website contains the history of the concentration, an informational video made by a former student, statistics about job placement rates, a description of concentration's commitment to diversity, information about the CFT scholarships, curriculum, clinical training, clinical supervisors, alumni testimonials, faculty community involvement, the student handbook, accreditation information, and the application process.

We will continue these efforts for the proposed MS in Couple and Family Therapy program.

The student selection process will involve review of application materials as well as an in-person interview.

Application materials for the Master of Science in CFT Degree would include the following:

- Completed application and application fee
- Earned bachelor's degree from an accredited institution
- Three recommendations from former instructors or supervisors
- Official transcripts from all colleges and universities attended
- Family of Origin paper (a description of formative experiences in one's family)
- Letter of Intent
- GPA of 3.0
- Applicants with incoming GPAs under 2.75 must submit either GRE or MAT scores from within the last 5 years, and would require an addendum discussing gaps or deficiencies in applicant's academic record

After review of the application materials, the CFT admissions committee will select finalists to invite for an interview. The interview consists of the following components:

- An individual interview with a faculty member
- An experiential activity and group interview with other applicants and faculty members
- A visit to a class

After the last round of interviews, the faculty will make initial decisions regarding admissions to the M.S. CFT program.

- d. Identify the primary feeders for the program.

The primary feeders for the M.S.S.W. CFT concentration thus far have been undergraduate students at universities in Kentucky and southern Indiana, such as University of Louisville, University of Kentucky, Berea University, Transylvania University, Eastern Kentucky University, Western Kentucky University, Bellarmine University, and Indiana University Southeast. In addition, students in the UofL M.S.S.W. generalist program also are recruited into the CFT concentration currently. The UofL M.S.S.W. program will also be a feeder for the M.S. CFT program as students will be contacted and informed about the opportunity to complete the dual degree program and obtain masters degrees in both social work and CFT.

- e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

In the past two admissions seasons, 13 students have enrolled in the M.S.S.W. CFT concentration. In previous application cycles, approximately 3-5 applicants to whom the M.S.S.W. CFT concentration extended offers declined and chose to attend M.S. in M/CFT programs at other universities, suggesting they may have been interested in completing an M.S. in CFT degree program at University of Louisville, had one been available.

- f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2019-2020		16
2020-2021	16	32
2021-2022	16	34
2022-2023	18	36
2023-2024	18	38

- 2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.
 - a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

According to the American Association of Marriage and Family Therapy (AAMFT), more than 6.1 million people annually are seen by a MFT. By 2022, the Bureau of Labor Statistics (BLS) predicts this occupation will grow by 30.6 percent – much faster than the average for all other occupations in the U.S. According to the Kentucky Center for Statistics, there are 397 job openings for marriage and family therapists, 1,851 openings for substance abuse and behavioral disorder counselors, and 3,275

openings for mental health counselors in the state of Kentucky. Employer demand information for marriage and family therapists specifically is not available for the Kentuckiana area. However, according to the Kentuckiana Works Local Workforce Area Occupation Outlook, there are 12 job openings per year for substance abuse and behavioral disorder counselors and 21 openings for mental health counselors in the Kentuckiana area (see Appendix E).

Employment of marriage and family therapists is projected to grow 23 percent from 2016 to 2026 (Bureau of Labor Statistics, 2019), faster than the average for all other occupations. Growth is expected due to the increasing use of integrated care. Another major factor affecting growth is that following the passage of the Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act in 2008 and the establishment of governmental rules for implementing the act in 2013, health insurance in the country must now cover mental health counseling services. This might cause more people to request treatment that they could not previously afford. As a result, there will be a need for more therapists. The best prospects for employment are for rural areas of the United States, because of the small number of marriage and family therapists available for consultation.

Employers will require the individual to have a license to practice marriage and family therapy in their state. The therapist must have excellent English skills, and many facilities require a background and drug test since the therapist will be responsible for providing psychological advice and treatment to patients. A marriage/family therapist must keep track of and maintain case files and records. MFT's generally work full time. Some therapists work evenings and weekends to accommodate their clients' schedules.

A major source of employment for marriage and family therapists is at outpatient care centers. As mental health professionals, therapists treat everyone from children and adolescents to adults and seniors battling depression, substance abuse, or serious mental illness. They perform clinical services like patient and family education, lead therapy sessions, assessments, case management, and acting as a liaison between patients and their physicians in addition to community health services providers. Therapists also coordinate patient discharge from inpatient programs to transition into outpatient settings.

MFT's also have careers in the legal and correctional systems, HMO's, the government and military, with an emphasis in the Department of Veterans Affairs (VA) facilities. MFT's also are called to work for churches and many religious settings. From medical centers and mental health centers, to state and county behavioral health departments, to Employee Assistance Programs (EAPs), nursing and residential care facilities, MFT's are needed to serve an important function in society's well-being.

One of the fastest growing fields for those with an MFT is at substance abuse & addiction treatment centers, providing education about addiction, and assisting clients pinpoint the contributing factors that lead to the abuse of alcohol, drugs, food, gambling among other vices. Therapists develop treatment plans and help clients establish a solid support system of friends and family.

MFT's are also employed as school counselors at all levels of the school system dealing with troubled youths of many ages. They know that early intervention is the key to heading off major issues later in life. In addition, MFT's are hired to work at government, non-profit, and for-profit agencies that provide social services to children, youth, families, seniors, and communities. Sometimes, marriage and family therapists are hired to take on administration roles, such as supervising other school counselors and social service staff. Conducting individual, group, and family therapy sessions, MFT's

may also split their time between private practice work, and providing counseling at other community locations, such as a social service agency.

According to the Bureau of Labor Statistics, the median annual salary for marriage and family therapists was \$49,170 in May 2016. The lowest 10 percent earned less than \$31,600, and the highest 10 percent earned more than \$81,960. The median annual salaries for marriage and family therapists in State government, excluding education and hospitals, was \$72,180, in outpatient care centers \$48,900, in offices of other health practitioners \$47,650, and averaged for those working at individual and family services \$44,560.

COAMFTE-accredited programs are required to publish on-line their job placement rates, defined as the percentage of graduates who informed the program that they sought and gained employment within 3 years of graduation utilizing skills they learned in the program. Campbellsville University received their accreditation in 2016, and thus do not yet have job placement rates. Of the other three COAMFTE-accredited programs in the state of Kentucky, University of Louisville and University of Kentucky have an average job placement rate of 100% for the last ten graduating cohorts. The average job placement rate for Louisville Presbyterian Theological Seminary is 95% for the last 8 years. This demonstrates very strong employer demand and job placement potential for graduates of COAMFTE-accredited programs in Louisville, and in Kentucky broadly.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

More marriage and family therapists are needed to address the complex issues facing families in our society, such as the opioid epidemic, coping with natural disasters, needs of veterans and their families, trauma from mass shootings, and many other issues. While we already offer a concentration in Couple and Family Therapy, a M.S. in Couple and Family Therapy will signal to employers and the public the specialized training in family systems and family interventions that graduates from our program obtain. As a COAMFTE-accredited program, the existing M.S.S.W. CFT concentration maintains compliance with changes in curriculum and instruction set forth by COAMFTE to meet the needs of families in our society today, such as training therapists in relationship issues arising from social media use and the ethics of using various technologies to communicate with clients. From a national perspective, marriage/couple and family therapy is ranked by the U.S. News & World Report as the 4th best social service job, and the 59th best job overall (<https://money.usnews.com/careers/best-jobs/rankings/best-social-services-jobs>). Moreover, according to the Bureau of Labor Statistics, due to greater demands for integrated care, marriage and family therapy is expected to grow by 23% by 2026 (<https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm>).

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

- a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation? (yes/no). If yes, please identify similar programs in SREB states or the nation.

Currently, three M.S. CFT programs exist in Kentucky: two in Louisville and one in Lexington. However, the proposed program is very different from these programs. There is no M.S. in CFT programs in Louisville that is not affiliated with a religious institution. The two existing Louisville programs are housed within the Louisville Presbyterian Seminary and Campbellsville University's Louisville campus, both of which are religiously-affiliated, specifically Christian institutions. A CFT program in Louisville that is not religiously-affiliated will likely be more appealing to and inclusive of prospective students of other faith or no faith traditions, consistent with the social justice mission of the proposed M.S. CFT program. The Lexington program is offered at a state institution—the University of Kentucky (UK)—yet this program is housed within a Family Science program (emphasis in Couple and Family Therapy).

Because of its roots in family science, the CFT concentration at UK emphasizes the role of family and intimate relationships in multiple aspects of life, such as divorce, remarriage, sexuality, human development, and managing family resources (i.e., finances). The program also is more focused on research, requiring students to complete a research thesis including an independent research study and presentation as part of the graduation requirements.

In contrast, the proposed M.S. in CFT program at the University of Louisville will be housed within a school of Social Work, which uses a social justice perspective to address individual, family, group, and community issues to enhance social functioning and overall well-being. The proposed program will be guided by a similar social justice lens, working with families from underserved populations and focusing on cultural competency and community engagement in marriage and family therapy.

Another primary difference between the two programs is how students work with clients in the community. At UK, students serve the community from an on-campus clinic. In the proposed program, students will be working in practicums in community agencies, where they will have a higher likelihood of working with populations with fewer fiscal and family resources. See Appendix C for a letter of support from the University of Kentucky Couple and Family Therapy concentration attesting to their support of the proposed M.S. in CFT program at the University of Louisville.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources? **Y** or **N** If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

The M.S. in CFT program will be supported in the following way. One faculty member will teach four 3-credit CFT didactic and supervision courses per year. One faculty member will act as Clinical Director and be given a one-course release for those administrative/clinical responsibilities, leaving that faculty member to teach three 3-credit courses. One faculty member will act as Director, which will require 50% FTE, the

equivalent of four courses since each course counts as 12.5% FTE in the Kent School, and therefore will teach no CFT courses (currently the CFT Director teaches 2 courses). One affiliated faculty member from the M.S.S.W. program will teach one M.S. CFT course. The remaining CFT courses will be instructed by part-time adjunct faculty members. The CFT Program has a roster of accomplished adjunct CFT faculty who have stepped in during semesters previously to teach courses when full-time faculty have bought out of a course due to grant funding or been on leave. The one-credit practicum course per semester will be subsumed under the course release for the Clinical Director and will not go on the faculty member's workload agreement separately.

COAMFTE courses require clinical supervision groups to contain no more than eight students. CFT students are in clinical supervision groups for five semesters. Therefore, in Year 3, when the projected enrollment increases to 18 students (from 16 students in Years 1-2), which will require the program to run three supervision groups each semester, we would like to hire one additional faculty member to provide supervision and teach classes (see next section). The new full-time faculty member will also be able to teach two other courses in addition to the two supervision courses each year, which will reduce the need for part-time faculty in Years 3-4.

In addition, students in the M.S. in CFT only program will be taking three courses in the MSSW program to complete CFT requirements (see attached curriculum plans). In Year 5, due to the total number of additional students in the M.S. CFT program reaching 10 more than can be accommodated through the current course offerings in the MSSW program, there will need to be additional sections of those three courses added to the schedule, which will be taught by part-time faculty.

Pending the final structure of a new university budget model, we currently anticipate receiving about 75 percent of the graduate tuition revenue generated by students enrolled in this degree program.

The projected budget surplus will be re-invested in the program to hire a new full-time faculty member in Year 3. In addition, the budget surplus will be re-invested to further the educational mission of the program in other ways, depending on program needs and goals at the time, such as paying for a part-time recruitment staff member, paying for rent and utilities to expand opportunities for student therapists to see clients at a training clinic, funding for a student worker to assist in program and clinic management, and purchasing software and equipment for HIPAA-compliant recording of client sessions.

2. Will this program impact existing programs and/or organizational units within your institution? **Y/N** If yes, please describe the impact.

The M.S. CFT degree will replace the CFT concentration in the M.S.S.W. program. Students in the M.S.S.W. program will have the option of completing a dual degree of the M.S.S.W. and the M.S. CFT.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The M.S.S.W. program in the Kent School currently operates a concentration in Couple and Family Therapy (CFT) that is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). With the addition of just one 3-hour course, the Kent School could provide a COAMFTE-accredited Master of Science degree in CFT rather than just the concentration. In addition, students in the M.S. CFT program could choose to complete a dual degree program and also obtain their M.S.S.W. degree.

As the Couple and Family Therapy concentration is already available to students in the Masters in Social Work program, much of the infrastructure and personnel necessary to operate a M.S. in CFT program are already in place. The resources from the Kent School of Social Work currently utilized to operate the CFT concentration would be re-allocated to operate the M.S. in CFT degree program. Faculty workloads would remain the same, with the exception of the Director of the M.S. CFT program, which would require 50% FTE for administrative duties (a shift from 25% FTE for the Director of the CFT concentration).

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain source(s) of additional funding for the proposed program.

A.	Funding Sources, by year of program:	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
	Total Resources Available from Federal Sources					
	~ New	\$ -	\$ -	\$ -	\$ -	\$ -
	~ Existing					
	Narrative Explanation/Justification:					
	Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
	Total Resources Available from Other Non-State Sources					
	~ New	-	-	-	-	-
	~ Existing	20,000.00	20,000.00	20,000.00		
	Narrative Explanation/Justification:					
	Gift to CFT Program from Donor for use at discretion of CFT Director.					
	Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
	State Resources					
	~ New	\$ -	\$ -	\$ -	\$ -	\$ -
	~ Existing					
	Narrative Explanation/Justification:					
	Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
	Internal Allocation					
	Internal Reallocation	419,436.00	436,078.00	445,073.00	454,287.00	474,157.00

<p>Narrative Explanation/Justification: <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i> The CFT Concentration budget approved for 2017-2018 was \$4500 total but did not include the 15% annual increases to COAMFTE annual fee. We increased the budget by \$625 to account for the actual COAMFTE fee due Jan 2020. The budget breakdown is \$1825 for 2019-2020 COAMFTE annual fee and \$300 Accreditation expense, \$600 Instructional and Equipment, \$1000 Supplies and Misc Office expense, and \$1400 Socials and meetings (cohorts, supervisors, on-site practicum supervisors, adjunct faculty, and students),. We anticipate the budget amount will remain steady with only 2% inflation annually and with the exception of the COAMFTE annual fees which increase by 15% annually, and will be reallocated to the M.S. CFT program.</p> <p>MSSW-CFT Concentration Faculty salary expenses will be reallocated to the M.S. CFT program budget. The current MSSW-CFT Concentration faculty would teach in the M.S. CFT program rather than in the MSSW-CFT Concentration. MSSW-CFT Concentration Administrative Assistant salary expense (75% of total) will be reallocated to the M.S. CFT program budget. CFT Faculty include 4 full-time faculty and 2 part-time faculty who each teach 3 courses per year. Salaries include 2% annual increases beginning in year 2 for all faculty and staff. Estimated a 10% increase in Dr. Frey's salary beginning in year 2 and a 10% increase in Dr. Sterrett-Hong's salary beginning in year 5.</p>						
	Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
	Student Tuition					
	~ New	\$215,317.00	\$ 383,587	\$ 418,237	\$ 444,218	\$478,868
	~ Existing					

<p>Narrative Explanation/Justification: <i>Describe the impact of this program on enrollment, tuition, and fees.</i></p> <p>The Student Tuition projections are calculated using 3 semesters for Foundation Year and two semesters for Advanced Year, and includes both resident and non-resident tuition rates.</p> <p>The New Student Tuition indicates tuition generated by the M.S. CFT program students, and 50% of the tuition generated by students in a dual MSSW & M.S. CFT masters program (with remaining 50% of the tuition going to the MSSW program).</p> <p>The enrollment and tuition projections are broken down by year as mentioned in Section D 1 above. The first two years are projected to have 6 incoming M.S. CFT students and 10 Dual degree incoming students. The third year we've projected an increase of two students in the M.S. CFT Program and another increase of two students in the fifth year with the Dual degree numbers staying level at 10 students each year. By the fifth year the projection is to have 10 incoming M.S. CFT students and 10 incoming Dual degree students with 8 Advanced year M.S. CFT students and 10 Advanced year Dual degree students. The tuition projections include one incoming non-resident in the M.S. CFT program and one incoming non-resident in the Dual degree program each year. The 2nd through 5th years include tuition for incoming students as well as the returning Advanced year students.</p> <p>The resident tuition for 3 semesters starts at \$16,985 the first year and non-resident tuition starts at \$35,972 the first year. Both resident and non-resident tuition rates include an additional 2% increase in the 2nd year. In the 2nd year the 3 semester Foundation tuition was calculated using \$17,325 resident and \$36,691 non-res and the 2 semester Advanced year tuition was calculated using \$12,991 resident and \$27,036 non-res. There are no increases for each subsequent year.</p>						
	A. TOTAL - Funding Sources (REVENUES)	1st Year	2nd Year	3rd Year	4th Year	5th Year
		\$654,753.00	\$839,665.00	\$883,310.00	\$898,505.00	\$953,025.00

B.	Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
	<i>Staff</i>					
	<i>Executive, Administrative, Managerial</i>					

~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	38,150.00	38,913.00	39,691.00	40,485.00	41,295.00
<u>Other Professional</u>					
~ New	-				
~ Existing	-				
<u>Faculty</u>					
~ New	9,750.00	9,945.00	103,650.00	112,621.00	114,872.00
~ Existing	376,161.00	391,394.00	399,222.00	407,206.00	425,774.00
<u>Graduate Assistants</u>					
~ New	-				
~ Existing	-				
Student Employees					
~ New	-				
~ Existing	-				

Narrative Explanation/Justification: Includes salaries or all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend. A full-time faculty member will be added in Year 3, when the projected enrollment increases to 18 students (from 16 students in Years 1-2), which will require the program to run three supervision groups each semester, (see next section). The new full-time faculty member will also be able to teach two other courses in addition to the two supervision courses their first year (3rd year of program), which will reduce the need for new part-time faculty to accommodate the additional students to only 1 course instead of 3 courses.

Existing MSSW-CFT Concentration full-time Faculty salary expenses for Sterrett-Hong, Karam, Frey and Antle (25%), and part-time Faculty Expenses for Isbell (3 courses) and Taylor (3 courses), will be reallocated to the M.S. CFT program budget. The current MSSW-CFT Concentration faculty would teach in the M.S. CFT program rather than in the MSSW-CFT Concentration.

MSSW-CFT Concentration Administrative Assistant salary expense (75% of total) will be reallocated to the M.S. CFT program budget.

Part time instructors. Average salary for part-time faculty per course is approximately \$3250 in first year with 2% annual increase beginning in year 2. In the first two years will need 3 courses to be covered by new part-time faculty. In the third year the new full-time faculty member will reduce the need for part-time faculty in Year 3 from 3 courses to 1 course. In Year 4 & 5 two additional supervision courses will be needed to accommodate the Advanced Year students and will need new part-time faculty to cover those 2 courses.

Breakdown of Budget Expenses/Requirements (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Equipment and Instructional Materials					
~ New	\$3,000.00	\$3,060.00	\$3,122.00	\$3,184.00	\$3,248.00
~ Existing					

Narrative Explanation/Justification: We plan to purchase instructional video subscription services, books, video camera, telehealth software, projectors, etc. over the next 5 years to enhance the learning experience. Also includes meeting and social event expenses (

Breakdown of Budget Expenses/Requirements (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Library					

	~ New					
	~ Existing					
Narrative Explanation/Justification:						
Breakdown of Budget Expenses/Requirements (continued)						
	Contractual Services	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	~ New					
	~ Existing					
Narrative Explanation/Justification:						
Breakdown of Budget Expenses/Requirements (continued)						
	Academic and/or Student Support Services	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	~ New	-	-	-	-	-
	~ Existing					
Narrative Explanation/Justification:						
Breakdown of Budget Expenses/Requirements (continued)						
	Other Support Services	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	~ New	\$ -	\$ -	\$ -	\$ -	\$ -
	~ Existing	300.00	306.00	312.00	318.00	324.00
Narrative Explanation/Justification: Other COAMFTE related expenses.						
Breakdown of Budget Expenses/Requirements (continued)						
	Faculty Development	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	~ New	-	-	-	-	-
	~ Existing					
Narrative Explanation/Justification:						

Breakdown of Budget Expenses/Requirements (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Assessment						
~ New	\$ -	\$ -	\$ -	\$ -	\$ -	
~ Existing						
Narrative Explanation/Justification:						
Breakdown of Budget Expenses/Requirements (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Other						
~ New						
~ Existing	1,825.00	2,099.00	2,414.00	2,776.00	3,192.00	
Narrative Explanation/Justification:						
COAMFTE Accreditation Annual Fee increases by 15% annually, the first year is the actual amount due in January 2020.						
B. TOTAL - Expenses/Requirements (EXPENDITURES)	1st Year	2nd Year	3rd Year	4th Year	5th Year	
	\$429,186.00	\$445,717.00	\$548,411.00	\$566,590.00	\$588,705.00	

A.	TOTAL - Funding Sources (REVENUES)	1st Year	2nd Year	3rd Year	4th Year	5th Year
		\$654,753.00	\$839,665.00	\$883,310.00	\$898,505.00	\$953,025.00
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	1st Year	2nd Year	3rd Year	4th Year	5th Year
		(429,186.00)	(445,717.00)	(548,411.00)	(566,590.00)	(588,705.00)
	BALANCE - (SURPLUS/DEFICIT)	\$225,567.00	\$393,948.00	\$334,899.00	\$331,915.00	\$364,320.00

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
 - a. Which components will be evaluated?
 - b. When will the components be evaluated?
 - c. When will the data be collected?
 - d. How will the data be collected?
 - e. What will be the benchmarks and/or targets to be achieved?
 - f. What individuals or groups will be responsible for data collection?
 - g. How will the data and findings be shared with faculty?
 - i. How will the data be used for making programmatic improvements?

Overall program effectiveness will be evaluated by students once a year. An electronic survey will be emailed to students in April of each year asking students to evaluate the CFT program regarding its progress toward achieving the 6 CFT Program Goals, on a 5-point scale, with 1 = “did not meet at all” and 5 “met completely or as much as could be expected.” The findings will be shared with faculty at the first faculty meeting of the subsequent academic year. The benchmark will be a 4 on a 5-point scale. During this meeting, the faculty will discuss plans for making any needed improvements to the program.

Alumni and Employer feedback will be collected through a Communities of Interest survey distributed in the Winter every other year. Alumni and employers of CFT program graduates will be asked about their satisfaction with various aspects of the CFT programs preparation of students to provide clinical services to the community. The benchmark goal is 4 on a 5-point scale, 1 “completely disagree” to 5 “completely agree.” Findings and potential areas for improvement will be discussed at a faculty meeting in the Spring.

Client satisfaction with therapy services will be assessed by asking clients seen in live supervision therapy clinics to complete a 2-minute client satisfaction survey on a monthly basis. The benchmark goal is 4 on a 5-point scale, 1 “completely disagree” to 5 “completely agree.” Clinic supervisors will review client satisfaction ratings once a month and cumulative scores will be reviewed and discussed at one faculty meeting at the end of Fall and Spring semesters each.

Program Director effectiveness is evaluated by students and faculty once a year. An electronic survey is distributed to students and faculty in February of each year. The Program Director discusses the findings with the Dean during an annual review meeting with the Dean in March. The benchmark goal is 4 on a 5-point scale, 1 “completely disagree” to 5 “completely agree.”

Faculty are evaluated by the Dean in the areas of scholarship, teaching, and service each year in March.

Benchmark data regarding progress toward achieving Student Learning Outcomes will be collected in accordance with COAMFTE Version 12 Accreditation Standards. The findings will be reviewed at the 1st (Revised 6.13.19), Page 27

faculty meeting of every semester. The desired Benchmarks are below.

Student Learning Outcome	Evaluative Benchmarks
<p>1. Students will demonstrate an understanding of concepts related to traditional and contemporary family therapy theories and apply those theories when conceptualizing client concerns.</p>	<p>A. 80% of students will pass model review exam in SW700 B. 100% of students will pass model review exam in SW705 C.. 80% of graduates who take the MFT licensing exam will pass</p>
<p>2. Students will be able to assess, conceptualize, and analyze clinical information and use critical thinking skills to formulate clinical impressions based on data gathered from clients.</p>	<p>A. 75% of Students will be rated a 5 out of 5 in Assessment skills on their final SW725 practicum evaluation B. 75% of Students will be rated a 5 out of 5 in Client Engagement skills on their final SW725 practicum evaluation (End of 2nd Year) C. 75% of students will receive a score of 4 out of 6 or better on their Case Formulation and Treatment paper components #'s 2,4, and 5 in SW701 D. 75% of students will receive an A- or better on the CFT Integrative theory of change Project in SW704 E. 75% of students will pass the Models of Couple Therapy Exam in SW702</p>
<p>3. Students will demonstrate an ability to formulate and implement a plan of action for marital and family therapy practice that addresses complex issues and builds client consensus.</p>	<p>A. 75% of Students will be rated a 5 out of 5 in Intervention skills on their final SW725 practicum evaluation B. 75% of students will receive a score of 3 out of 5 regarding Articulate Family and Individual Process on their practicum evaluation form for SW722 (End of 1st Year) C. 75% of Students will be rated a 5 out of 5 regarding Articulate Family and Individual Process on their final SW725 practicum evaluation (End of 2nd Year) D. 75% of students will receive an A- or better on the CFT Integrative Theory of Change Project in SW704 E. 75% of students will receive an A- or better on the Models of Couple Therapy Exam in SW702 F. 75% of students will receive an A- or better</p>
<p>4. Students will develop a professional identity as ethical marriage/couple and family therapists</p>	<p>A. 75% of graduates will be working in settings where they practice CFT B. 75% of students will receive a score of 8 out of 10 or higher on their SW701 Ethical Decision Making Paper C. 50% of graduates will become licensed within 5 years of graduation</p>

	<p>D. 75% of students will receive an A- or better on the CFT Professional Preparation Portfolio for SW705</p> <p>E. 75% of students will receive an A- or better on CFT Integrative Theory of Change paper</p> <p>F. 75% of students will receive A- or better on the Mentor Experience assignment</p>
<p>5. Students will demonstrate an ability to integrate social justice and cultural considerations in marital/couple and family therapy practice.</p>	<p>A. 100% of students will report that 20% of their accumulated clinical hours in their practicum settings are with cross cultural populations</p> <p>B. 75% of students will receive a score of 3 out of 5 regarding Consideration of Cultural Factors on their practicum evaluation form for SW722 (End of 1st Year)</p> <p>C. 75% of Students will be rated a 5 out of 5 regarding Consideration of Cultural Factors on their final SW725 practicum evaluation (End of 2nd Year)</p> <p>D. 75% of students will receive an A- or better on the Paper in SW703</p> <p>E. 75% of students will pass all 5 Cultural Competence journals on the first submission</p> <p>F. At least 80% of students will present a case once a semester through video or live supervision and discuss ways cultural issues were addressed</p>
<p>6. Students will demonstrate an ability to comprehend research findings and ways to integrate those findings into their clinical work</p>	<p>A. 75% of students will receive a score of 8 out of 10 or better on their SW701 Case Formulation & Treatment Plan paper Components 2 & 7</p> <p>B. 75% of students will receive a B or better on their Evidence-Based Literature Review Paper in 626</p> <p>C. 75% of students will receive an A- or better on the CFT Integrative Theory of Change Project in SW704</p>

2. What are the measures of teaching effectiveness?

The Kent School of Social Work, in which the proposed program will be housed, already implements a process for measuring teaching effectiveness. Students complete teaching evaluations for each instructor at the end of every semester. These evaluations are anonymous and include qualitative and quantitative questions. A summarized report is then provided to instructors for feedback. These evaluations are formally reviewed by the Dean during annual reviews for term (non-tenure-track), tenure-track, and tenured faculty members and by the Associate Deans of Academic Affairs for part-time (adjunct) instructors. Additionally, tenure-track faculty members are observed in class by a member of the personnel committee as part of a mid-tenure review process, and a report of the

observation is provided to the Dean, who reviews the feedback with the tenure-track faculty member. Finally, the CFT Program Director meets with student cohorts each semester, during which students are encouraged to provide feedback about the program and related courses.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

The University of Louisville's Delphi Center for Teaching and Learning provides multiple resources to (a) infuse critical thinking skills into curricula, (b) implement new and innovative teaching practices, (c) create new or revise existing curricula with instructional design services, (d) integrate technology into courses, (e) integrate technology into courses, and (f) put a program or course online. New tenure-track faculty are encouraged to apply for the *Seminar on Teaching for New Faculty*, which is a 9-month cohort program designed to provide a rich foundation in evidence-based teaching strategies and research-based principles about how learning works. New part-time instructors are encouraged to attend the *Part-Time Faculty Institute*, a day-long training designed to sharpen teaching skills and build community through ongoing discussion and dialogue. Additionally, the center holds an annual *Celebration of Teaching and Learning*, at which an expert in teaching pedagogy presents cutting-edge techniques, and *Delphi U*, which is a training required of all instructors who begin teaching courses online.

Several options are available to instructors and faculty members when an issue with teaching effectiveness occurs. If a problem arises, instructors or faculty members will be asked to meet with representatives from the Delphi Center for Teaching and Learning. Possible remedial actions will include instructor or faculty consultation along with peer observations, syllabi review, and/or workshops provided by the center. Part-time instructors who do not show improvement for an identified issue will not have their contracts renewed.

4. What are the plans to evaluate students' post-graduate success?

An annual survey of students and alumni is, and will continue to be, distributed electronically. The survey asks for past information that is relevant to the CFT program, as well as for current information. Inquiries are made regarding the graduates' past and current employment, passage rates of the national licensure exam, and rates of licensure as licensed marriage and family therapists. The program goals are for 90% of graduates seeking employment in CFT to find a position within one year, 90% of graduates who take the MFT National Exam to pass it, and 75% of those in the M.S. CFT only program and 50% in the dual masters program (since they are also eligible to become licensed clinical social workers and may choose to practice under that license) to become Licensed Marriage and Family Therapists. These data are reported to the Commission on Accreditation for Marriage and Family Therapy Education annually and is summarized on our website.

The questions in 2018 were as follows:

Please tell us when you graduated from the C/MFT program or when you anticipate graduating.
Have you taken the National or State Equivalent MFT Exam?
Have you passed the National or State Equivalent MFT Exam?
Are you a Licensed Marriage and Family Therapist?
If YES, When did you become licensed?

Are you a member of AAMFT?

Do you hold membership in another professional mental health organization?

Please tell us in what type of employment settings you work.

Since graduating have you enrolled in a C/MFT Doctoral program?

Were you employed within 3 years of graduation utilizing the skills learned in this C/MFT Program?

Was there any full year that you were not working in the field but were looking for a job?

LIST OF APPENDICES

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Appendix A

Potential Transfer Courses from Existing Programs in Kentucky

University of Louisville Required Courses	Potential Transfer Courses by University		
	Campbellsville University	Louisville Presbyterian Seminary	University of Kentucky
SW 601 – Human Behavior & the Social Environment I	MFT 520 – Human Development	PC 408 – Human Growth and Transformation	FAM 654 – The Lifecourse Perspective on Families
SW 700 – Foundations of Family Therapy: Theory and Practice		PC 308 – Theories of Family Change	FAM 686 – Theory & Methods in CFT
SW 701 – Family Therapy Assessment and Treatment	MFT 523 – Marriage and Family Therapy Skills	PC 302 – Family Assessments	
SW 619 – Human Behavior & the Social Environment II			
SW 626 – Research Methodology and Design	MFT 530 – Research Methods	PC 381 – Marriage and Family Therapy Research	FAM 690 – Research Methods in Family Science
SW 703 – Contemporary Issues in CFT			
SW 603 – Social Justice Practice	MFT 570 – Cultural Competencies	PT 317 – Gender, Race, & Class in Pastoral Practice	
SW 642 – Psychopathology	MFT 560 - Psychopathology	PC 322 – Psychopathology & Pastoral Practice	FAM 640 – Using the DSM in CFT Assessment
SW 702 – Couple Therapy	MFT 545 – Premarital and Marital Counseling	PC 303 – Couples Therapy: Theory & Practice	FAM 740 – Couple and Sex Therapy
SW 633 – Human Sexuality		PC 307 – Sexuality & Pastoral Practice	
SW 704 – Integrating Family Theories			
SW 705 – Professional Issues and Ethics in Social Work and CFT	MFT 581 – Ethics, Legal & Professional Issues in MFT Counseling	PC 305 – Professional Issues and Ethics in MFT	FAM 685 – Professional Issues in CFT

Appendix B

Letter of Support from Kent School of Social Work Dean



June 7, 2019

Provost Boehm
Office of the Provost
University of Louisville

Dear Provost Boehm,

This letter is in support of the new proposed degree, a Masters in Couples and Family Therapy (CFT). The degree has been developed over the past several years and is designed to meet current student interest and market demand in this area. I support the proposal and note that it meets strategic goals of both the University and the Kent School. The proposal has undergone careful review by the CFT faculty, the Kent School Curriculum committee, and the entire Kent School faculty, and the Kent Budget Office, where it has passed unanimously at each stage of review.

The MS proposal has been developed by Dr. Emma Sterrett-Hong, Program Director of CFT, and the CFT faculty in the Kent School. The degree is a natural extension of our previous specialization in CFT in the Kent School and was strongly requested from the students in the program. The CFT faculty and their students and alumni are a cohesive and productive group that have worked hard to make this new degree a reality. Because of the existing accreditation requirements for the CFT Program, the faculty have already thought through and tested much of their curriculum and outcomes measures. The new program also has the strong support of their highly engaged alumni base.

The degree proposal will use existing resources in the Kent School and is not requesting additional resources from central administration. I plan to continue to properly support the CFT Program as it grows and changes over the years. I highly endorse the proposal and look forward to the addition of the degree and the ability to offer it to students of the Kent School.

Sincerely,



David Jenkins, Dean

Appendix C

Letter of Support from University of Kentucky Masters in Couple and Family Therapy Program



February 1, 2019

Emma Sterrett-Hong, PhD
Burhans, 134, Shelbyhurst Campus
University of Louisville
Louisville, KY 40292

To Whom It May Concern,

On behalf of the Couple and Family Therapy program at the University of Kentucky, I am writing in support of the Kent School of Social Work's proposal for new program awarding a Master's of Science Degree in Couple & Family Therapy at the University of Louisville. This program will provide a secular, urban setting for prospective students seeking an education in couple/marriage and family therapy in Louisville.

The University of Kentucky also provides a Couple and Family Therapy Program accredited by the Commission on the Accreditation for Marriage and Family Therapy Education (COAMFTE). Although both programs are located in Kentucky, our two programs provide different therapy placement sites for student training and are embedded in distinctly different academic departments. Our program is housed within the department of Family Science with a foundation in life course theory and includes a research thesis component. In contrast, the University of Louisville's program is housed in the Kent School of Social Work's program with an orientation towards a social justice perspective. These differences therefore provide potential students an opportunity find an educational experience that best resonates with them.

Given that the University of Kentucky and the University of Louisville have concurrently, and successfully, operated COAMFTE-accredited programs for over two decades, we do not anticipate the proposed master's degree to increase competition between our two programs.

For these reasons, the University of Kentucky's Couple and Family Therapy Program supports the Kent School of Social Work's proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nathan D. Wood'.

Nathan D. Wood, Ph.D.,
Licensed Marriage and Family Therapist
Associate Professor
AAMFT Approved Supervisor
Couple and Family Therapy Program Director
Department of Family Sciences
University of Kentucky
(859) 257-7932
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seeblue.

315 Funkhouser Building | Lexington, KY 40506 | P: 859-257-7750 | F: 859-257-2512 | www.uky.edu

An Equal Opportunity University

Appendix D.

EVALUATION OF LIBRARY RESOURCES

ESSENTIAL TO THE SUPPORT OF:

MASTER OF SCIENCE IN COUPLE AND FAMILY THERAPY

Latisha Reynolds
Humanities and Social Sciences Librarian
Social Work Liaison

Robert E. Fox, Jr.
Dean
University Libraries
2019

OVERVIEW

The University of Louisville (UofL) Libraries are comprised of five separate libraries: Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology; Kornhauser Health Sciences Library; Anderson Music Library; Bridwell Art Library; and the Law Library. University Archives and Special Collections center is also part of the UofL library system. Materials relevant to marriage/couple and family therapy, as well as Social Work will be found mainly in the Ekstrom Library, with some materials in other areas such as the Kornhauser Health Sciences Library.

UofL's library system supports instructional and research needs of over 22,000 full and part-time students and more than 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of North American libraries affiliated with 126 large, comprehensive research institutions, as well as the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

Per the proposal provided by the Kent School of Social Work, the Master of Science Degree in Couple and Family Therapy has the purpose of developing, "professionals in couple/marriage and family therapy to work with couples, families, and other systems within their community contexts and through the lens of social justice." Accordingly, this document highlights current resources available within the U of L Libraries related to couple and family therapy, and generally to the study of social work and related areas.

COLLECTIONS

Books

WorldShare Analytics collection analysis indicates that Ekstrom Library has 65,068 titles related broadly to the study of social work, with 22,709 titles within the subject category that includes marriage and family.

SUBJECT AREA	TITLES HELD, ALL FORMATS
Psychology	10,602
Social history, social problems, social reform	4,904
Family, marriage, women, sexual life	22,709
Social work, social & public welfare	7,031
Public health, public aspects of medicine	2,224
Health professions & public health	14,571
Psychiatry	2,311
Geriatrics, chronic disease	716

Periodicals

Below is a snapshot of journals that U of L has access to related to studies in couple and family therapy. It is noted that faculty and students have access to many journals in addition to these that will also support study in this area.

American Journal of Family Therapy
Annual Review of Sex Research
Canadian Journal of Human Sexuality
Child and Family Social Work
Clinical Child and Family Psychology Review
Community, Work and Family
Contemporary Family Therapy
Families in Society
Families Systems and Health

Family Matters
Family Process
Family Relations
Journal of Child and Family Studies
Journal of Couple & Relationship Therapy: Innovations in Clinical
and Educational Interventions (Previously- Journal of Couples Therapy)
Journal of Divorce and Remarriage
Journal of Family Psychology
Journal of Family Therapy
Journal of Family Violence
Journal of Marital and Family Therapy
Journal of Marriage and the Family
Journal of Sex and Marital Therapy
Journal of Sex Research
Journal of Social and Personal Relationships
Sex Roles

Bibliographic Resources

Below are databases including abstracts and full-text access to numerous research publications and additional resources related to the proposed program in Couple and Family Therapy as well as Social Work.

Ageline
CINAHL
Contemporary Women's Issues
Criminal Justice Abstracts
Education Full-Text
ERIC
EBSCO Academic
EBSCO Web
GenderWatch
Health and Psychosocial Instruments
JSTOR
MEDLINE
PsycINFO
Psychology & Behavioral Sciences Collection
ProQuest Digital Dissertations
Science Direct
Social Sciences Abstracts
Social Sciences Citation Index
Social Services Abstracts
Social Work Abstracts
Sociological Abstracts
Sociological Collection

SERVICES

Document Delivery

Document Delivery allows users to receive library owned materials such as articles and books by electronic delivery.

Interlibrary Loan

ILL is available to students, faculty, and staff of the University of Louisville allowing members to borrow items that are not owned by U of L from other libraries worldwide.

Research Assistance

Each library within the University of Louisville Libraries offers instruction programs designed to meet the needs of its researchers. Ekstrom Library provides research assistance via in-person appointments, email, telephone, online chat, and other formats. For additional information about services within Research Assistance and Instruction, see <https://library.louisville.edu/ekstrom/rai>.

Computers and Technology

Computers and printing services are available throughout the library. Students can also borrow and use various types of equipment for multimedia projects.

Other services available in Ekstrom Library through our service partners include tutoring through [REACH](#), support for digital media projects through the [Digital Media Suite](#), writing assistance in the [University Writing Center](#), and teaching support within the [Teaching Innovation Learning Lab](#).

Other Services: See these links for information on additional related services.

Student Services: <https://library.louisville.edu/student-services>

Faculty Services: <https://library.louisville.edu/faculty>

STAFFING

Ekstrom Library has a dedicated social work librarian (Latisha Reynolds) who will be the primary contact for students in the proposed program. In addition, there are roughly a dozen other research librarians and staff personnel who can assist with research needs.

CONCLUSION

Collectively, the resources and services of the University of Louisville Libraries are believed to be adequate to provide support for the proposed Master of Science in Couple and Family Therapy. The monograph collection needs some updating; however, this review indicates that the library system provides access to most of the leading journals and databases that index and abstract scholarly articles in this area.

Appendix E.

Local, Regional, and National Employer Demand

Table 1. Employer Demand			
	Regional¹	State²	National³
Marriage & Family Therapist			
Average Wage	\$16.88 per hour	\$40,313	\$50,090
# of Openings	Unavailable	397	9,700
School Counselor			
Average Wage	\$28.22 per hour	\$57,396	\$56,310
# of Openings	22 per year	4,160	36,700
Substance Abuse & Behavioral Disorder Counselor			
Average Wage	\$16.43 per hour	\$39,594	\$44,630
# of Openings	12 per year	1,851	23,800
Mental Health Counselor			
Average Wage	\$19.48 per hour	\$44,880	\$44,630
# of Openings	21 per year	3,275	36,500
Social Worker			
Average Wage	\$26.01 per hour	\$55,634	\$63,140
# of Openings	9 per year	676	109,700
Medical & Public Health Social Worker			
Average Wage	\$23.74 per hour	\$49,245	\$56,200
# of Openings	23 per year	2,248	35,400
Mental Health and Substance Abuse Social Workers			
Average Wage	\$21.62 per hour	\$38,612	\$44,840
# of Openings	14 per year	1,064	60,300
Child, Family, and School Social Workers			
Average Wage	\$19.25 per hour	\$39,270	\$46,270
# of Openings	52 per year	9,176	45,000

¹ **Source:** [Kentuckiana Works Local Workforce Area Occupation Outlook for 2014-2024](#)

Average wage for the regional data based on the 2015 mean hourly wage.

² **Source:** [Kentucky Center for Statistics 2016-2026 KY Occupation Outlook](#)

Average wage for the state data based on the 2017 mean annual wage.

³ **Source:** [Bureau of Labor Statistics: Employment Projections for 2016-2026](#)

Average wage for the national data based on the 2018 median annual wage.

**Table 2: Emsi Labor Market Analytics Tool
January 2017 to December 2018**

	Regional (Kentucky, Ohio, Indiana, Tennessee)	State	National
Marriage & Family Therapist (SOC 21-1013)			
Average Wage	\$20.35/hr	\$14.91/hr	\$23.45/hr
# of Openings (Total Job Postings)	4,677	359	46,242
School Counselor (SOC 21-1012)			
Average Wage	\$25.15/hr	\$28.62/hr	\$26.64/hr
# of Openings (Total Job Postings)	27,157	4,118	350,581
Substance Abuse & Behavior Disorder Counselor (SOC 21-1018 - Substance Abuse, Behavioral Disorder, & Mental Health Counselors)			
Average Wage	\$19.69/hr	\$18.75/hr	\$28.82/hr
# of Openings (Total Job Postings)	87,160	8,496	609,214
Mental Health Counselor (SOC 21-1018 - Substance Abuse, Behavioral Disorder, & Mental Health Counselors)			
Average Wage	19.69/hr	\$18.75/hr	\$20.82/hr
# of Openings (Total Job Postings)	87,160	8,496	609,214
Social Worker (SOC 21-1020)			
Average Wage	\$25.54/hr	\$19.30/hr	\$23.12/hr
# of Openings (Total Job Postings)	180,503	12,457	1.30M
Medical & Public Health Social Worker (SOC 21-1022 - Healthcare Social Workers)			
Average Wage	\$25.36/hr	\$24.05/hr	\$26.38/hr
# of Openings (Total Job Postings)	27,055	2,428	322,179
Mental Health & Substance Abuse Social Worker (SOC 21-1023)			
Average Wage	\$17.74/hr	\$16.49/hr	\$20.79/hr
# of Openings (Total Job Postings)	133,576	7,993	715,954
Child, Family, & School Abuse Social Worker (SOC 21-1021)			
Average Wage	\$18.86/hr	\$18.63/hr	\$21.34/hr
# of Openings (Total Job Postings)	19,629	2,023	259,792

Note: Data for the Substance Abuse & Behavior Disorder Counselor and Mental Health Counselor use the same SOC code

Appendix F. MS in Couple and Family Therapy Curriculum

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)				MS in Couple and Family Therapy		
Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/pre-professional (P)	Credit Hours	Satisfying (E) or New (N) Course
SW	601	HISE	Social work has historically used the idea of person-in-environment to develop a holistic understanding of human behavior. The purpose of the HISE sequence with its 2 courses (601 and 602) is to help students breathe life into the abstract idea of person-in-environment. SW 601 is the first course in this sequence and focuses on society at large (e.g. social movements, social institutions and social structures), larger environments (e.g. physical environment, formal organizations and communities) and small groups. The focus is on macro theories as well as the impact of social and economic forces on individual and social systems. Concepts are provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and wellbeing.	C	3	E
SW	730	Foundation CFT Practicum I	Students will conduct assessment and the therapy with individuals, couples, and families under the supervision of a state- or AAMFT-approved supervisor. This course will allow students to apply assessment and treatment skills learned in SW 700 Foundations of Family Therapy, SW 701 Family Assessment and Treatment with Diverse Populations, and SW 702 Macro Couple and Family Intervention Issues in the Profession and Community.	C	1	N
SW	700	Foundations of Family Therapy: Theory and Practice	This course is family social work preparatory course that covers three foundational elements of family therapy practice: 1) a comprehensive and substantive understanding of the family life cycle, family dynamics, systemic thinking, and interactional theories, 2) an introduction to the major assessment and intervention ideas/skills associated with the major schools of marital family therapy, and 3) the foundational skills that encompass systemic assessment, consensus building, case planning and the tools necessary to conduct an initial interview. Systemic concepts that describe intrapersonal and interpersonal dynamics and their relationship to family development and interaction will be presented as they pertain to the field of marriage and family therapy. Foundational concepts will be viewed through the lenses of smaller social (family) systems, language systems, and larger social/cultural systems. Students will also be introduced to the role of the marital and family therapist in terms of relationship to clients, a relational approach to understanding clients, and the use of the therapist.	C	3	E
SW	701	FT Assessment	This course will focus on more in-depth assessments and interventions regarding specific problem populations faced in marital and family therapy practice. These may include, but are not limited to child and teen behavior, school difficulties, chemical dependence and adult mental health concerns. Emphasis will be given to a critical review and evaluation of the evidence based practices as well as interventions or strategies that present integrative approaches in the field. Special attention will be given to the use of the DSM-IV and pharmacology as it related to MFT practice. Throughout the course there will be attention to the ethical and professional issues that arise in working with these populations.	C	3	E
SW	721	FT Supervision I	Supervision of student work with a variety of families and family problems in community agency settings. (Pass-fail)	C	3	E
SW	619	HISE II	This second course in the Human Behavior in the Social Environment sequence builds on the first course and focuses on families, dyads, and the individual person (e.g. biological person, psychological person, spiritual person and the Bioscience). This course provides content about theories and knowledge of the human bio-psycho-social development, including theories and knowledge about the range of smaller social systems in which individuals live. Family and marital life is assessed based on different theoretical perspectives. Human development theory is analyzed, with the focus on a culturally sensitive perspective to these theories. Different alternative life-styles are investigated and analyzed based on human theories. Content about values and ethical issues related to bio-psycho-social theories are included. Students are taught how to evaluate theory and apply theory to client situations.	C	3	E
SW	626	Research Methodology and Design	This course provides students the foundation knowledge for scientific inquiry. It covers all aspects of the research process from problem formulation to writing of the research report. It introduces students to qualitative, quantitative, and single-subject methods of conducting research and evaluating practice. Ethical issues associated with conducting research and evaluating practice are addressed. The uses of research to inform practice, policy, and to promote social justice are considered.	C	3	E
SW	711	Foundation CFT Practicum II	Students will conduct assessment and the therapy with individuals, couples, and families under the supervision of a state- or AAMFT-approved supervisor. This course will allow students to apply assessment and treatment skills learned in SW 700 Foundations of Family Therapy, SW 701 Family Assessment and Treatment with Diverse Populations, and SW 702 Macro Couple and Family Intervention Issues in the Profession and Community.	C	1	N
SW	703	Contemporary Issues in CFT	Marital and Family Therapy has made significant advances in the development and validation of psycho-educational interventions to address complex family problems. This course will review social problems facing families as well as evidence-supported educational programs to address these problems. Particular emphasis will be placed on social problems such as domestic violence, divorce, child maltreatment, substance abuse, mental health and health issues. Students will study case pts., vignettes, and skill sets required for systemic work on marital and family therapy case work issues family, local community, and larger societal levels. The tools for learning will include lecture, discussion, role-playing, case reviews, and teamwork projects designed to develop and enhance specific skills.	C	3	E

SW	722	FT Supervision II	Supervision of student work with a variety of families and family problems in community agency settings. (Pass-fail)	C	3	E
SW	603	Social Justice Practice	This foundation course is designed to provide students with the knowledge and skills for social work practice with people who are subject to various forms of oppression such as racism, sexism, heterosexism, classism, ageism, and ableism operating at the individual, community and institutional levels of society. Diversity, strengths, and social justice practice are emphasized. Developing greater professional and personal awareness about the impacts of various forms of oppression and social justice responses are addressed.	C	3	E
SW	732	Adv CFT Practicum I	Students will conduct assessment and the therapy with individuals, couples, and families under the supervision of a state- or AAMFT-approved supervisor. This course will allow students to apply assessment and treatment skills learned in SW 700 Foundations of Family Therapy, SW 701 Family Assessment and Treatment with Diverse Populations, SW 702 Macro Couple and Family Intervention Issues in the Profession and SW 706 Community and Advanced CFT Treatment.	C	1	N
SW	723	FT Supervision III	Supervision of student work with a variety of families and family problems in community agency settings. (Pass-fail)	C	3	E
SW	642	Psychopathology	This course examines concepts of labeling theory, stigma, strengths perspective, and the clinical use of diagnostic classification of psychopathology from a social work perspective. The implications of various definitions of psychopathology and the uses of diagnostic systems to inform practice, policy, and to promote social justice are considered.	C	3	E
SW	733	Adv CFT Practicum II	Students will conduct assessment and the therapy with individuals, couples, and families under the supervision of a state- or AAMFT-approved supervisor. This course will allow students to apply assessment and treatment skills learned in SW 700 Foundations of Family Therapy, SW 701 Family Assessment and Treatment with Diverse Populations, SW 702 Macro Couple and Family Intervention Issues in the Profession and SW 706 Community and Advanced CFT Treatment.	C	1	N
SW	702	Couple Therapy	This course provides the student with a framework for managing difficult and controversial issues in the field of couple therapy. The student will become versed in couple assessment and couple interventions. Protocols regarding special issues in the field of couple therapy will be taught including divorce, sexual problems, infidelity, domestic violence etc. The course will examine pertinent ethical issues and concerns as it relates to the field of couple therapy.	C	3	E
SW	724	FT Supervision IV	Supervision of student work with a variety of families and family problems in community agency settings. (Pass-fail)	C	3	E
SW	706	Adv CFT Treatment	This course will provide advanced instruction in the application of family systems models, including postmodern theories, just as narrative, collaborative, and solution-focused. Students will demonstrate intervention skills in class and/or through video recordings of sessions with clients.	C	3	N
SW	633	Human Sexuality	This course provides knowledge about physical, behavioral, cognitive, emotional and spiritual aspects of human sexuality. At the micro level, the course explores the cultural context of sexuality including an exploration of values, variables affecting sexual functioning, and effective interventions to prevent problems and to treat clients who have sexual concerns. At the macro level, the course examines the sociopolitical context of sexuality, laws and policies that focus on sexuality, group efforts to affect such laws and policies, and how all of these factors affect the day today lives of groups, dyads and individuals.	C	3	E
SW	734	Adv CFT Practicum III	Students will conduct assessment and therapy with individuals, couples, and families under the supervision of a state- or AAMFT-approved supervisor. This course will allow students to apply assessment and treatment skills learned in SW 700 Foundations of Family Therapy, SW 701 Family Assessment and Treatment with Diverse Populations, SW 702 Macro Couple and Family Intervention Issues in the Profession and SW 706 Community and Advanced CFT Treatment.	C	1	N
SW	704	Integrating FT	This is the capstone course in the MSSW/CFT Specialization designed for each student to refine his/her own theory of change. Utilizing critical thinking skills, students will work to integrate intervention models and skill sets in the areas of assessment, treatment/intervention planning, case management, and outcome evaluation. Students will be assisted in integrating the clinical theory, practice, and research coursework and fieldwork in marital and family therapy with their study of change in larger social systems. This course also provides an opportunity for individual students to tailor and deepen their learning about areas of personal interest previously covered in the curriculum.	C	3	E
SW	705	Issues and Ethics in SW: CFT	This is a capstone seminar in professional issues taken in the last semester of the MSSW/CFT Specialization Program. This course reviews and integrates the graduate student's learning experiences in SW 723, 725 and SW 703 in the area of professional issues and ethics. This course is designed to assist the graduating social work student in their professional development, legal responsibilities, current professional ethics, the role of professional associations, MFT and SW licensure legislation, independent practice considerations, and inter-professional cooperation.	C	3	E
SW	725	FT Supervision V	Supervision of student work with a variety of families and family problems in community agency settings. (Pass-fail)	C	3	E
Total Credit hours Required for Program Core (i.e., # of hours in degree program core)				Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table		
					59	NA

Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course	
SW	660	Motivation and Change	The course focus is on theory and evidence based practice methods aimed at engaging resistant people in the process of change. Motivational interviewing (MI) is a client-centered, yet directive method for enhancing intrinsic motivation for change.	C	3	E	
SW	661	Adv Issues in Drug and Alcohol Counseling	The course prepares students for practice in specialized alcohol and other drug treatment settings. The efficacy of addiction treatment practices taught in the course is well documented in research.	C	3	E	
SW	662	Substance Abuse	Substance abuse disorders are a highly prevalent issue among most social work practice populations. This is a survey class designed to provide students with basic and fundamental knowledge about substance abuse, and to orient students for social work practice positions including entry-level substance abuse micro or macro practice positions.	C	3	E	
SW	678	Adv ADC Practicum Seminar	This is a required seminar for Advanced Practicum ADCS students designed to achieve two goals: 1) Enhance knowledge of research supported group counseling methods in the treatment of substance abuse (all students); and one of the following: advance special knowledge and skills related to 2a) criminal justice and treatment of substance abuse (immersion practicum students) or 2b) leadership (rotational practicum students).	C	1.5	E	
SW	679	Adv ADC Practicum Seminar	This is a required seminar for Advanced Practicum ADCS students designed to achieve two goals: 1) Enhance knowledge of research supported family engagement methods in the treatment of substance abuse (all students); and one of the following: advance special knowledge and skills related to 2a) criminal justice and treatment of substance abuse (immersion practicum students) or 2b) leadership (rotational practicum students).	C	1.5	E	
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)					Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table	12	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course	
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required.					Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table		NA
FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course	
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					Note: number	0	NA
Summary of Total Program Hours				Required Core Hours (i.e., # of hours in degree program core)	59	NA	
				Required Program Options - Track/Concentration/Speciality Hours (if applicable)	12	NA	
				Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	0	NA	
				Free Elective Hours (i.e., general program electives) (if applicable)	0	NA	
				Total # of credit hours required for Program	71	NA	
Information to be completed by PIE Office				# of new courses	6	NA	
				Total # of Courses (includes new and existing)	27	NA	
				Percentage of new courses (more than 25% may require SACS Substantive Change)	22%	NA	