

Graduate Council Meeting
Wednesday, March 13, 2024
3:30 p.m., 327 Brooks Hall
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction, and Approval of Minutes

(February 7, 2024)

II. Graduate Council Committee Reports

A. Appeals Committee

Committee Report (Don Nelson, Chair)

B. Program Committee

Committee Report (Kristen Navara, Chair)

- Action Item 1: From the College of Family and Consumer Sciences, Department of Human Development and Family Science, a proposal to create a Master of Science in Couple and Family Therapy (CFT).
- Action Item 2: From the Louise McBee Institute of Higher Education, a proposal to create an online Masters in Higher Education Administration (MEd).

III. Policy and Planning Committee

Committee Report (Yoo-Kyoung Seock, Chair)

- Action Item 1: Change to doctoral time limit policy.

IV. Information Items

A. Curriculum Report: The Graduate School has approved 101 new courses, 73 course revisions, and 8 deletions.

B. Enrollment Planning: Andy Borst, Vice Provost for Enrollment Management

C. Next meeting: Wednesday, April 10, 3:30pm, 327 Brooks Hall.

V. Adjourn



UNIVERSITY OF
GEORGIA

College of Family and Consumer Sciences

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January 11, 2024

Office of the Vice President for Instruction
Curriculum Systems
currsys@uga.edu

Dear Vice President Pagnattaro:

The College of Family and Consumer Sciences is submitting the attached proposal for the M.S. in Couple and Family Therapy (CFT), housed in the Department of Human Development and Family Science.

The proposed M.S. in CFT aligns with USG Strategic Plan 2029 and the Community Impact Goal by promoting excellence in teaching and learning through experiential learning with community-based partnerships, increasing collaborative and community-focused scholarship and training, and by engaging with diverse communities. The demand for systemic and relational therapy services is increasing in Georgia and globally, and there is a well-documented unmet demand for mental health services.

This master's program is supported by the department head, April Few-Demo, the FACS Curriculum Committee, and myself.

If you have any questions regarding the proposal, please do not hesitate to contact me.

Sincerely,

Anisa M. Zvonkovic
Dean &
Georgia Athletic Association Professor in Family and Consumer Sciences



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

Updated Version: Summer 2023

Points of Contacts

Dr. Dana Nichols

Vice Chancellor for Academic Affairs

dana.nichols@usg.edu

Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
7/15/2023	<i>Overview: Added Degree Acronym</i>	7/31/2023	8/28/2023
7/15/2023	<i>Overview: Changed 6-Digit CIP Code to 8_Digit CIP Code</i>	7/31/2023	8/28/2023
7/15/2023	<i>Chart #28 deleted to reduce redundancy.</i>	7/31/2023	8/28/2023
7/15/2023	<i>Minor grammatical edits for clarity</i>	7/31/2023	8/28/2023
7/15/2023	<i>Prompt #30 – Delivery Mode chart changed to match DMA</i>	7/31/2023	8/28/2023
12/1/2022	<i>Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected numbering</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected footnote dates</i>	12/1/2022	12/1/2022
8/19/2022	<i>Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.</i>	8/19/2022	8/19/2022
8/19/2022	<i>All questions are required for ALL degree levels.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Some charts have been modified/deleted for consistency and to reduce redundancy.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Signature page must be fully completed. Any addendums must be signed off by CBO.</i>	8/19/2022	8/19/2022
8/19/2022	<i>External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.</i>	8/19/2022	8/19/2022

USG Routing Only

- Program was part of the Annual Academic Forecast*
- This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. Request ID: (SharePoint Generated unique ID)
2. Institution Name: *University of Georgia*
3. USG Sector: *Research University*
4. School/Division/College: *College of Family and Consumer Sciences*
5. Academic Department: *Department of Human Development & Family Science*
6. Degree Level: *Master's*
7. Proposed Program Name: **A Master of Science with a Major in Couple and Family Therapy**
8. Major: **Couple and Family Therapy**
9. Degree Acronym: *M.S.*
10. CIP Code (8 digit):
(Please use default (00) for the last 2-digit extension unless using same CIP code for similar institutional program.)
10. Anticipated Implementation Semester and Year^: *Fall 2025*
11. Was this program listed in the most recent Academic Forecast?
 Yes
 No (If no, explain why below)
12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):

The Master of Science with a major in Couple and Family Therapy (CFT) is an applied program committed to training clinicians who provide therapeutic services to relational systems, understand diversity in clinical, research, academic, and policy-making settings, and are skilled consumers of research related to CFT. Students are clinically trained and supervised in systemic, relational approaches to ethically serve individuals, couples, and families to create professionals who understand the societal dynamics of working with individuals from marginalized and underrepresented populations. Faculty are committed to training students in evidence-based practices for a wide variety of mental health and relational issues with a focus on trauma and relationship distress. Students gain expertise working across the human lifespan from socioculturally attuned relational and systemic perspectives so that they can intervene ethically and effectively in these family processes. The philosophy of the Couple and Family Therapy program at the University of Georgia is that students learn best with an integration of experiential learning and academic training. This leads to students exceeding all educational and pre-graduation clinical hour and supervision requirements for licensure in Georgia as well as most other states. Students will leave this two-year program ready to work in entry-level mental health and family therapy positions. Additionally, graduates from the thesis track are prepared to successfully pursue advanced doctoral training.

Students are provided with clinical experience on campus at the ASPIRE Clinic and with community partners. The ASPIRE Clinic, formerly the long-standing McPhaul Marriage and Family Therapy Clinic, is a first-of-its-kind interdisciplinary clinic that has provided marriage and family therapy, financial counseling, nutritional counseling, and legal problem solving through partnerships with departments within FACS and across campus. Additionally, ASPIRE has provided internship placements for students from the School of Social Work and the Counseling program in the Mary Early Francis College of Education enrolled in the Interdisciplinary Certificate in MFT. Currently, ASPIRE is undergoing a refinement and focusing their services on mental health and relational and financial well-being. The refinement of services offered aims to clarify and strengthen the identity of the clinic while it continues to provide a practicum and internship placement for the CFT doctoral program, financial planning students (undergraduate and graduate) as well as students from the proposed CFT Masters and eventually a Masters in financial therapy (noted elsewhere).

Throughout their experience, students have the unique opportunity to collaborate on multidisciplinary teams of graduate students representing financial planning and the burgeoning field of behavioral financial planning/financial therapy. Proposed off-campus internship experiences with community partners allow students to explore other interdisciplinary community environments and offer the potential for students to gain experiences with populations navigating eating disorders, sex and substance addiction, and with children and adolescents, as well as particular modalities of therapy, such as play therapy and community-based intervention.

13. Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

The proposed program will seek accreditation through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) through the American Association for Marriage and Family Therapy (AAMFT). Accreditation is a voluntary process; the major purpose of COAMFTE accreditation is to ensure educational programs meet minimum requirements for ensuring quality and rigor in a marriage and family therapy program. Programs seeking COAMFTE accreditation are required to demonstrate compliance with current accreditation standards at the time of application and throughout the period of accreditation. Programs must submit eligibility criteria documents, a self-study, and host a site visit. Data regarding the mission, goals, and outcomes of the program must be gathered for two years prior to applying for accreditation. The process is outlined in Appendix A.

14. Specify **SACSCOC** or other accreditation organization requirements[^].

Mark all that apply.

Substantive change requiring notification only ¹

X Substantive change requiring approval prior to implementation ²

Level Change ³

None

B. STRATEGIC PLAN

15. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):
The proposed Couple and Family Therapy (M.S.) is well-aligned with USG Strategic Plan 2029. The proposed masters degree addresses the Student Success Goal through providing and continuing professional education as well as the Community Impact Goal by providing real-world experiences through partnerships with community-based agencies. During external internship placements, student need for experiential learning in real-world clinical environments and community needs for increased mental health and relational interventions will be met.

16. How does the program align with your institutional mission and function[^]?

If the program does not align, provide a compelling rationale for the institution to offer the program.
The proposed M.S. in Couple and Family Therapy is aligned with UGA's mission statement in the following ways:

- Contributing to national recognition through supporting and mentoring students, innovative publications and presentations of interdisciplinary clinical practice, and supplying additional providers at the ASPIRE Clinic to support doctoral research on evidence-based practices;
- Partnerships with Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSIs) across Georgia to increase representation, collaboration, and services for historically underrepresented communities; and
- Collaboration with other academic programs and community service providers to disseminate interdisciplinary research and practice and expand the relationship between training facilities and community providers to increase instructional effectiveness.

17. How does the program align with your institution's strategic plan and academic program portfolio?
Identify the number of existing and new courses to be included in the program.

The addition of a Couple and Family Therapy master's program will support all three goals in the current UGA strategic plan as well as Graduate School strategic plan Goals 2 and 4. The proposed program supports promoting excellence in teaching and learning through expanding opportunities for experiential learning (UGA Goal 1.1) and strengthening relationships with community partners by identifying experiential professional development opportunities for graduate students (Graduate School Goal 4). Enrolled students will have the opportunity to participate in observation sessions and practica at the Aspire Clinic, which in turn, will expand internship opportunities for undergraduate students due

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

to the increased number of clinical providers. Specific to Graduate School strategic plan Goal 4, the program will strengthen experiential professional development opportunities through expanding external clinical internship placements (See Appendix C for letter of support). Additionally, the proposed program supports promoting academic access for all students, with particular emphasis on historically underrepresented students (UGA Goal 1.4 and Graduate School Goal 2) through partnerships with HBCUs and MSIs across the University System of Georgia to increase representation, collaboration, and services for historically underrepresented communities. Current undergraduates will have visible representation of graduate students from underrepresented communities, which may lead to additional mentoring and career opportunities as well as services provided to diverse Georgia communities by working alongside the Graduate School to cultivate partnerships with other HBCUs and MSIs.

The proposed program also supports all Goal 2 sub-goals related to growing research innovation and scholarship. Greater representation of underserved populations among students and providers (Goal 2.1) supplies increased perspectives for the clinical research being conducted by graduate faculty via graduate assistantships and clinical practice with more diverse populations. This coupled with the partnership with HBCUs and MSIs will also meet Goal 2.4; “Enhance communications about the University’s strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.” New courses created for this major can also be utilized in the existing Graduate Certificate in Marriage and Family Therapy, and the existing Graduate Certificate in Behavioral Financial Planning and Financial Therapy, which will allow for more interdisciplinary research collaboration (Goal 2.2).

Lastly, subgoals 3.1 – 3.3 refer to increasing collaborative, community-focused scholarship and training both in Georgia and globally, strengthen UGA’s role in economic development across Georgia with particular emphasis on underserved populations, and expand students’ opportunities to engage with the diversity of communities in Georgia and globally, respectively. The proposed program supports these sub-goals through many of the same mechanisms discussed above, such as partnerships with HBCUs and MSIs across Georgia and collaborations with existing programs. In addition to these, community partnerships locally, statewide, and nationally as well as the strong potential for international student enrollment support sub-goals 3.1, 3.3, and 3.5.

Eight existing courses and ten new courses will be included in the curriculum.

C. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?
During the 2022 legislative session of the Georgia House of Representatives, House Speaker David Ralston proposed HB 1013 to address the need for mental health services and mental health parity in Georgia. HB 1013 expanded Georgians’ access to care by increasing the number of mental health professionals in the state, requiring insurance companies to cover mental health in parity with physical health, supporting first responders in responding to mental health crises, and improving data and transparency. House Bill 1013 passed unanimously in the Senate (54-0) as well as the House (166-0) and Governor Kemp signed the bill into law on April 4, 2022.
19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

No

Yes (If yes, use the space below to explain how their input informed this proposal)

Discussions with employers and local community representatives and the Georgia Association for Marriage and Family Therapy indicate the demand for systemic and relational therapy services outmatches capacity, both locally and across the state. Additional conversations with local providers about the demand for services echoed reports from community representatives and GAMFT. Consistent with the employers and state professional association, local provider comments indicate increased and unmet demand for mental health services noted by potential internship sites and employers. The local providers noted increased demand in Athens, where mental health services are readily available, while also noting smaller communities in Georgia struggle to meet community demand for such services. All contacted providers noted either no current openings for new clients or extremely limited availability for new clients confined to specific time frames. One Athens provider reported a community-wide lack of services for children under twelve, play therapy, and family therapy for families with non-adolescent children due to few providers being qualified or serving these populations. Specifically, they noted receiving 5-7 referrals daily for such services that they are unable to meet due to operating at capacity. Additional meetings are scheduled with providers in Athens and Atlanta to explore additional community-based internship placements.

First, the ASPIRE Clinic's capacity for the addition of master's level practicum was assessed using the current number of clinical spaces available, hours of operation, and number of direct service clinical hours required for across both master's and doctoral students at full cohort capacity. The result demonstrated that full cohorts would use approximately 76% of the currently available space capacity weekly. This estimate account only for dedicated ASPIRE therapy rooms and does not include overflow space in the Charles Schwab Financial Planning Center. The Dean of the College of Family and Consumer Sciences supports renovation of the ASPIRE first floor which will result in the addition of one therapy room. This decreases the rate of occupancy to approximately 61%, with planned cohort sizes, leaving room for the CFT Masters program to grow. Additionally, the ASPIRE Director plans to increase the clinic's hours of operation to coincide with the first cohort of CFT Masters students beginning practicum (anticipated January, 2026). In addition, the Dean convened a committee to evaluate using the home economics houses more efficiently. One stated objective of the committee is to increase space available to be used as clinical space to accommodate the addition of CFT Masters students. Either expansion of the hours of operation or potential space expansion allow for the addition of proposed degree program to increase the ability to meet community demand for mental health services without resulting in competition with the existing CFT doctoral program and decreasing the current latency between when community members seek services and when they can be provided.

Also related to ASPIRE's capacity, the ability for community demand to meet master's students' clinical hour requirements while not impacting doctoral students' required hours was assessed using the previous two ASPIRE annual reports' data on number of clients served, waitlist length, and time the waitlist was open before filling. According to the data, ASPIRE has operated on a waitlist basis or has had to make referrals to other community agencies because the wait list has been at capacity for most of the previous two years. For example, in August 2022 the waitlist reached maximum capacity within a week after having been closed since May 2022. Lastly, practicum at doctoral and master's level will not compete for space or faculty resources at ASPIRE because they must be held separately. Masters level practica focus on the development of foundational clinical skills while doctoral practica focus on advanced training, intervention development, and depth in particular models or with particular

populations. Therefore, doctoral program faculty will be responsible for doctoral supervision and master's program faculty, adjuncts, and doctoral Supervisors in Training (SITs) will be responsible for master's level practicum.

Next, capacity related to faculty resources was assessed using existing faculty commitments and areas of expertise. The proposed program proposes using local mental health providers who are AAMFT approved supervisors as part-time instructors (included in Budget). This model allows students to gain clinical training from individuals who are employed full-time in the profession, well-trained in supervision, and represent diverse communities with varied areas of expertise across diagnoses and communities. Additionally, these part-time instructors could contribute to elective courses in content areas specific to their areas of expertise as the program expands.

The addition of a master's program in Couple and Family Therapy would strengthen the existing doctoral program through the Thesis option in the M.S. Students who are interested in clinical research can choose the Thesis option, leading them to be well-prepared for application/admission to the existing CFT doctoral program. These students will be able to engage in innovative, interdisciplinary clinical research and contribute to scholarship in the field through the doctoral program. The proposed master's program supports the commitment to evidence-based interventions with particular attention to training and meeting the mental health needs in historically underrepresented populations through partnerships with HBCUs and MSIs once the program is established.

The addition of a master's program in Couple and Family Therapy would also support a Graduate Certificate in Relational Therapy Practice. This new certificate could be taken as a stackable certificate to support the Behavioral Financial Planning and Financial Therapy certificate program or in conjunction with other clinical graduate degrees for training in systemic and relational intervention. Foundational courses offered as part of the proposed Couple and Family Therapy program will serve as electives for the Behavioral Financial Planning and Financial Therapy students or other clinical graduate students to provide a more robust development of clinical assessment and intervention skills and allow for ethical training in intervention for an emerging clinical practice field (financial therapy). Of note, the Certificate in Relational Therapy Practice will be proposed after approval of the CFT Masters.

20. Identify the partners you are working with to create a career pipeline with this program^{4.^}

Mark all that apply

- | | | |
|---|--|---|
| <input type="checkbox"/> High School CTAE | <input checked="" type="checkbox"/> Other USG institutions | <input checked="" type="checkbox"/> Professional associations |
| <input type="checkbox"/> High School STEM | <input checked="" type="checkbox"/> Other universities | <input type="checkbox"/> Other (specify below) |
| <input type="checkbox"/> Career academies | <input checked="" type="checkbox"/> Employers | |
| <input type="checkbox"/> TCSG programs | <input checked="" type="checkbox"/> Community partnerships | <input type="checkbox"/> None |

21. Are there any competing or complementary programs at your own institution?

No

Yes (If yes, provide additional information about the competing program(s) below).

UGA offers a major in Human Development and Family Science (Ph.D.) with an emphasis in Couple and Family Therapy (CFT). The addition of a master’s program in Couple and Family Therapy to the existing doctoral program was discussed with the director of the doctoral program and the ASPIRE Clinic Director to address potential impact of the new program on the existing doctoral program. These topics were discussed on several occasions individually, as part of CFT faculty meetings, and CFT program meetings that include current doctoral students. In particular, discussion focused on capacity i.e., (physical and faculty resources, community demand for services, existing clinic space and resources) and ways the existing doctoral program is supported by the addition of a master’s program (addressed in Q. 19).

UGA currently has other clinical master's programs (MSW, M.Ed.) and an Interdisciplinary Certificate in Marriage and Family Therapy that is shared between the School of Social Work and the Mary Francis Early College of Education. However, these programs are not competition for the proposed program because they do not prepare students for licensure as a marriage and family therapist in Georgia or elsewhere. Specifically, the courses offered in the existing clinical master's programs and certificates do not meet the educational, clinical practice, or supervision criteria required for practice or licensure in the field of couple, marriage, and family therapy (i.e., Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Rule 135-5, 2023). For the same reason, the Graduate Certificate in Substance Abuse Counseling is not considered a competing program because CFT Masters students are eligible to enroll in the substance abuse certificate while completing licensure requirements within the CFT discipline.

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program’s service area is a region within the state, include a map showing the counties in the defined region.

As a graduate program, the potential for a national service area is possible, particularly given the University of Georgia’s reputation, both as an institution and in the field of Couple and Family Therapy through the existing doctoral program.

23. Do any other USG higher education institutions in close proximity or sector service area offer a **similar** program?

No Yes (If yes, provide a rationale for the institution to offer the program)

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply ¹ (Graduates/Completers)	Competitor Institutions ²
Marriage and Family Therapy (COAMFTE approved)	51.1505	8	Valdosta University

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other USG institutions that offer this program or a similar program in the area (see [Question 23](#))

25. Based on the program’s study area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible resources:

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).
- Using data from *O*-Net*, identify the average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ¹	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Marriage & Family Therapist	Bright Outlook	73,200	16.3%	\$56,570	
Substance Abuse, Behavioral Disorder, and MH Counselor - MH Counselor - Counselors, All Others	Bright Outlook	327,500	22.9%	\$49,710	
MH and Substance Abuse Social Workers	Bright Outlook	124,000	14.9%	\$90,130	

¹National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

26. Based on the data provided in questions [24](#) and [25](#), discuss how this program will help address a need or gap in the labor market?

(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

The current rate of graduates from Couple and Family Therapy programs, as documented in Questions 24 and 25, is well below the need at the local and regional (Q18), state (Q19), and national levels (Q24-25). Specific need for relational intervention is noted by statistics reported in Q18 regarding couple and adolescent risk factors and outcomes during and post-COVID. Additionally, the current graduation rates do not address the well-documented adolescent mental health crisis in Georgia and nationally (Abrams, 2023; Benton, 2021; Berkowitz, 2023; Centers for Disease Control, 2023).

The CFT master’s degree will increase the number of relationally trained mental health providers, meeting the stated goals of increasing the number of mental health providers in Georgia as was signed into law with GA HB 1033 in 2022. Additionally, more community-based mental health providers will reduce the strain on emergency departments and law enforcement agencies in dealing with pediatric and adolescent mental health crises (Abrams, 2023) by increasing the providers trained in developmentally-appropriate clinical interventions for children and adolescents, a competency unique to CFTs through extensive training in relational and systemic intervention with children and their caregivers.

27. Using data from *O*-Net*, identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org.

Occupation	SOC Code	Occupation specific technology skills & KSAs
Marriage & Family Therapist	21.1013	Technology: medical software (Electronic Health Records [EHRs]); Accounting software; Presentation software KSAs: Therapy & Counseling; Complex problem solving; Deductive reasoning
Mental Health Counselor	21.1014	Technology: Analytical or scientific software; medical software; Scheduling software KSAs: Therapy & Counseling; Social perceptiveness; Oral comprehension

Provide any additional comments, if needed:

28. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

Based on the data presented in the preceding questions based on community provider and professional organization reports, and Annual Reports from the ASPIRE clinic, the job outlook is bright for couple and family therapy masters graduates given that the need in the community and the labor market outweighs the number of employees/graduates in the field.

Additionally, the field is experiencing high rates of retirement according to the Marriage and Family Therapy Workforce Study 2022 (AAMFT). Over the past ten years, the percentage of CFTs over 65 dropped from 35% to 20%. The aging of the profession is likely to lead to continued bright outlook in the future.

D. CURRICULUM

29. Enter the number of credit hours required to graduate and/or complete the program^

Enter # 58 Non-Thesis 67 Thesis

30. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

No

Yes (If yes, explain the rationale for the request in the space below)

The proposed M.S. in Couple and Family Therapy curriculum meets the requirements for accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE requires that programs collect eligibility data for two years prior to their application for accreditation. As an applied clinical training program, students are required to practice therapy under supervision year-round as well as accumulate 300 direct client contact hours for a minimum of twelve months (p. 24), necessitating enrollment in a practicum or internship each semester throughout the program of study. COAMFTE specifies the minimum number of credit hours in Foundational Curriculum Areas (FCAs) 1 through 7 and requires documentation of FCA 8-10 content, although no minimum credit hour requirement is stated. Twenty-seven (27) credit hours required by FCAs 1-7 (p. 20-21), a minimum of 15 practicum/internship credits for students’ year-round clinical practice requirement (p. 24), and the 1-credit GRADFirst total a minimum of 43 credit hours. The proposed program of study requires an additional 15 or 24 credit hours for Non-Thesis (58 total) and Thesis options (67 total), respectively, and are accounted for as follows: one elective (3 credits), classes that satisfy FCA 8 and FCA 9 (6 credits), and 6-credit internships commensurate with the amount of time spent acquiring direct client contact hours. The additional 9 hours for Thesis option students are spent in Master’s Research and Master’s Thesis hours.

External accrediting body: Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Documentation of external accrediting body requirements:

[https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%2008.26.21%20\(with%20links\).pdf](https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%2008.26.21%20(with%20links).pdf)

See full request for waiver in Appendix G.

31. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

Format (Check 1)		Program Percentage	
<input checked="" type="checkbox"/>	On Campus	<input type="checkbox"/>	<50%
<input type="checkbox"/>	On Campus AND Online	<input type="checkbox"/>	50-94%
<input type="checkbox"/>	Online	<input checked="" type="checkbox"/>	95-100%
<input type="checkbox"/>	Partially Online	<input type="checkbox"/>	Unknown
<input type="checkbox"/>	External		
<input type="checkbox"/>	Campus/Online/External		

On Campus & External

32. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

Asynchronous

33. For **ALL** degree proposals, which **High Impact Practices**⁶ (HIPs) will faculty embed into the program? Mark all that apply.

Internships

Common Intellectual Experiences

Diversity/Global Learning

ePortfolios

Service Learning, Community Based Learning

First-Year Experiences

Undergraduate Research

Capstone Courses and Projects

Learning Communities

Writing-Intensive Courses

Collaborative Assignments and Projects

34. For **ALL** degrees, discuss how **HIPs** will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

(i.e. "Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.").

COAMFTE accreditation and disciplinary standards require direct client contact hours (300 minimum, program proposes 500) in the course of a 12-month Internship beginning in May at the end of Year 1 (Internship). Students will practice at the ASPIRE clinic on campus for their practicum during their first year, during which they will engage with Athens and surrounding area community members (Community Based Learning). Additionally, students may complete an Internship with community-based agencies beginning in May at the end of Year 1 if doing so will provide experience with a particular population or treatment modality (Internship, Community Based Learning, and Diversity). In fulfillment of COAMFTE accreditation (Foundational Content Area #3), students are required to take the proposed HDFS: Socioculturally Attuned Family Therapy & Third Order Change (Diversity/Global

¹ Direct measures may include assessments, HIPs, exams, etc.

⁶ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

Learning). Lastly, Non-Thesis students will complete a Clinical Competency Capstone project in which they demonstrate Clinical Competencies in Couple and Family Therapy in the Spring of their second year (see Appendix D for competencies assessed; Capstone Courses/Projects). Thesis students will complete a Master’s Thesis under the direction of a Major Professor in addition to their Clinical Competencies Capstone Project during their second year. Demonstration of clinical competency is required by COAMFTE standards.

35. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

36. List the learning outcomes for the program?^ Attach the curriculum map for the upper division or major curriculum.

The curriculum map based on existing HDFS courses is found in Appendix F. The map will continue to be populated with specific information regarding assignments as the new courses are developed.

37. For **ALL** degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.

Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	3.2 Students will demonstrate clinical competency in managing ethical situations in practice.	Students will earn a B or better on the Personal Ethics Statement in Ethics & Issues in CFT (HDFS 7350); 80% of students will earn an average of 3 or higher in the Legal Issues, Ethics, and Standards section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics on the CFT Clinical Competency Capstone Rubric.
Oral/Written Communications	Students will demonstrate the ability to evaluate empirical evidence to inform their evidence-based practice	Students will earn a B or better on the Proposal in HDFS 6800; 80% of students will earn a B or better on the Project and Project Presentation in HDFS 7170.
Team Work/ Collaboration		
Digital Technology	1.2 Students will demonstrate	Students will achieve an average of 3 or higher on 3

	relational clinical practice skills (relational assessment, assessment appropriateness of telehealth modality, crisis management in telehealth, etc.) in telemental health practice.	items on the CFT Master’s Core Competencies Evaluation.
Leadership		
Professionalism/ Work Ethic	3.1 Students will demonstrate application of AAMFT Code of Ethics, laws governing CFT practice in Georgia, UGA policies, and appropriate ethical decision-making throughout the program.	Students will earn an average of 3 or higher in the Legal Issues, Ethics, and Standards section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics.
Career Management		
Global/Intercultural Fluency	<p>2.1 Students will develop clinical knowledge and skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8).</p> <p>2.2 Students will demonstrate how their positionality influences their clinical decision making both with clients and in supervision.</p>	<p>Students will meet or exceed expectations on CFT Master’s Core Competencies Evaluation on Self-of-Therapist Program Goal and/or CFT Clinical Competency Capstone Rubric.</p> <p>Students will attain aB or better on the Personal Ethics Statement paper in HDFS 7350 and meet or exceed expectations on pre-practicum and practicum supervisors’ evaluation of use of supervision to explore self-of-therapist (FACS 6000, HDFS 7070, or HDFS 7090).</p>

38. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

The goal of the proposed program is to apply for COAMFTE accreditation after gathering data for the required two-year cycle. One criterion for accreditation is demonstration of an evidence-based curriculum, therefore assessment of program, faculty, and student learning outcomes will be evaluated and documented regularly. For example, each student will be assessed on both their academic progress and their clinical progress during the CFT Masters faculty retreat each semester (December and May) and feedback on progress will be provided to students mid-Spring semester (March) in anticipation of the May assessment. Student progress on program outcomes will be evaluated annually using the form in Appendix D (Core Competencies Assessment). Assessment of the students' clinical progress at the end of spring semester of Year 1 will specifically address their readiness to move to an external internship and/or potential counseling out of the clinical CFT Masters into the HDFS Masters and will be communicated to the Department Head and the Graduate Coordinator. Students, assessed by the CFT Masters core faculty as not ready to practice at an external internship site (i.e., community-based placement with lower degree of supervision) will be reassessed in August at which point a decision concerning a student's options for either transferring to and thereafter, completing all requirements for the HDFS Master's degree or discontinuing participation in the CFT Master's program will be made by the CFT Masters core faculty, in consultation with the Graduate Coordinator and Department Head. Through this process, students who are not developing clinical competency may have the option to graduate with a Master's degree in HDFS.

Each CFT Masters faculty member and supervisor will contribute to the evaluation at the end of Year 1 on the students' progress on the core competencies using the items in Appendix D as well as MyOutcomes results. ASPIRE uses MyOutcomes to track client treatment progress each session and clients provide feedback on their in-session experiences. Results from these measures will be used to globally assess relevant clinical skills such as building therapeutic alliance, goal setting, and tracking therapy progress. Additionally, faculty teaching CFT core classes will evaluate the students' progress in the semester the student completes the course (e.g., HDFS faculty for 6800 will evaluate progress on research learning outcomes using the assignments specified in Appendix E). In addition, the current HDFS model specifies that faculty who interact with first year students evaluate their progress (e.g., assistantship supervisor, etc.) regarding their progress in the program. The CFT Masters will also follow this model.

Lastly, students who are placed in external internship sites will be evaluated by their site supervisors using the same criteria found in Appendix D.

39. List the entire course of study required to complete the academic program.[^]

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word "new" beside new courses
- Include a program of study

Required Courses (43 hours)

- FACS 6000, Interdisciplinary Practice (**new**) (2 hours)
- FACS 6001, Pre-Practicum (**new**) (1 hour)
- GRSC 7001, GradFIRST: First-year Research and Scholarship Training Seminar (1 hour)
- HDFS 6030, Evidence-Based Practice Treating Traumatic Stress (**new**) (3 hours)
- HDFS 6040, Psychopathology and Relational Assessment Throughout the Lifespan (3 hours)
- HDFS 6070, Couple Therapy (3 hours)

- HDFS 6100, Theories of Human Development (3 hours)
- HDFS 6640, Issues in Family Relationships (3 hours)
- HDFS 6800, Research Methods (3 hours)
- HDFS 7030, Socioculturally Attuned Family Therapy and Third Order Change **(new)** (3 hours)
- HDFS 7070, Masters CFT Practicum **(new)** (3 hours)
- HDFS 7100, Systems Theory and CFT Theory (formerly Family Intervention) (3 hours)
- HDFS 7110, Contemporary Family Therapy **(new)** (3 hours)
- HDFS 7170, Introduction to Applied Statistics in Human Development and Family Science (3 hours)
- HDFS 7350, Issues and Ethics in Marriage and Family Therapy (3 hours)
- Elective (3 hours)

Non-Thesis (15 hours):

HDFS 7090, Masters CFT Internship **(new)** (15 hours)

Thesis (24 hours):

HDFS 7000, Master’s Research (6 hours)

HDFS 7090, Masters CFT Internship **(new)** (15 hours)

HDFS 7300, Master’s Thesis (3 hours)

Elective Options:

- HDFS 6920, Special Topics in Couple & Family Therapy **(new)**
- HDFS 6950, Evidence Based Interventions: Rotation of Identified Models **(new)**
- HDFS 7050, LGBTQ+ Affirmative Therapy **(new)**
- HDFS 7040, Gottman Couple Therapy **(new)**
- HDFS 7060, Play Therapy **(new)**

Students typically progress through the program in the following manner:

Months 1-4: Students begin didactic training in specific therapy models, observe therapy sessions, and participate in role play exercises as they begin to integrate theoretical and clinical issues. Additionally, students are trained in how to work from an interdisciplinary perspective. Thesis-track students begin working on their thesis.

Months 5-12: Includes an intensive period of clinical application during which students observe more seasoned practitioners, begin seeing clients, and receive live supervision from the clinical faculty at the on-campus clinic. Thesis-track students continue working on their thesis and propose their project.

Months 12-24: Students continue course work and seeing clients either at the ASPIRE Clinic, community internship sites, or a combination thereof to complete their clinical hours. Thesis-track students finish and defend their thesis.

Table 1. Non-Thesis Option.

	Year 1	Credits	Year 2	Credits
Fall	FACS 6000, Interdisciplinary Practice (new)	2	HDFS 6070, Couple Therapy	3
	GRSC 7001, GradFIRST	1	HDFS 7090, Master’s CFT Internship (new)	6

	FACS 6001, Pre-Practicum (new)	1	HDFS 7350, Issues and Ethics in MFT	3
	HDFS 6100, Theories of Human Development	3		
	HDFS 7100, Systems Theory and CFT Theory (formerly Family Intervention)	3		
	HDFS 7170, Introduction to Applied Statistics in Human Development and Family Science	3		
	Semester Credits	13	Semester Credits	12
Spring	HDFS 6040, Psychopathology and Relational Assessment throughout the Lifespan	3	FCA2 Elective= (new)	3
	HDFS 6640, Issues in Family Relationships	3	HDFS 7030, Socioculturally Attuned Family Therapy & Third Order Change (new)	3
	HDFS 6800, Research Methods	3	HDFS 7090, Masters CFT Internship (new)	6
	HDFS 7070, Masters CFT Practicum (new)	3		
	HDFS 7110, Contemporary Family Therapy (new)	3		
	Semester Credits	15	Semester Credits	12
Summer	HDFS 6030, Evidence-based Practice Treating Traumatic Stress (new)	3		
	HDFS 7090, Masters CFT Internship (new)			
	Semester Credits	6		
			TOTAL PROGRAM CREDITS: Non-Thesis	58

- FCA 2 elective list: all (new)
- HDFS 6920: Special Topics in Couple & Family Therapy (new) – possible topics using identified local part-time instructors (new)
- HDFS 6950: Evidence Based Interventions: rotation of identified models (new)
- HDFS 7050: LGBTQ+ Affirmative Therapy (new)
- HDFS 7040: Gottman Couple Therapy (new)
- HDFS 7060: Play Therapy (new)

Table 2. Thesis Option.

Fall	FACS 6000, Interdisciplinary Practice (new)	2	HDFS 6070, Couple Therapy	3
	GRSC 7001, GradFIRST	1	HDFS 7000, Master's Research	3

	FACS 6001, Pre-Practicum (new)	1	HDFS 7090, Masters CFT Internship (new)	6
	HDFS 6100, Theories of Human Development	3	HDFS 7350, Issues and Issues in MFT	3
	HDFS 7100, Systems Theory & CFT Theory (formerly Family Intervention)	3		
	HDFS 7170, Introduction to Applied Statistics in Human Development and Family Science	3		
	Semester Credits	13	Semester Credits	15
Spring	HDFS 6040, Psychopathology and Relational Assessment throughout the Lifespan	3	FCA2 Elective= (new)	3
	HDFS 6640, Issues in Family Relationships	3	HDFS 7000, Master's Research OR HDFS 7300, Master's Thesis	3
	HFDS 6800, Research Methods	3	HDFS 7030, Socioculturally Attuned Family Therapy & Third Order Change (new)	3
	HDFS 7070, Masters CFT Practicum (new)	3	HDFS 7090, Masters CFT Internship (new)	6
	HDFS 7110, Contemporary Family Therapy (new)	3		
	Semester Credits	15	Semester Credits	15
Summer	HDFS 6030, Evidence-Based Practice Treating Traumatic Stress (new)	3		
	HDFS 7000, Masters Research	3		
	HDFS 7090, Masters CFT Internship (new)	3		
	Semester Credits	9		
			TOTAL PROGRAM CREDITS: Thesis	67

E. IMPLEMENTATION

40. Provide an enrollment projection for the next four academic years^

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2025-26	2026-27	2027-28	2028-29
Base enrollment ¹		10	10	15
Lost to Attrition (should be negative)		-1	-1	-2
New to the institution	10	10	15	15
Shifted from Other programs within your institution		0	0	0

Total Enrollment	10	19	24	28
Graduates	0	9	9	15
Carry forward base enrollment for next year	10	10	15	13

¹Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Student Achievement Data publicly available for the two accredited MFT master’s programs in Georgia inform the calculations of attrition rate. Valdosta State University’s MFT master’s program indicates 100% graduation rate in the maximum time and an average graduation rate of 74% within two years (Valdosta State University, 2022). As a private institution, Mercer University MFT master’s demonstrates a fluctuating rate across the eight years of posted data (Mercer University, 2022), therefore the average of 85.4% graduation rate was used to inform the projected attrition rate. Based on these data, an attrition rate of 15% was assumed as it was a conservative estimate between the overall graduation rates of the two programs within Georgia.

Given the interest in a Couple and Family Therapy master’s program demonstrated by a limited survey of 26 current undergraduates at UGA, a cohort of 10-12 students initially is assumed to be reasonable.

Additionally, once the program is established, the department plans to seek partnerships with Minority Serving Institutions (MSIs) across Georgia. Though in the planning stages, the intention is to create an opportunity for students at MSIs and Historically Black Colleges and Universities (HBCUs) within the University System of Georgia to participate in the Couple and Family Therapy master’s program by offering electives in a hybrid format. The intention behind such partnerships is to increase student diversity within the courses, expand the expertise and knowledge into broader communities, increase access to mental health services, and increase diversity among mental health providers, and increase exposure to mental health concerns across various populations across Georgia.

- b. If projections are significantly different from enrollment growth for the institution overall, please explain.

N/A

41. If projected program enrollment is not realized in year two, what actions are you prepared to take?

Enrollment projections are informed by recent surveys of undergraduates, current MFT certificate students, national enrollment in CFT master’s programs, and community need. If projections are not realized, the program will pursue additional steps beyond those anticipated to market the start of the program. For example, offering guest lectures on relevant courses and majors at other USG institutions and peer institutions across the southeastern United States; meeting with and sending marketing materials to advisors at potential pipeline programs; and active partnerships with relevant undergraduate programs for undergraduate internships.

42. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

Upon approval of the CFT Master's program, recruitment efforts will target undergraduate majors in psychology, sociology, and other human services majors, such as social work or human development and family science, through advisors and guest lectures in courses related to CFT across UGA and other institutions across the southeast. Additionally, the undergraduates interested in applying for an internship at the ASPIRE Clinic will have already identified CFT as an interest, therefore a link to the CFT Master's program website will be included on the ASPIRE internship application site. Relatedly, information about the new CFT master's will be disseminated to Human Development and Family Science (HDFS) graduate alumni who are faculty at institutions across the country, thereby increasing the potential pool of applicants.

Other strategies, such as information sessions, making connections with affinity groups, and hosting a lunch for the Franklin College of Arts and Sciences advisors will be used to market within the UGA community. Other targeted approaches include collaboration with UGA Career Services to host a panel discussion with licensed practitioners from the community about their careers as couple and family therapists and promotion of the new degree through the Financial Planning, Housing, and Consumer Economics department, particularly in the Behavioral Financial Planning and Financial Therapy certificate program. Lastly, the department will work with the FACS Office of Technology and Instructional Services staff to develop criteria that result in the CFT Master's program website appearing within the top 15 results in search engines.

Currently, the HDFS department and ASPIRE are investigating funding opportunities to support undergraduate students from HBCUs and MSIs in participating in the Summer Intensive internship program at ASPIRE. Though in development, the aim is to support students from underrepresented groups to participate in the Summer Intensive program and provide a pipeline to CFT graduate education.

Budget:

HDFS plans to apply for Recruitment Enhancement Grant funding to offset the costs of printed marketing materials distributed to advisors and to recruit applicants. If this grant is not awarded, the HDFS Department commits to the proposed level of funding. Electronic marketing materials, such as websites and digital flyers, are low to no cost and can be disseminated easily through existing channels.

The department has committed funds to support a lunch with Franklin College advisors as well as hosting a booth at area events, such as the Wellness Festival and Pride.

43. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

The M.S. in Couple and Family Therapy (CFT) prepares students for clinical practice and licensure in couple and family therapy and produces graduates who are qualified to practice evidence-based, relational therapy with diverse populations across multiple settings. Additionally, graduates who complete a thesis are prepared to successfully pursue advanced doctoral training.

The Couple and Family Therapy program at the University of Georgia believes students learn best through an integration of experiential learning and academic training toward meeting all educational and pre-graduation clinical hour/supervision requirements for licensure. To accomplish this, the CFT faculty partner with the local clinical community to provide students with opportunities for real-world feedback based on full-time practice and provide a curriculum that meets licensing requirements. Interested students can explore interdisciplinary community environments through off-campus internships to gain more clinical depth with populations of interest (e.g., eating disorders, sex/substance addiction, children and adolescents, or community-based intervention). Graduates of this two-year program are ready to work in entry-level mental health and family therapy positions.

44. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Note: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

Reviewer 1 Name

Reviewer 1 Title

Reviewer 1 Institution

Reviewer 1 Email

Address

Reviewer 1 Phone
Number

Reviewer 2 Name

Reviewer 2 Title

Reviewer 2 Institution

Reviewer 2 Email Address

Reviewer 2 Phone Number

Reviewer 3 Name

Reviewer 3 Title

Reviewer 3 Institution

Reviewer 3 Email Address

Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number



F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

45. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

- No (**Move to answer question 48**)
- Yes (If yes, answer questions 47a & 47b)

a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

46. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

47. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

48. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?
No.

49. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

The HDFFS department is currently hiring two new faculty members, one Lecturer and one Assistant Professor in the Couple and Family Therapy doctoral program. Based on the addition of these two faculty lines, there will be adequate capacity for advising. These hires will result in four core CFT faculty across both the Masters and the doctoral program by Fall 2025.

In addition, the increased technology needs (Electronic Health Record [EHR] subscriptions, outcome tracking subscriptions, and student clinical hour tracking software) have been addressed in the budget. Specifically, the Student Technology Fee has covered these expenses in the past and the College has committed to supporting them if the Technology Fee does not.

F2. Faculty^ – Explain your faculty and staff plan for the program

50. Discuss how existing courses may be incorporated into this new program:

a. Course Development

of total courses in the curriculum: **Enter # 18**

of existing courses to be part of the new program **Enter # 10**

Net number of new courses to be developed **Enter # 12**

b. Comment on the costs and workload related to the new course development.

Two proposed new courses are currently in development as an outcome of the FACS Faculty Leadership Fellows program. Two courses are master's level practica/internship courses in which faculty supervise students' clinical practice. Course development for practica/internship courses is based in faculty member training as an AAMFT Approved Supervisor and is separate from the specific course. Although some workload is required to structure practicum a priori, the majority of effort is concurrent with the course offering. One new course will be the result of splitting content from a currently offered course into two courses such that each course will have more depth in coverage of the content: 7100 will be split into 7100 under the new name Systems Theory and CFT Theory and 7110 Contemporary Family Therapy. Two courses are currently developed at the doctoral level and can be made into split level courses appropriate for Masters students (6040 and 6070). Of the remaining new required courses (HDFS 7030 and 6030), both will be developed over time until they are required in Spring 2027 and Summer 2026, respectively. The list of electives (6920, 6950, 7050, 7040, and 7060) will be developed by part-time instructors who are community practitioners and specialize in the specified modalities and populations.

51. Explain how **current faculty and staff** will contribute to the program.^

- a. How many faculty will be re-directed to this program from existing programs?

Enter # 1

- b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

Dr. Jennifer Gonyea will be redirected to this program as Program Director and core faculty (75%). This will reduce her contribution to the HDFS undergraduate program.

Although not a redirection, three HDFS faculty (Futris, Oshri, Brown) noted in the Budget Excel sheet will have 5% effort in the CFT Masters due to the increased number of students enrolling in existing HDFS graduate courses.

- c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

Dr. Jennifer Gonyea

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

The Lecturer hired as a result of the current search (start date: Fall 2024) will cover multiple undergraduate courses that Dr. Gonyea has been assigned teaching.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

None. As noted in Q. 42 two proposed new courses are currently in development as an outcome of the FACS Faculty Leadership Fellows program; two courses are master's level practica/internship courses in which faculty supervise students' clinical practice; one new course will be the result of splitting content from a currently offered course into two courses such that each course will have more depth in coverage of the content; two courses are currently developed at the doctoral level and can be made into split level courses appropriate for Masters students. Of the two remaining new required courses, both can be developed over time until they are required in Spring 2027 and Summer 2026, respectively. The list of electives (6920, 6950, 7050, 7040, and 7060) will be developed by part-time instructors who are community practitioners and specialize in the specified modalities and populations.

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

SACSCOC Roster is attached in Appendix H.

52. Explain your plan for new faculty and staff for the program:

The proposed MS in Couple and Family Therapy can be launched using existing faculty resources as well as adding an interdisciplinary faculty position in conjunction with the Department of Financial Planning, Housing & Consumer Economics (Ford), Supervisors in Training (doctoral CFT students) for practicum supervision, and the use of part time instructors for three courses (per cohort) in the first four years. Adding new faculty positions is possible to accommodate increased cohort sizes as well as COAMFTE accreditation as demand indicates. Specifically, COAMFTE limits the number of students in practicum/internship, therefore increased cohort sizes as the program grows would support the need for additional faculty hires.

53. How many new staff will be needed for this program over the next four years?

Enter # 0

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

N/A

F3. Facilities – complete the questions below

54. Where will the program be offered?^ Mark all that apply.

- Main campus
 Satellite campus: Specify Here
 Other: Specify Here
 100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

55. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)	n/a	n/a	n/a	n/a
Wet Labs (STEM related)	n/a	n/a	n/a	n/a
Dedicated Offices	n/a	n/a	n/a	n/a
Fine Arts Spaces ¹	n/a	n/a	n/a	n/a
Classrooms	n/a	n/a	n/a	n/a
Meeting Rooms	n/a	n/a	n/a	n/a
Student Study Space	n/a	n/a	n/a	n/a
Other (Specify) Additional therapy room	n/a	n/a	Spring/Summer 2024	Fall 2024

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

56. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

The addition of an MS in CFT will require additional clinical space at the ASPIRE Clinic. Therapy spaces require white noise machines (listed In F4 below), space for conducting confidential tele-mental health sessions in accordance with COAMFTE Accreditation requirements, appropriate observational technology to include audio and video recording.

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

The Dean of the College of Family & Consumer Sciences supports a renovation of the first floor of the ASPIRE clinic in Spring/Summer 2024. The renovation would result in one additional, accessible therapy room on the first floor of the clinic. This space will be usable in Fall 2024.

The College of Family & Consumer Sciences has also established a committee in Fall 2023 to determine the most efficient use of the Home Economics Houses (aka the Little Houses) and the development of additional clinical spaces is a consideration of this committee. No recommendations have been made at this time.

58. What is the anticipated cost of facilities investments necessary during the first 4 years of the program?
 What is the planned funding source for initial facilities needs?

The committee referenced above has not decided about the renovation of House A, thus facilities investment costs cannot be calculated at this time.

F4. Technology

59. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	Electronic Health Record (EHR)		*\$8300	August 2025
2	Time2Track		*1000	August 2025
3	MyOutcomes		*\$303	August 2025
4	COAMFTE Accreditation	**\$12740		August 2027
5	White noise machines	\$125		August 2025
6	EMDR kits	\$500		August 2025
7	Publication/Printing	\$2500		Fall 2024
Total Technology Costs		\$15865	\$9603	

*Cost is based on number of students enrolled. See Budget for projected costs based on cohort size for Years 2 through 4 for all Software (#1-3). Also, EHR cost has been covered by the Student Technology Fee for the doctoral program.

**Total in Years 3 & 4 of the program

***Plan to apply for Graduate Recruitment Enhancement funding to assist.

G. RISKS AND ASSUMPTIONS

60. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Limited community internship placements	Moderate	Low	A. Efforts to develop future community placements (see Letter of Intent [Appendix C]; meetings with additional agencies/placements) B. Leverage existing community relationships to further develop sites (e.g. Clarke Middle School)

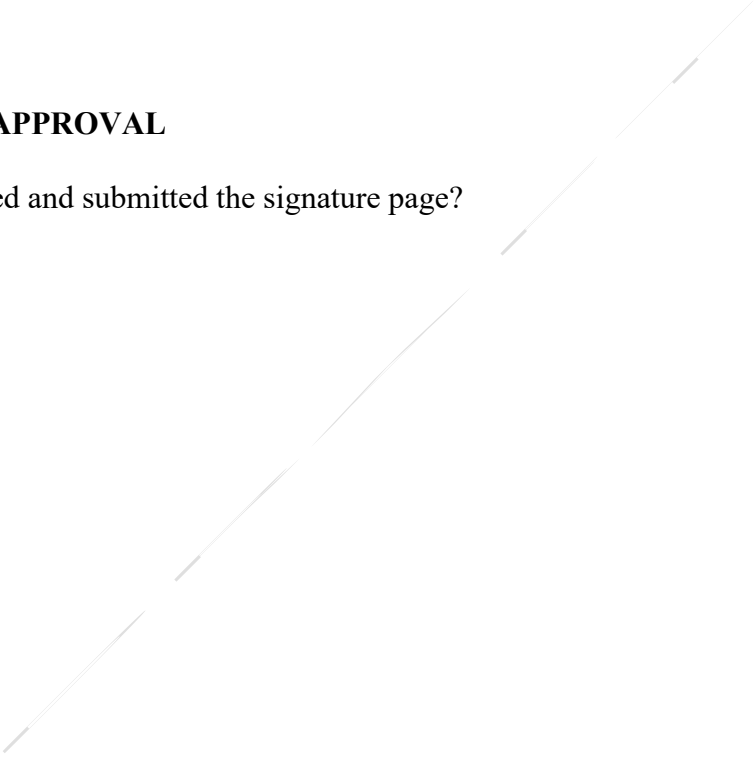
			C. Potential additional expansion of clinical spaces based on FACS committee recommendation (see Q. 46 re: Little Houses Committee)
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61. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

- SACSCOC request is approved
- COAMFTE accreditation after submission of data collected in first two years of the program
- Sunsetting the Interdisciplinary Certificate in Marriage and Family Therapy. Of note, Unit Coordinators and Deans for the participating degrees have been informed.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?



Appendix A: COAMFTE Accreditation process

Timeline: https://www.coamfte.org/COAMFTE/Accreditation/Accreditation_Timeline.aspx

Organization and Submission Requirements for Programs

Document	Submission Requirement(s)	Format	Submission
Letter of Intent and Application	<ul style="list-style-type: none"> ○ Letter of Intent ○ Application Form ○ Distance Education Form (if applicable) 		E-mail to: coa@aamft.org
Eligibility Criteria	<ul style="list-style-type: none"> ○ Eligibility Criteria Template/Tables ○ Supporting Appendices and Required Documents ○ Fee 	<ul style="list-style-type: none"> • PDF format, read only • All Eligibility Criteria components must be combined in <u>one PDF document</u> and include bookmarks linking to each individual component. • PDF document shall not exceed 30 MB. 	E-mail to: coa@aamft.org
Self-Study		<ul style="list-style-type: none"> • One electronic; USB Flash Drive • PDF format, read only • All Self-Study components must be combined in <u>one PDF document</u> in the order noted in 'Contents' with bookmarks linking to each individual component. • PDF document shall <u>not</u> exceed 30 MB. 	Mail USB Flash Drive to: COAMFTE/AAMFT 112 South Alfred Street Alexandria, VA 22314
Site Visit Forms	<ul style="list-style-type: none"> ○ Site Visit Date Request Form ○ Site Visit Conflict of Interest Form ○ Site Visit Confidentiality Form 	<ul style="list-style-type: none"> • PDF format, read only 	E-mail to coa@aamft.org
Self-Study Addendum	<ul style="list-style-type: none"> ○ Self-Study Addendum Template ○ Appendices (evidence supporting the narrative response) ○ Self-Study Narrative Template ○ Self-Study Narrative Overview ○ Mission, Goals, and Outcomes Template ○ Faculty Summary ○ Supervisor Summary ○ Program Composition and Student Achievement (Initial Programs Only) ○ Appendices/evidence supporting Self-Study narrative responses ○ Fees 	<ul style="list-style-type: none"> • One electronic; USB Flash Drive • PDF format, read only • All Self-Study Addendum components must be combined in one PDF document with bookmarks linking to each individual component. • PDF document shall <u>not</u> exceed 30 MB. 	Mail USB Flash Drive to: COAMFTE/AAMFT 112 South Alfred Street Alexandria, VA 22314

Appendix B: Documentation of community need and current capacity

Aspire Annual Reports

2021: https://www.fcs.uga.edu/docs/Aspire_2021_Annual_Report.pdf

2022: https://www.fcs.uga.edu/docs/Aspire_Annual_Report_2022.pdf

Capacity calculations

Table 3: ASPIRE Clinic Current Capacity

STUDENTS		Total students				
Masters Cohort Size	10	28				
Masters Prac length (months)	17					
PhD Cohort Size	4					
Phd Practice length (months)	15					
SPACE						
# of rooms	# of hours available	Daily capacity	Weekly capacity	Monthly capacity		
5	11	44	228	912		
7	11	77	393	1572		
SPACE PER STUDENT						
		Daily capacity	Weekly capacity	Monthly capacity		
5	11	1.57	8.14	32.57		
7	11	2.75	14.04	56.14		
			Hours needed per week	Space available/week per student	Total space needed for both programs weekly**	
Masters Hours required	500		7.35	147.06	173.73	76.20%
PhD Hours required	200		3.33	26.67		

Table 4. ASPIRE Clinic’s Capacity with Addition of One First Floor Therapy Room

STUDENTS		Total students				
Masters Cohort Size	10	28				
Masters Prac length (months)	17					
PhD Cohort Size	4					
Phd Practice length (months)	15					
SPACE						
# of rooms	# of hours available	Daily capacity	Weekly capacity	Monthly capacity		
5	11	55	283	1132		
7	11	77	393	1572		
SPACE PER STUDENT		Daily capacity	Weekly capacity	Monthly capacity		
5	11	1.96	10.11	40.43		
7	11	2.75	14.04	56.14		
			Hours needed per week	Space available/week per student	Total space needed for both programs weekly**	
Masters Hours required	500		7.35	147.06	173.73	61.39%
PhD Hours required	200		3.33	26.67		

Appendix C: Letter of Community Support

November 18, 2022

Anisa Zvonkovic, PhD
Dean, College of Family & Consumer Sciences
Dawson Hall
University of Georgia
Athens, GA 30602

Dean Zvonkovic,

Our organization, Project Family LLC, is committed to supporting a Master's degree program in Couple and Family Therapy at the University of Georgia as a local provider of mental health services. We are supportive of the vision, goals, objectives, and strategies proposed for the Masters program that will be aligned with the standards set forth by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the Association of Marriage and Family Therapy Regulatory Board (AMFTRB), both of which set the national standards for training couple and family therapists.

As General Evidence of Our Commitment, we agree to the following:

- Interview Masters students for potential internship placement at Project Family.
- If selected, provide up to 3-4 interns a community-based placement for a Master level intern for 9-12 months (either Fall/Spring or Summer/Fall/Spring),
- Provide AAMFT Approved Supervision weekly to interns placed at Project Family through Live supervision (in-person and/or tele-mental health), session recordings, Participant Supervision, and/or Case Consultation,
- Complete evaluations of clinical competencies for interns each semester they practice at Project Family, and
- Communicate with the Program Director and/or Internship Director about intern progress throughout their experience.

As a Community Partner, we have discussed the benefits to Project Family for our support of the Masters in Couple and Family Therapy as the following:

- Intern supervisors having access to relevant program speaker series and/or research symposia,
- Intern supervisors having access to relevant program events,
- Increased connection to the clinical community in Athens and surrounding areas, and
- Increased capacity to serve the community's mental health needs.

Douglas Morgan, LCSW _____
Printed name

11/18/22 _____
Date

Douglas Morgan, LCSW _____
Signature

Clinical Director _____
Title

Appendix D: Proposed Core Competencies Evaluation Form

Submitted each semester by Supervisor(s), student, and Clinic Director

Student name: _____ Date: _____

Yr. Entered Program _____

Total Direct Contact Hours to date: _____ (of 500 required)

Total Relational Contact Hours to date: _____ (of 251 required)

Total Supervision Hours to date: _____ (of 100 required)

Please complete this form to the best of your ability by assessing each item regarding your level of competency with the activity described. As the majority of the core competencies are related to clinical practice, your training in these areas most likely took place in your master's program. However, we are interested in knowing what areas of training you believe need further attention. This is an opportunity to problem solve if there are problem areas in your clinical training. Please use the comment sections to elaborate on any issues you would like to bring to our attention.

CFT Masters Program Educational Outcomes

In this area, please indicate if you feel you are “Below” “Meets” or “Exceeds” expectations *for your developmental level for each category*. The CFT Masters faculty expects that most students would rate themselves as “Meets” expectations in assessing their developmental level because most students are actively engaged in the learning process.

I am:

Proposed Program Goals	Below	Meets	Exceeds	N/A
Relational Practice: Developing advanced interdisciplinary clinical knowledge and skills in couple and family therapy across a variety of contexts including tele-mental health (FCA 1, 2, 8, 9, & 10) and evolving an awareness of how positionality impacts clinical decision making (FCA 5 & 9)				
Clinical Competency: Developing clinical knowledge and skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8)				
Ethics: Developing professional judgment demonstrated through analysis of legal and ethical decision-making in relational systemic clinical practice situations and licensure requirements. (FCA 5)				
Assessment: Assessing and treatment planning for relational intervention and established mental health diagnostic categories across the lifespan (FCA 6 & 7)				
Research: Preparing evidence-based family systems professionals whose clinical work is informed by both theory and research (FCA 4)				
Comments:				

AAMFT Core Competencies

In the area below rate your competency with each activity on a scale of 1 (not competent) to 5 (very competent) or N/A. A score of 3 or higher shows competency while a 2 or below would indicate room for improvement.

COMPETENCY	
1. Admission to Treatment	
<u>Executive Skills</u>	
Complete an intake/diagnostic assessment	
Determine who should attend therapy and in what configuration	
Facilitate therapeutic involvement of all necessary participants in treatment	
Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality, policies, and duty to care, to client or legal guardian	
Obtain informed consent to treatment from all responsible parties	
Establish and maintain appropriate and productive therapeutic alliances with clients	
Solicit and use client feedback throughout the therapeutic process	
Develop and maintain collaborative working relationships with referral resources, other practitioners, and payers.	
Manage session interactions with individuals, couples, groups and families	
Develop a workable therapeutic contract/plan with clients	
<u>Evaluative Skills</u>	
Evaluate case for appropriateness for treatment within professional scope of practice and competence	
Evaluate intake policies and procedures for completeness and contextual relevance	
Evaluate case appropriateness for telehealth services, if applicable.	
<u>Professional Skills</u>	
Understand the legal requirements and limitations for working with vulnerable populations	
Collaborate effectively with clients and other professionals	
Complete case documentation in a timely manner and in accordance with relevant laws and policies	
Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality	

Draft documents required for treatment, including informed consent, release of information, and intake forms	
Comments	
2. Clinical Assessment and Diagnosis	
<u>Perceptual Skills</u>	
Determine the person or system that is the focus of treatment	
Assess each client's engagement in the change process	
Systemically integrate client report, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process	
Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems	
Consider the influence of treatment on extra-therapeutic relationships	
Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms	
<u>Executive Skills</u>	
Diagnose and assess client problems systemically and contextually	
Engage with multiple persons and manage multiple levels of information throughout the therapeutic process	
Provide assessments and deliver developmentally appropriate services to clients	
Apply effective and systemic interviewing techniques and strategies	
Administer and interpret results of assessment instruments	
Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others	
Assess family history and dynamics using a genogram or other assessment instruments	
Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems	
Make accurate behavioral and relational health diagnoses	
Identify clients' strengths, resilience, and resources	

Elucidate presenting problem from the perspective of each member of the therapeutic system	
Communicate diagnostic information so clients understand its relationship to treatment goals and outcomes	
<u>Professional Skills</u>	
Utilize consultation and supervision effectively	
Comments	
3. Treatment Planning and Case Management	
<u>Perceptual Skills</u>	
Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan	
<u>Executive Skills</u>	
Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans utilizing a systemic perspective	
Prioritize treatment goals	
Develop a clear plan of how sessions will be conducted	
Structure treatment to meet clients' needs and to facilitate systemic change	
Manage progression of therapy toward treatment goals	
Manage risks, crises, and emergencies	
Work collaboratively with other stakeholders, including family members and professionals not present	
Assist clients in obtaining needed care while navigating complex systems of care	
Develop termination and after-care plans	
<u>Professional Skills</u>	
Advocate for clients in obtaining quality care, appropriate resources, and services in their community	
Participate in case-related forensic and legal processes	
Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state laws	
Utilize time management skills in therapy sessions and other professional meetings	
Comments	

4. Therapeutic Interventions	
<u>Perceptual Skills</u>	
Recognize how different techniques may impact the treatment process	
Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes	
<u>Executive Skills</u>	
Identify treatment most likely to benefit clients for presenting clinical problem or diagnosis	
Match treatment modalities and techniques to clients' needs, goals, and values	
Deliver interventions in a way that is sensitive to special needs of clients	
Reframe problems and recursive interaction patterns	
Generate relational questions and reflexive comments in therapy	
Engage each family member in the treatment process as appropriate	
Facilitate clients developing and integrating solutions to problems	
Defuse intense and chaotic situations to enhance the safety of all participants	
Empower clients to establish effective familial organization, familial structures, and relationships with larger systems	
Provide psychoeducation to families whose members have serious mental illness or other disorders	
Modify interventions that are not working to better fit treatment goals	
Move to constructive termination when treatment goals have been accomplished	
Integrate supervision/team communications into treatment	
<u>Professional Skills</u>	
Respect multiple perspectives	
Set appropriate boundaries and manage issues of triangulation	
Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics	
Utilize and successfully implement interventions appropriate for telehealth, when applicable.	
Comments	

5. Legal Issues, Ethics, and Standards	
<u>Perceptual Skills</u>	
Recognize situations in which ethics, laws, professional liability, and standards of practice apply	
Recognize ethical dilemmas in practice setting	
Recognize when a legal consultation is necessary	
Recognize when clinical supervision or consultation is necessary	
Adhere to clinic policies and state and federal ethical standards regarding provision of telehealth services	
<u>Executive Skills</u>	
Monitor issues related to ethics, laws, regulations, and professional standards	
Develop policies, procedures, and forms consistent with standards of practice to protect client confidentiality and to comply with relevant laws and regulations	
Inform clients and legal guardians of limitations to confidentiality and parameters of mandatory reporting	
Develop safety plan for clients who present with potential self-harm, suicide, abuse, or violence	
Take appropriate action when ethical and legal dilemmas emerge	
Report information to appropriate authorities as required by law	
Practice within defined scope of practice and competence	
Obtain knowledge of advances and theory regarding effective clinical practice	
Obtain license and specialty credentials	
Implement a personal program to maintain professional competence	
Comments	

Finally, please rate your satisfaction with the telehealth technology used at the ASPIRE Clinic (e.g., Theranest, Time2track) with 1 being “I was highly dissatisfied with the technology” and 5 being “I was highly satisfied with the technology”, and N/A meaning you did not provide telehealth services at ASPIRE this semester. _____

Please offer any additional comments or context for your above ratings or provide suggestions in the space below:

Appendix E: Program Goals and Student Learning Outcomes

Couple and Family Therapy (M.S.) program outcomes

Relational Practice: Developing interdisciplinary relational case conceptualization, intervention knowledge and skills in couple and family therapy across a variety of contexts including tele-mental health (FCA 1, 2, 8, 9, & 10)
Self-of-Therapist: Developing culturally-responsive clinical skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8) and evolving an awareness of how positionality impacts clinical decision making (FCA 5 & 9)
Ethics: Developing professional judgment demonstrated through analysis of legal and ethical decision-making in relational systemic clinical practice situations and licensure requirements. (FCA 5)
Assessment: Assessing and treatment planning for relational intervention and established mental health diagnostic categories across the lifespan (FCA 6 & 7)
Research: Demonstrating evidence-based practice informed by both theory and research (FCA 4)

Program Goal #1: Students will develop advanced interdisciplinary relational case conceptualization, intervention knowledge and skills in couple and family therapy across a variety of contexts including tele-mental health (FCA 1, 2, 8, 9, & 10)

Student Learning Outcome 1.1

Students will demonstrate relationally oriented case conceptualization and clinical practice skills throughout the program and demonstrate clinical competency. Accomplishment of this criterion will be measured through the CFT Master's Core Competencies Evaluation completed by their supervisors and clinical content course instructors. The student will be evaluated on their relational case conceptualization and demonstration of relational intervention skill acquisition based on their performance in Practicum or a clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will meet or exceed expectations on CFT Master's Core Competencies Evaluation on Relational Practice and Assessment Program Goals and/or CFT Clinical Competency Capstone Rubric; 80% of students will earn a B or better on the Couple Therapy Paper (HDFS 6070); 80% of students will earn a B or better on their final project in Issues in Family Systems (HDFS 6640); 80% of students will earn a B average or better on their Session Plans and a B or better on their Philosophy of Change paper in Systems Theory and CFT Theory (7100).

Student Learning Outcome 1.2

Students will demonstrate relational clinical practice skills (relational assessment, assessment appropriateness of telehealth modality, crisis management in telehealth, etc.) in telemental health practice.

Target: 80% of students will earn an average of 3 or higher on CFT Master's Core Competencies Evaluation items specific to telemental health practice (3 items) on the CFT Master's Core Competencies Evaluation and/or CFT Clinical Competency Capstone Rubric.

Program Goal #2: Students will develop culturally-responsive clinical skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8) and evolve an awareness of how positionality impacts clinical decision making (FCA 5 & 9)

Student Learning Outcome 2.1

Students will develop clinical knowledge and skills to practice with international, multicultural, marginalized, and/or underserved communities (FCA 3 & 8). Accomplishment of this criterion will be measured through the CFT Master's Core Competencies Evaluation overall evaluation for Self-of-Therapist Program Goal completed by their supervisors and clinical content course instructors. The student will be evaluated on their clinical competency based on their performance in Practicum or a clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will meet or exceed expectations on CFT Master's Core Competencies Evaluation on Self-of-Therapist Program Goal and/or CFT Clinical Competency Capstone Rubric.

Student Learning Outcome 2.2

Students will demonstrate how their positionality influences their clinical decision making both with clients and in supervision. Accomplishment of this criterion will be measured through the Personal Ethics Statement (HDFS 7350) and practicum or internship supervisors' evaluations of the students' use of supervision to explore self-of-therapist (HDFS 7070 or HDFS 7090). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will earn a B or better on the Personal Ethics Statement paper in HDFS 7350 and meets or exceeds expectations on pre-practicum and practicum supervisors evaluation of use of supervision to explore self-of-therapist (FACS 6000, HDFS 7070, or HDFS 7090) and CFT Clinical Competency Capstone Rubric.

Program Goal #3: Students will develop professional judgment demonstrated through analysis of legal and ethical decision-making in relational systemic clinical practice situations and licensure requirements. (FCA 5).

Student Learning Outcome 3.1

Students will demonstrate application of AAMFT Code of Ethics, laws governing CFT practice in Georgia, UGA policies, and appropriate ethical decision-making throughout the program Accomplishment of this criterion will be measured through the Ethics Case Study Presentation in Ethics & Issues in CFT (HDFS 7350) and **Legal Issues, Ethics, and Standards** section of the CFT Masters Student Evaluations completed by their supervisors. The student will be evaluated on their clinical competency based on their performance in Practicum or a clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will earn an average of 3 or higher in the **Legal Issues, Ethics, and Standards** section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics on the CFT Clinical Competency Capstone Rubric.

Student Learning Outcome 3.2

Students will demonstrate clinical competency in managing ethical situations in practice. Accomplishment of this criterion will be measured through Personal Ethics Statement in Ethics & Issues in CFT (HDFS 7350) and the **Legal Issues, Ethics, and Standards** section of the CFT Masters Student Evaluations completed by their supervisors in Practicum or clinical internship (if applicable). Accomplishment of this criterion will also be measured through the CFT Clinical Competency Capstone Rubric during their final semester.

Target: 80% of students will earn a B or better on the Personal Ethics Statement in Ethics & Issues in CFT (HDFS 7350); 80% of students will earn an average of 3 or higher in the **Legal Issues, Ethics, and Standards** section of the CFT Clinical Competencies Evaluation Form and/or meet or exceeds in Ethics on the CFT Clinical Competency Capstone Rubric.

Program Goal #4: Students will assess and develop treatment plans for relational intervention and established mental health diagnostic categories across the lifespan (FCA 6 & 7).

Student Learning Outcome 4.1

Students will demonstrate clinical competency in diagnosis using the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Accomplishment of this criterion will be measured through performance on assignments in Psychopathology and Relational Assessment throughout the lifespan (HDFS 6040) and supervisor evaluation of students ability to diagnose clients during practicum and internship, evaluated by the **Clinical Assessment and Diagnosis** section of the CFT Masters Core Competencies Evaluation.

Target: 80% of students will earn a B or better on assignments in HDFS 6040; 80% of students will earn an average of 3 or higher in the **Clinical Assessment and Diagnosis** section of the CFT Masters Core Competencies Evaluation.

Student Learning Outcome 4.2

Students will demonstrate clinical competency in developing treatment plans appropriate to the DSM diagnosis code. Accomplishment of this criterion will be measured through supervisor evaluation of students' ability to develop and carry out relational treatment plans during practicum (HDFS 7070) and internship (HDFS 7090), evaluated by the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Target: 80% of students will earn an average of 3 or higher in the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Student Learning Outcome 4.3

Students will demonstrate clinical competency in relational assessment. The student will be evaluated on their clinical competency based on their performance in Practicum or a clinical internship (if applicable).

Target: 80% of students will earn a B or better on assignments in HDFS 6040; 80% of students will earn an average of 3 or higher in the **Admission to Treatment** and **Clinical Assessment and Diagnosis** sections of the CFT Masters Core Competencies Evaluation.

Program Goal #5: Students will demonstrate evidence-based practice informed by both theory and research (FCA 4)

Student Learning Outcome 5.1

Students will demonstrate competency in developing theoretically-sound treatment plans for relational intervention. Accomplishment of this criterion will be measured through supervisor evaluation of students' ability to develop theoretically-sound, relational treatment plans during practicum (HDFS 7070) and internship (HDFS 7090), evaluated by the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Target: 80% of students will earn an average of 3 or higher in the **Treatment Planning** section of the CFT Masters Core Competencies Evaluation.

Student Learning Outcome 5.2

Students will demonstrate the ability to evaluate empirical evidence to inform their evidence-based practice. Accomplishment of this criterion will be measured through performance on a research proposal in Research Methods and a research project and project presentation in Introduction to HDFS Statistics.

Target: 80% of students will earn a B or better on the Proposal in HDFS 6800; 80% of students will earn a B or better on the Project and Project Presentation in HDFS 7170.

Appendix F: CFT Masters Curricular Mapping

This map has been populated with information on existing courses or those that will be adapted from the existing doctoral level to fit master's level.

	(FCA 1, 2, 5, 8, 9, & 10)	(FCA 3 & 8)	(FCA 5)	(FCA 6 & 7)	(FCA 4)
FACS 6000	X			X	
HDFS 6001	X				
HDFS 6030	X				
HDFS 6040				X	
HDFS 6070	Paper				
HDFS 6100				Analytic Review Project	
HDFS 6640	Final Project	Presentation of Final Project			
HDFS 6800					Proposal
HDFS 7020		X			
HDFS 7070	-Core Competencies		-Core Competencies		
HDFS 7090	- Core Competencies - Supervisor eval (external)		- Core Competencies - Supervisor eval (external)		
HDFS 7100	Philosophy of Change paper				
HDFS 7110	X				
HDFS 7170					-Project -Presentation
HDFS 7350			-Personal Ethics Statement		

Appendix G: Request for Waiver of Maximum Credit Hours

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College of Family and Consumer Sciences

Dean's Office
224 Dawson Hall
305 Sanford Drive
Athens, Georgia 30602
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anisaz@uga.edu
www.fcs.uga.edu

Office of the Dean

November 6, 2023

Dana Nichols
Vice Chancellor for Academic Affairs
dana.nichols@usg.edu

Dear Vice Chancellor,

The College of Family and Consumer Sciences is requesting a waiver to exceed the maximum credit hours for a master's degree for the proposed major in Couple and Family Therapy (M.S.). This information accompanies the proposal to create a new Master of Science in Couple and Family Therapy and provides documentation of the need for the waiver based on the accrediting organization's requirements. To attain accreditation, this program requires a maximum of 67 credit hours.

Degree requested for a waiver of maximum credit hours: Master of Science in Couple and Family Therapy

Rationale for waiver: The proposed M.S. in Couple and Family Therapy curriculum meets the requirements for accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE requires that programs collect eligibility data for two years prior to their application for accreditation. As an applied clinical training program, students are required to practice therapy under supervision year-round as well as accumulate 300 direct client contact hours for a minimum of twelve months (p. 24), necessitating enrollment in a practicum or internship each semester throughout the program of study. COAMFTE specifies the minimum number of credit hours in Foundational Curriculum Areas (FCAs) 1 through 7 and requires documentation of FCA 8-10 content, although no minimum credit hour requirement is stated. Twenty-seven (27) credit hours required by FCAs 1-7 (p. 20-21), a minimum of 15 practicum/internship credits for students' year-round clinical practice requirement (p. 24), and the 1-credit GRADFirst total a minimum of 43 credit hours. The proposed program of study requires an additional 15 or 24 credit hours for Non-Thesis (58 total) and Thesis options (67 total), respectively, and are accounted for as follows: one elective (3 credits), classes that satisfy FCA 8 and FCA 9 (6 credits), and 6-credit Internships commensurate with the amount of time spent acquiring direct client contact hours. The additional 9 hours for Thesis option students are spent in Masters Research and Masters' Thesis hours.

External accrediting body: Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Commit to Georgia | give.uga.edu
An Equal Opportunity, Affirmative Action, Veteran, Disability Institution

Documentation of external accrediting body requirements:

[https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%208.26.21%20\(with%20links\).pdf](https://coamfte.org/documents/COAMFTE/Accreditation%20Resources/COAMFTE%20Standards%20Version%2012.5%20-%20Published%20August%202021%20-%208.26.21%20(with%20links).pdf)

Proposed curriculum program of study for Non-Thesis and Thesis options: Below are two tables documenting the proposed program of study with both thesis and non-thesis options. Foundational Curriculum Areas aligned with courses are noted.

Master of Science in Couple and Family Therapy, Thesis Option
Program of Study

		Credits	FCA
Year 1	GradFIRST	1	
Fall	HDFS 6100: Lifespan Development	3	FCA 6
	HDFS 7100: Systems Theory & CFT Theory	3	FCA1
	HDFS 7170: Intro to HDFS Stats	3	FCA9
	FACS 6001: Pre-Practicum	1	FCA9
	FACS 6000: Inter-disciplinary Practice	2	FCA4
	<i>Semester Credits</i>	<i>13</i>	
Spring	HDFS 6800: Research Methods	3	FCA4
	HDFS 7110: Contemporary Family Therapy	3	FCA1
	HDFS 7070: Masters CFT Practicum	3	Practice
	HDFS 6640: Issues in Family Relationships	3	FCA 8
	HDFS 6040: Psychopathology and Relational Assessment throughout the lifespan	3	FCA7
	<i>Semester Credits</i>	<i>15</i>	
Summer	HDFS 7090: Masters CFT Internship	3	Practice
	HDFS 6030: Evidence based practice treating traumatic stress	3	FCA 2
	HDFS 7000: Masters Research	3	
	<i>Semester Credits</i>	<i>9</i>	
Year 2	HDFS 6070: Couple Therapy	3	FCA2
Fall	HDFS 7350: Ethics and Issues in CFT	3	FCA5
	HDFS 7090: Masters CFT Internship	6	Practice
	HDFS 7000: Masters Research	3	

	<i>Semester Credits</i>	15	
Spring	HDFS 7030: Socio-culturally Attuned Family Therapy & Third Order Change	3	FCA 3
	Elective	3	FCA 2
	HDFS 7090: Masters CFT Internship (new)	6	Practice
	HDFS 7000: Masters Research OR HDFS 7300 Masters Thesis	3	
	<i>Semester Credits</i>	15	
Total Program Credits		67	


Master of Science in Couple and Family Therapy, Non-Thesis Option
Program of Study


		Credits	FCA
Year 1	GradFIRST	1	
Fall	HDFS 6100: Lifespan Development	3	FCA 6
	HDFS 7100: Systems Theory & CFT Theory	3	FCA1
	HDFS 7170: Intro to HDFS Stats	3	FCA9
	FACS 6001: Pre-Practicum	1	FCA9
	FACS 6000: Inter-disciplinary Practice	2	FCA4
	<i>Semester Credits</i>	13	
Spring	HFDS 6800: Research Methods	3	FCA4
	HDFS 7110: Contemporary Family Therapy	3	FCA1
	HDFS 7070: Masters CFT Practicum	3	Practice
	HDFS 6640: Issues in Family Relationships	3	FCA 8
	HDFS 6040: Psychopathology and Relational Assessment throughout the lifespan	3	FCA4
	<i>Semester Credits</i>	15	
Summer	HDFS 7090: Masters CFT Internship	3	Practice
	HDFS 6030: Evidence based practice treating traumatic stress	3	FCA 2
	<i>Semester Credits</i>	6	
Year 2	HDFS 6070: Couple Therapy	3	FCA2

Fall	HDFS 7350: Ethics and Issues in CFT	3	FCA5
	HDFS 7090: Masters CFT Internship	6	Practice
	<i>Semester Credits</i>	<i>12</i>	
Spring	HDFS 7030: Socio-culturally Attuned Family Therapy & Third Order Change	3	FCA 3
	Elective	3	FCA 2
	HDFS 7090: Masters CFT Internship	6	Practice
	<i>Semester Credits</i>	<i>12</i>	
Total Program Credits		58	

Thank you for consideration of this request for a waiver of the maximum credit hours for a master's program of study.

Respectfully submitted,

DocuSigned by:

25D47F1CAD27449
 Anisa M. Zvonkovic
 Dean & Georgia Athletic Association
 Professor in Family and Consumer Sciences

DocuSigned by:

0AA1182374564A3
 April Few-Demo
 Department Head, Human Development and
 Family Science

Appendix H: SACSCOC Faculty Roster.

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

Name of Institution: University of Georgia

Name of Primary Department, Academic Program, or Discipline: Human Development & Family Science, MS in Couple & Family Therapy

Academic Term(s) Included: Beginning Fall 2025 (Year 1) through Spring 2027 (Year 2)

Date Form Completed: 11/20/2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Jennifer Gonyea, PhD LMFT LPC (F; CFT Masters Program Director)	Year 1 Fall HDFS 7100: Systems and CFT Theory (3, G) Year 1 Spring HDFS 7070: Masters Practicum (3, G) Year 1, Summer HDFS 7090: Masters CFT Internship (6, G) Year 2, Fall HDFS 7350: Ethics and Issues in CFT (3, G) HDFS 7090: Masters CFT Internship (6, G) Year 2, Spring HDFS 7090: Masters CFT Internship (6, G)	1. PhD in Child & Family Development, Specialization in Marriage and Family Therapy; University of Georgia 2. MS in College and Agency Counseling (Community Counseling), State University of New York at Plattsburgh	Licensed Marriage and Family Therapist in Georgia– required for core faculty by COAMFTE accreditation standards AAMFT Approved Supervisor (Exp. 2029) – required to teach 7070 and 7090
Maria Bermudez, PhD LMFT (F)	Year 1, Spring HDFS 7110: Contemporary Family Therapy (3, G) Year 2, Fall HDFS 6070: Couple Therapy (3, G) Year 2, Spring HDFS 7020: Socioculturally attuned Family Therapy & Third Order Change (3, G)	PhD Marriage & Family Therapy/Human Development MS Marriage & Family Therapy/Child & Family Development, Purdue University	Licensed Marriage and Family Therapist in Georgia– required for core faculty by COAMFTE accreditation standards AAMFT Approved Supervisor (Exp. 2029) – required to teach 7070 and 7090

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Megan Ford, PhD LMFT (F)	Year 1, Fall FACS 6000: Interdisciplinary Practice (2, G) FACS 6001: Pre-practicum (1, G)	PhD Financial Planning, Housing, & Consumer Economics MS Family Studies and Human Services, emphasis in Marriage and Family Therapy, Kansas State University	Licensed Marriage and Family Therapist in Georgia– required for core faculty by COAMFTE accreditation standards AAMFT Supervisor in Training (SIT)
Assaf Oshri, PhD (F)	Year 1, Fall HDF5 7170: Intro to HDF5 Stats (3, G)	PhD Developmental Psychology, Florida International University Miami, Miami FL	Post-doctoral, University of Rochester, Rochester NY Faculty affiliate, UGA's Integrated Life Science - Neuroscience program
Geoffrey Brown, PhD (F)	Year 1, Spring HDF5 6800: Research Methods (3, G)	MA Developmental Psychology, University of Illinois PhD Developmental Psychology, University of Illinois	Post-doctoral, Center for Developmental Science, University of North Carolina
Ted Futris, PhD (F)	Year 1, Spring HDF5 6640: Issues in Family Relationships (3, G)	PhD Human Development & Family Studies, University of North Carolina at Greensboro MS Human Development & Family Studies, University	National Council on Family Relations Fellow 2021 NCFR Report: Family Focus 2020
Part-time Instructors (P)	Year 1, Spring HDF5 6040: Psychopathology and Relational Assessment throughout the lifespan (3, G) HDF5 6030: Evidence-based practice treating traumatic stress (3, G)	Psychopathology coursework, terminal degree in Marriage & Family Therapy or Counseling	LMFT in Georgia



Louise McBee Institute of Higher Education
Meigs Hall
Athens, Georgia 30602-6772
TEL: 706-542-3464 |
ihe@uga.edu
www.ihe.uga.edu

February 14, 2024

Ron Walcott
Vice Provost for Graduate Education
Dean of the Graduate School
Graduate School
University of Georgia
CAMPUS

Dear Dean Walcott,

We are pleased to submit the following proposal for an online Masters in Higher Education Administration (MEd) Program.

The proposal was reviewed by the Louise McBee Institute of Higher Education's Graduate Studies Committee and the entirety of the faculty voted in support of moving the proposal forward. We believe this online version of our MEd program will enhance the McBee Institute's ability to train more graduate students, increase the number of trained higher education professionals, and increase the overall student enrollment at UGA.

As such, we are submitting the proposal for parallel review and approval by the UGA Graduate Council and the University Curriculum Committee.

We are happy to discuss any questions or concerns you may have. Thank you for consideration of this program.

Sincerely,

James C. Hearn
Interim Director
Professor of Higher Education
Louise McBee Institute of Higher Education

PROPOSAL FOR AN ONLINE PROGRAM

Date: February 14, 2024

College/School: Louise McBee Institute of Higher Education (MIHE)

Department/Division: Senior VP for Academic Affairs and Provost

Program (Major and Degree): MEd in Higher Education Administration

Will any approved areas of emphasis be offered under this major? No

Proposed Effective Date: Fall 2025

The proposal for an online program must include a brief narrative that addresses the following points:

1. Assessment

Our current Master's in Higher Education Administration program is offered in a traditional format with in-person courses offered during the workday on the Athens campus. This has worked well for some full-time students who can find graduate assistantships and for some current UGA employees who are interested in part-time graduate study and who have support from their supervisors to attend class during the workweek. However, the traditional, in-person format limits the market for our program. In fact, the majority of inquiries from prospective students related to online course availability.

In fall 2022, we connected with UGA Office of Online Learning to explore online delivery options. As an initial step, Hanover Research prepared a market study (see Appendix A) for the UGA Online. As seen on page 2 of the study, Hanover recommended the development of a fully online master's in Higher Education Administration using the existing programs curriculum as a template.

The market study found demand for online master's degrees in higher education to be growing quickly and expected employment growth over the next decade. Ultimately, the report found that competitive conditions in the southeast support a new online degree program. Additionally, UGA Online analysis revealed that an online master's program could enroll cohorts of up to 37 students annually.

2. Admission Requirements

Admission criteria for the Master's in Higher Education Administration online program will be consistent with the admissions standards set by MIHE for the in-person Master's in Higher Education Administration. The admissions process will be managed by the MIHE Graduate Coordinator, Coordinator of Academic Affairs, and Online Master's Program Coordinator. Each application will be reviewed by an admissions committee that makes admissions recommendations for the program. The Coordinator of Academic Affairs then processes admissions decisions and communicate decisions to the University and applicants.

Admissions decisions will be based on a holistic evaluation of the applicant's educational background and any work experience, past performance, and/or education and professional goals. Application requirements for the online program would align with those of the current Med program. Materials would include the UGA Graduate School application, a statement of

interest, current resume, 3 letters of recommendation, and transcripts from all previously attended institutions.

All students must have earned a bachelor’s degree or its equivalent from an accredited institution. A minimum GPA of 3.0 on a 4.0 scale and relevant course history are recommended for consideration during the admission process.

Though the application process will be managed by the MIHE Graduate Coordinator, Coordinator of Academic Affairs and Program Coordinator, the composition of the admissions committee, established criteria, and final admissions decisions will be reviewed and approved by the Director.

3. Program Content

The academic standards for the proposed online MEd will be the same as those for the existing MEd with an increased emphasis on an internship/field experience component. Students are expected to engage fully with the curriculum and to complete the program of study as outlined below. Online versions of the courses will be developed with the guidance of a dedicated instructional designer from the Office of Online Learning and follow a program template to create consistency for students. The Program Coordinator and Graduate Coordinator will work with other faculty, students, and alumni to identify potential placements and secure any necessary agreements. Technological resources such as Zoom and eLC will be leveraged to support student learning and academic progress. Typically, students will complete the program in 6 consecutive semesters as outlined below.

Term	Course	Hours
Year 1 Fall	EDHI 6990: Applied Research in Higher Education	3
	EDHI 9070: College Choice, Access, and Success	3
Year 1 Spring	EDHI 9050: Organization and Governance in Higher Education	3
	EDHI 8010: Higher Education in the US	3
Year 1 Summer	EDHI 8400: Finance in Higher Education	3
	EDHI 8500: Outreach and Public Service	3
Year 2 Fall	EDHI Elective	3
	EDHI 6700: Administrative Practicum	3
Year 2 Spring	EDHI Elective	3
	EDHI 6700: Administrative Practicum	3
Year 2 Summer	EDHI Elective	3
	EDHI 6700: Administrative Practicum	3
Total		36

4. Student Support Services

A Program Coordinator will serve as the primary advisor for the online MEd in Higher Education Administration. The Program Coordinator will have the responsibility to review students' goals, progress, grades, and systems of support once per semester. These discussions may take place via the telephone, email, or videoconference. The Program Coordinator will report to and work alongside the Graduate Coordinator and in that capacity will serve as liaison to the Graduate School, ensuring policies and procedures are executed and followed throughout the program.

Online master's degree students will also have access to the broad array of UGA resources, such as EITS/eLC, Student Care & Outreach, Disability Resource Center, Office of Financial Aid, and Jill and Marvin Willis Center for Writing.

5. Resident Requirements

Residence requirements will be identical to those established for other programs within MIHE. The program will be open only to degree-seeking students. Applicants must meet the minimum Graduate School enrollment standards and would be required to apply through the Graduate School application process. All enrolled students will be subject to UGA's residency requirements.

6. Program Management

The overall coordination of the program will be the responsibility of the Program Coordinator who will function as a member of the MIHE Graduate Studies team. The Program Coordinator's core responsibilities will include: recruitment, admissions, enrolled student services, program oversight and evaluation, and managing the field experience/internships. The Program Coordinator will collaborate with the Graduate Coordinator and MIHE leadership to fulfill these responsibilities. Recruitment, course scheduling, evaluation, learning outcomes assessment, and program reporting will occur at the same standard and on the same cycle as existing MIHE graduate programs.

Courses will largely be taught by MIHE core faculty. Graduate Assistants from the MIHE PhD program will support faculty each term. Per UGA Policy for Teaching Assistants, the Graduate Assistants will not serve as Instructor of Record or grade any student assignments. Their primary responsibilities will be to provide instructional support for eLC modules, including monitoring and contributing to discussion boards conversations and serving as a general resource for students. The internship courses and capstone courses will be administered by the Program Coordinator.

7. Library and Laboratory Resources

Online students will have access to the same quality UGA Libraries resources as those students in traditional programs such as GIL, Galileo, and the Distance Learning Librarian. The program will use the current UGA online Learning Management System, currently E-Learning Commons (eLC), to offer all courses. MIHE will collaborate with the UGA Office of Online Learning to develop the online versions of the MIHE courses and to ensure that instructional faculty are trained in the delivery of the program content in such a way that preserves the current quality of course offering at MIHE. As advised by the Office of Online Learning, the course will follow a design template that creates consistency for students enrolled.

Students in the online M.Ed. program will be required to complete an administrative practicum in their second year (terms 4-6). During term 4, students will enroll in a 3-credit hour practicum course to work with the Program Coordinator to identify a site for their internship/practicum experience, to outline responsibilities and expectations, and to ensure that students can fulfill these responsibilities with their existing resources (i.e., computer hardware and software, internet, and phone service) or those provided by the project site. During terms 5-6, students will complete their internship/practicum responsibilities through contact hours either in-person or remote as agreed upon by the program site and Program Coordinator.

8. Budget

Projected Expenses and Revenue of Online MEd in Higher Education Administration							
Expense	FY24 (prep year 1)	FY25 (prep year 2)	FY26 (operating year 1)	FY27 (operating year 2)	FY28 (operating year 3)	FY29 (operating year 4)	FY30 (operating year 5)
Course Development Compensation (\$10,000/course)	\$60,000	\$30,000	\$0	\$0	\$0	\$0	\$0
Online Program Coordinator	\$0	\$33,500	\$67,000	\$69,010	\$71,080	\$73,212	\$75,408
GAs/TAs for Student Engagement	\$0	\$30,950	\$60,190	\$63,757	\$65,669	\$67,639	\$69,668
Marketing/Program Development	\$30,000	\$25,000	\$20,000	\$15,000	\$10,000	\$10,000	\$10,000
Instructional Compensation (\$7,000/Course)	\$0	\$0	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Materials/Equipment/Supplies/Technology	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Expenses	\$130,950	\$157,950	\$166,190	\$165,006	\$165,749	\$169,851	\$174,076
Revenue							
eRate Return	\$0	\$0	\$0	\$66,000	\$165,000	\$198,000	\$198,000
Tuition	\$0	\$0	\$0	\$45,000	\$180,000	\$270,000	\$270,000
Total Revenue	\$0	\$0	\$0	\$111,000	\$345,000	\$468,000	\$468,000
Net Revenue/Loss	-\$130,950	-\$157,950	-\$166,190	-\$54,006	\$179,251	\$298,149	\$293,924

Note: This projected revenue is calculated based on an enrollment of a 25-person cohort each year comprised of 20 non-TAP students and 5 TAP students. The unit will receive a base tuition return of \$300 (returned on a 3-year rolling average) and a \$275 e-rate (returned annually) per student.

9. Program Costs Assessed to Students

Costs for students enrolled in the online MEd in Higher Education Administration will be consistent with the established E-rate fee structure at the University of Georgia. The UGA graduate base rate for the in-person student is \$370/credit. This, in addition to the standard \$275 e-rate differential brings the total cost to \$645/credit hour.

10. E-Rate

The e-rate for this program will be the standard e-rate of \$275 and the request form has been submitted.



ACADEMIC PROGRAM ASSESSMENT

Master's in Higher Education
Administration

Prepared for the University of
Georgia Office of Online Learning

December 2022

In the following report, Hanover assesses demand for online master's degree programs in higher education administration, specifically highlighting demand trends within the Southeast. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that the University of Georgia (UGA):

DEVELOP AN ONLINE MASTER'S IN HIGHER EDUCATION ADMINISTRATION, USING THE EXISTING PROGRAM'S CURRICULUM AS A TEMPLATE.

Based on student and labor demand data, UGA should move forward with developing an online master's in Higher Education Administration. Over the past five years, graduate student interest in the field of higher education has seen a significant shift toward online delivery. Student demand for master's degrees in higher education administration has grown faster than average across all geographic levels, driven solely by online programs. UGA's existing on-campus curriculum is in line with regional and state competitors, which require 30-36 credits across a mixture of core and elective courses. While courses can be amended to fit an online format, UGA's current curriculum does not need significant editing in order to fit with the online competitive market. A specialization in health sciences would also be unique in the regional market and should be explored further to ensure sufficient student and labor market demand. Other potential specializations aligned to regional job postings and competitor offerings include academic administration, leadership, and student affairs.

OFFER THE DEGREE AS A FULLY-ONLINE PROGRAM, AS OPPOSED TO A LOW RESIDENCY OR HYBRID STRUCTURE.

Offering the program fully online would align with local competitor offerings and help UGA target non-traditional students, such as out of state residents and working professionals. Roughly half of regional competitor programs benchmarked also require an internship or practicum experience, which UGA might consider – although it is unclear whether these experiences are completed online or in-person. If possible, UGA should also offer at least 2 start dates (fall, spring, and/or summer) to allow for additional flexibility and align with competitor offerings.

EXECUTIVE SUMMARY

KEY FINDINGS

Demand for online master's degrees in higher education administration is growing quickly. Growth is especially strong in the Southeast region, with a 12.7% average annual growth rate from 2017-2021 vs. 2.7% for all master's degrees. While in-person completions have decreased over the last 5 years, distance completions have grown significantly and now make up most master's level completions in the field.

Program graduates can expect to enter a stable labor market, with average expected employment growth over the next decade. An increase in federal and state level funding to higher education should drive demand for skilled administrators and policy experts specifically. According to regional job postings data, for higher education administration roles requiring a master's degree, student affairs and academic administration openings are most common.

Within the Southeast region, a considerable number of new higher education administration programs have been launched in recent years. Within the region, at least 10 higher education administration programs have started since 2017. The number of distance programs has also expanded in the past five years, and there are now 24 relevant online programs in the region.

More than half of benchmarked competitors offer a residential version of their higher education administration master's program in addition to the online program. This suggests limited concern with cannibalization on the part of these institutions. Online programs in the space lean toward flexibility, with 6 making more than one start date available, and 5 delivering at least half of the curriculum through elective credits. None of UGA's regional competitors offers a concentration in health sciences administration.

REGIONAL BENCHMARK ANALYSIS

Comparison of higher education administration completions and relevant labor market to all completions and all occupations in the region.



Annualized Degree Completions Growth Rate, 2017-2021

FAST FACTS



43.2%

Average annual growth in *distance* master's degree completions in higher education administration for the Southeast region between 2017 and 2021



\$633

Amount, in millions, that Georgia governor Brian Kemp approved to increase the budget for the University System of Georgia in 2023



46.6%

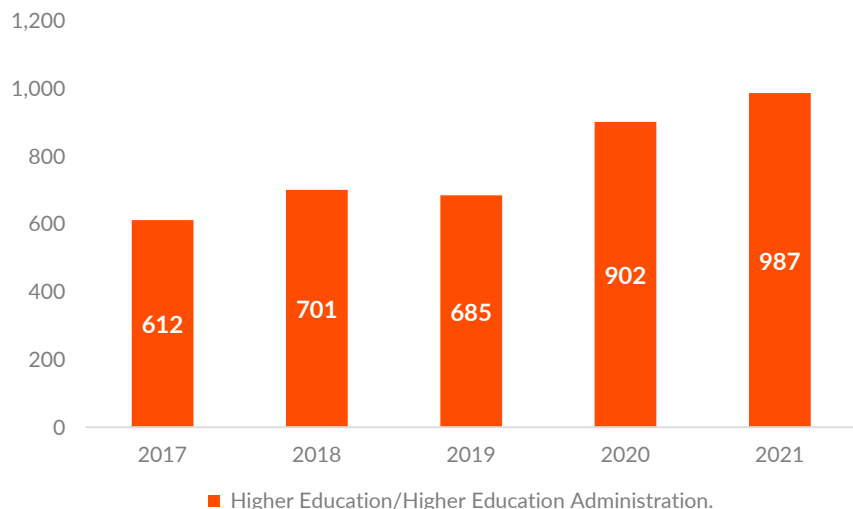
Percentage of real-time regional job postings related to higher education administration that require a master's degree



STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS

Southeast distribution of degree completions from 2017 to 2021



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2021)

	State	Regional	National
Higher Education/Higher Education Administration.	109	987	3,686
Growth Rate, Observed Fields	12.1%	12.7%	4.5%
Growth Rate, All Fields	2.9%	2.7%	1.9%

Source: [IPEDS](#)

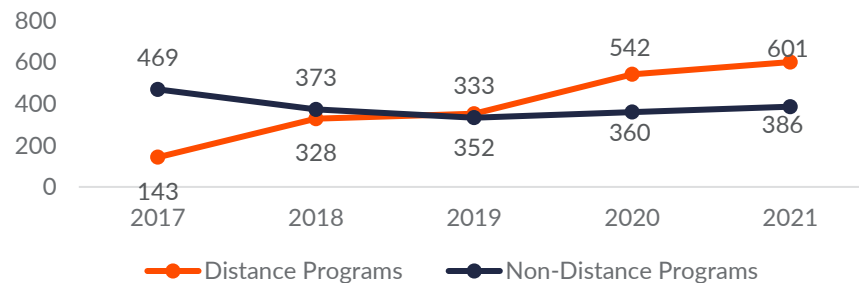
ANALYSIS

Student demand for master's degrees in higher education administration has grown faster than average across all geographic levels. Growth is especially strong in the Southeast region, with a 12.7% average annual growth rate for master's degree conferrals in higher education administration between 2017 and 2021, compared to a 2.7% growth rate for all master's degrees. Demand is similarly high in Georgia at a 12.1% average annual conferral growth rate.

This growth has been driven by an expansion of student demand for online programs. Over the past 5 years, on-campus master's completions in higher education administration decreased by an average rate of 4.8% per year in the Southeast region. However, distance completions increased by 43.2% per year during the same period, driving overall growth. Indeed, by 2021 the majority of master's degree conferrals in higher education administration were granted by programs that offered an online option (601 out of 987 completions, compared to 143 out of 612 completions in 2017). Clearly, graduate student interest in the field of higher education has seen a significant shift toward online delivery.

DEGREE COMPLETIONS BY MODALITY

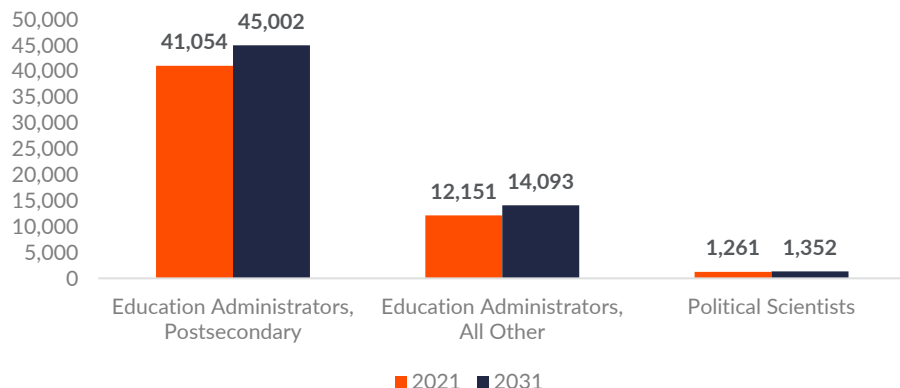
Southeast master's completions in higher education by delivery method, 2017-2021



LABOR MARKET ANALYSIS

REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Southeast higher education administration-related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	5,858	54,466	277,200
Projected Employment (2031)	6,653	60,447	299,100
Employment Growth, Observed Occupations	524	4,675	23,500
Total Annual Openings, Observed Occupations	13.6%	11.0%	7.9%
Employment Growth, All Occupations	14.1%	11.2%	5.3%

Source: JobsEQ

ANALYSIS

Graduates of higher education administration programs can expect to enter a stable labor market, with average employment growth. 10-year projected employment growth for postsecondary education administrators and other relevant positions is average for Georgia (13.6%) and the Southeast Region (11.0%) and slightly above average for the United States as a whole (7.9%). Nevertheless, the job market for higher education administrators is limited in Georgia with just over 500 new positions anticipated over the next decade (compared to 109 master's degrees granted in just 2021). In sum, these data suggest that a regionally or nationally-marketed online master's degree would make sense from an employability perspective as well as a student demand perspective.

As federal funding for higher education increases, the industry is expected to grow, requiring more administrators and policymakers skilled in higher education. Government funding for higher education is expected to steadily increase over the next 5 years, to 2028 ([IBISWorld](#)). In Georgia, spending on higher education is rising as well. Governor Brian Kemp recently approved a [\\$633 million](#) increase for the teaching portion of the University System of Georgia's 2023 operating budget and a \$70 million increase for the Technical College System of Georgia.

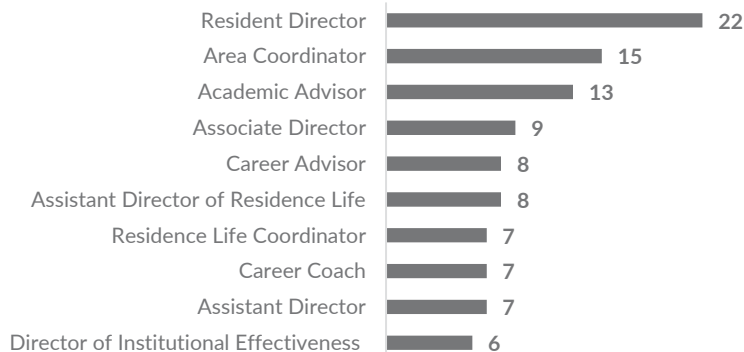
Advocates believe a greater public investment in higher education will lead to a better labor market for higher education administrators. Andria Smythe, one of the authors of [Boosting Wages for U.S. Workers in the New Economy](#), hypothesizes that admissions expansion and a greater public investment - both fiscal and social - in higher education will help reform the working conditions and labor market for administrators.



REAL-TIME JOB POSTINGS INTELLIGENCE

TOP HIGHER EDUCATION RELATED JOB TITLES

Regional higher education administration-related positions by job title.



TOP CREDENTIALS AND SKILLS

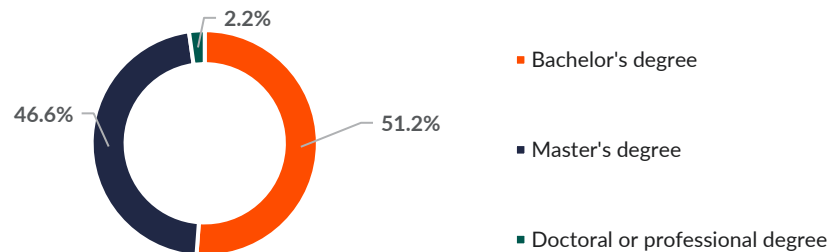
- Presentation
- Statistics
- Teaching/Training, Job
- Event Planning
- Program Development
- Bilingual
- Student Information Systems (SIS)
- Social Media
- Data Analysis
- Career Development/Professional Development
- Word Processing
- Customer Relationship Management (CRM)
- Counseling
- Marketing
- Oracle PeopleSoft
- Mathematics
- Report Writing/Report Preparation
- Budgeting
- Community Engagement

Note: For this analysis, Hanover retrieved job postings data for higher education administration related-positions in the Southeast from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 12-month period as of November 2022.

ANALYSIS

Higher education administration positions requiring master's degrees center around student affairs and academic supervision. Notably, 46.6% of relevant real-time job postings in the Southeast region require a master's degree. Of these postings, student affairs roles have the largest number of openings, including residence life, career, and advisory roles. Academic administration roles, such as academic advisors and directors of institutional effectiveness, are the next most common opening, and are often affiliated with specific departments. A few openings relate to student health and wellbeing, including Assistant Director - Health Center (3 postings), Assistant Director - Wellness Education (2 postings), and Behavioral Health & Wellness Advocate/Counselor (2 postings).

EDUCATION REQUIREMENTS



Note: Job title, skill, and employer information is listed for those at the master's degree level, in order to reflect project relevance

TOP REGIONAL EMPLOYERS

- University of South Florida
- George Mason University
- Old Dominion University
- North Carolina State University
- University of Tennessee, Knoxville
- Virginia Community Colleges



COMPETITOR ANALYSIS

ANALYSIS

Market conditions are increasingly competitive but still may support the development of a new online higher education administration program. Within the past five years at least three relevant programs have launched in Georgia along with several others in the greater Southeast region. The number of programs reporting distance conferrals grew from eight in 2017 to 24 in 2021. Still, the average cohort size among programs with a distance option was 25 in the latter year, and more programs saw increasing completion totals than declines over the five-year period.

In order to further understand the competitive market, Hanover benchmarked a selection of programs in line with UGA Office of Online Learning's stated program goals. All benchmarked institutions are located within the Southeast region and offer fully online master's degrees in higher education administration.

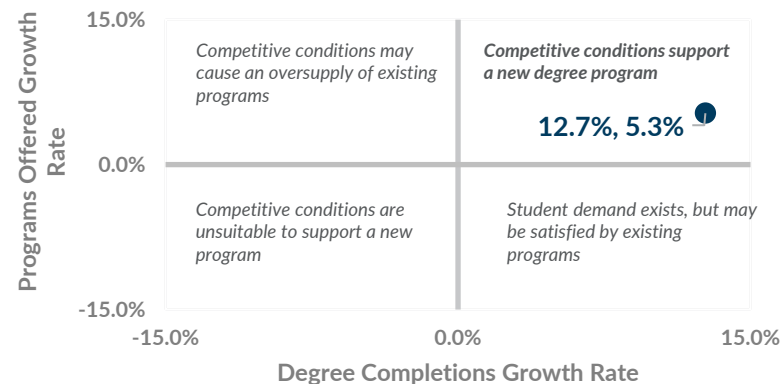
BENCHMARKED COMPETITOR PROGRAMS

Institution	2021 Degree Completions	Annualized Completions Growth Rate	Location
Appalachian State University	31	-3.7%	Boone, NC
Florida International University	50	--	Miami, FL
Georgia Southern University	87	8.0%	Statesboro, GA
Georgia State University	8	--	Atlanta, GA
Liberty University	182	--	Lynchburg, VA
Louisiana State University	182	125.8%	Baton Rouge, LA
University of Alabama	18	--	Tuscaloosa, AL
University of Mississippi	48	--	Oxford, MS
West Virginia University	16	18.9%	Morgantown, WV

*Institutions do not list distance-specific completions; number reflects both online and in-person completions

REGIONAL MARKET SATURATION

Within the Southeast, do competitive conditions support an additional higher education administration program?



PROGRAM TRENDS

PROGRAM LENGTH



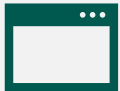
Most benchmarked programs report that students can complete the degree in 1 to 2 years on average. However, several programs are asynchronous and self-paced, leading to a wide variety of completion times. For example, West Virginia University lists a completion range of 2 to 8 years for part-time students.

IN-PERSON REQUIREMENTS



All benchmarked institutions offer their programs fully online, although the majority (5 of 9) also offer on-campus or hybrid (2 or 9) options. Four institutions require an internship or practicum. While modality options are not listed for these requirements, all coursework elements are offered fully online.

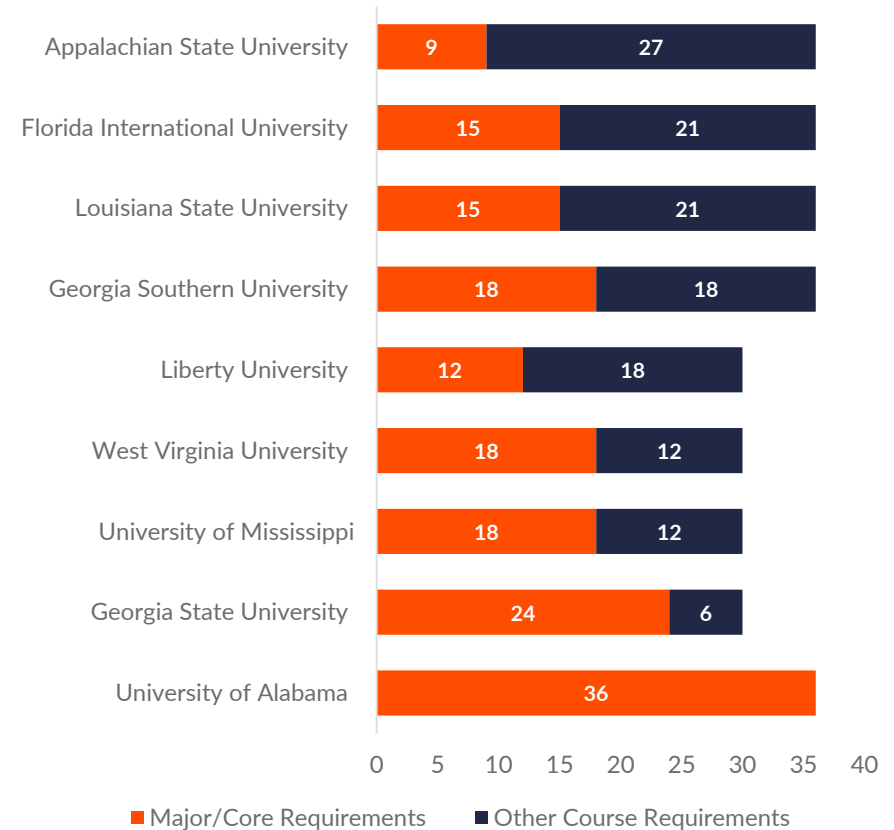
ONLINE COMPONENTS



Benchmarked institutions offer a combination of synchronous and asynchronous online delivery methods. 6 benchmarked programs offer self-paced, asynchronous options and 3 offer synchronous (sometimes cohort-based) models. For instance, Georgia Southern University offers both synchronous and asynchronous courses, allowing students to mix online delivery methods. With full-time and part-time options both available, the program is focused on flexibility, with students allowed to customize their delivery and duration as needed.

CREDIT REQUIREMENTS

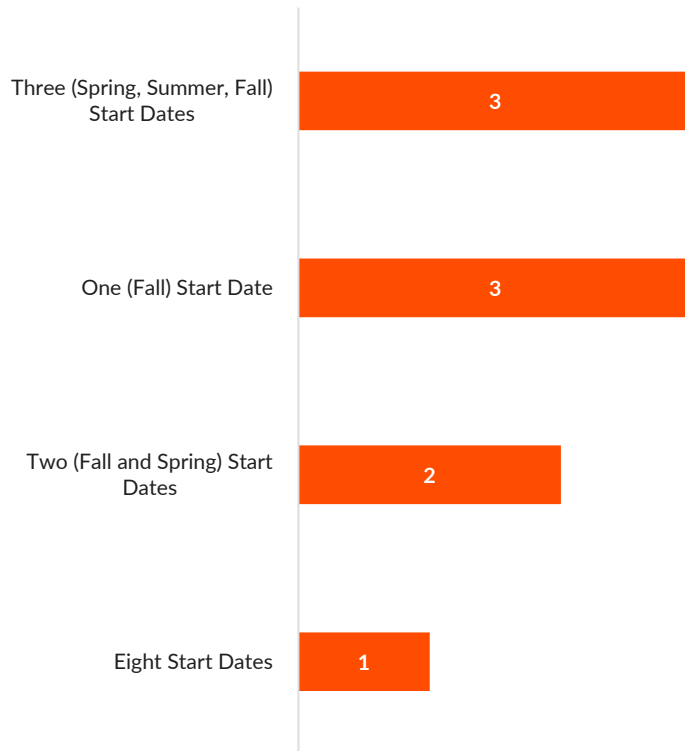
Benchmarked programs require 30 or 36 credits in total, consisting of a mixture of core and non-core courses as shown below. Non-core courses may include electives, specializations, or internship/ capstone experiences. Only the University of Alabama's curriculum consists entirely of core required courses.



PROGRAM TRENDS

START DATES

1/3 of benchmarked programs offer just 1 start date, while 2/3 offer 2 or more start dates. Start dates most commonly are offered in just the fall (3 programs); across fall, spring, and summer (3 programs); or across fall and spring (2 programs).



SPECIALIZATIONS

Four out of 9 benchmarked programs provide students the option to choose a specialization. Notably, higher education administration is sometimes itself offered as a specialization within a broader Master of Education degree.

Four benchmarked institutions offer fully online specializations for students to customize the program to their professional goals. Leadership and educational/ instructional technology concentrations are most common in fully online formats.

Although 2 programs offer concentrations in student affairs, 1 is only offered via a hybrid format. Notably, no benchmarked competitors offer a concentration in health sciences as part of an online master's in higher education administration degree.

Higher Education Leadership/ Administration
(three programs)

Teaching
(one program)

Adult and Developmental Education
(one program)

Education/Instructional Technology
(two programs)

Student Affairs
(two programs)

Athletic Administration
(one program)

PROGRAM BENCHMARKING

Benchmarked institutions offer fully online master's degrees in higher education administration in the Southeast region.

Institution	Location	Program	Modality	Program Length and Start Dates	Credit Requirements	Specializations	Notable Features
Appalachian State University	Boone, NC	MA in Higher Education	Online In-Person	2 years 1 fall start date	Required Courses: 9 Concentration Courses: 27 Total: 36 credits	<ul style="list-style-type: none"> Community College and University Leadership Adult and Developmental Education Teaching 	<ul style="list-style-type: none"> Fully online program with mix of synchronous and asynchronous delivery Accelerated master's option for current bachelor's students
Florida International University	Miami, FL	MS in Higher Education Administration	Online In-Person	1 year 1 fall start date	Professional Studies: 9 Required Courses: 15 Electives: 12 Total: 36 credits	None	<ul style="list-style-type: none"> Includes a practicum Cohort model
Georgia Southern University	Statesboro, GA	M.Ed. in Higher Education Administration	Online Hybrid	Self-paced 2 start dates in fall or spring	Professional Ed Core: 9 Higher Ed Core: 18 Specialized Content: 9 Total: 36 credits	None	<ul style="list-style-type: none"> Students must complete a professional portfolio with practicum (modality not specified)
Georgia State University	Atlanta, GA	M.I.S. in Higher Education Administration	Online	Self-paced 1 fall start date	Core requirements: 6 Major courses: 18 Elective: 3 Internship: 3 Total: 30 credits	None	<ul style="list-style-type: none"> Internship (modality not specified) Interdisciplinary focus and course requirements
Liberty University	Lynchburg, VA	M.Ed. in Higher Education	Online	1 year (average time, self-paced) 8 start dates per year	Higher Ed Core: 12 Concentration Courses: 9 Professional Courses: 9 Total: 30 credits	<ul style="list-style-type: none"> Educational Leadership Instructional Design and Technology Student Affairs 	<ul style="list-style-type: none"> Up to 50% of credits can be transferred in Asynchronous and flexible completion

Source: Institutional Websites (see embedded hyperlinks)



PROGRAM BENCHMARKING

Benchmarked institutions offer fully online master's degrees in higher education administration in the southeast region.

Institution	Location	Program	Modality	Program Length and Start Dates	Credit Requirements	Specializations	Notable Features
Louisiana State University	Baton Rouge, LA	MA in Education-Higher Education Administration	Online In-Person	Self-paced 3 start dates in fall, spring, and summer	Foundational Core: 12 Disciplinary Core: 15 Electives: 9 Total: 36 credits	Other MA specialization in Educational Technology	<ul style="list-style-type: none"> Marketed to working professionals 100% online delivery
University of Alabama	Tuscaloosa, AL	MA in Higher Education Administration	Online In-Person	Program duration not listed 3 start dates in fall, spring, and summer	Required Courses: 36 Total: 36 credits	None	<ul style="list-style-type: none"> Required internship (modality not listed) and capstone seminar (online) Curriculum focuses on professional development
University of Mississippi	Oxford, MS	MA in Higher Education	Online In-Person	2 years 2 start dates in fall or spring	Required Courses: 18 Specialization Credits: 12 Total: 30 credits	Athletics Administration Emphasis	<ul style="list-style-type: none"> Capstone portfolio project
West Virginia University	Morgantown, WV	MA in Higher Education Administration	Online Hybrid	2-8 years (part-time and full-time options) 3 start dates in fall, spring, and summer	Common Core: 12 Research Core: 6 Electives: 9 Capstone: 3 Total: 30 credits	Student Affairs Emphasis (hybrid only)	<ul style="list-style-type: none"> Synchronous online program Prepares students for careers or doctoral studies

Source: Institutional Websites (see embedded hyperlinks)






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Current UGA Doctoral Time Limit Policy

All pre-candidacy requirements for the degree (i.e. coursework on the program of study) must be completed within a period of six years. This time requirement dates from the first registration for graduate courses on a student's program of study.

After passing the comprehensive examination and being admitted to candidacy, a candidate for a doctoral degree must complete all degree requirements, including the dissertation and final oral examination, within five years. A student who does not complete all degree requirements within five years of admission to candidacy will be required to take the comprehensive examinations again and be admitted to candidacy a second time.

A student may petition for an exception to this policy by writing a letter to the Vice Provost and Dean of the Graduate School. This request for an extension of time must include the specific reasons that the student did not complete the requirements in the time allotted. The student must include a specific timeline for the completion of degree requirements. The student's major professor must review the student's request and write a letter to the Vice Provost and Dean stating approval or disapproval of the petition. The graduate coordinator and department head must review the major professor's recommendation and indicate their concurrence by writing an additional letter. If they do not concur with the recommendation, further information should be provided by them in the letter. An extension of time may be granted only on conditions beyond the control of the student.

PROPOSED DOCTORAL TIME LIMIT POLICY (DRAFT)

Doctoral students must complete all requirements for the doctoral degree and the degree must be awarded **within eight (8) calendar years after initial enrollment/registration in the program**. For example, if the date of first registration for a doctoral student is the fall semester of 2024, the eight-year time limit expires in summer semester of 2032. The student's time-to-degree clock starts with the first course approved for inclusion in their doctoral Program of Study, or the date of matriculation into the program, whichever occurred earlier. Individual colleges/schools or academic programs may have more restrictive requirements than the above stated Graduate School policy. The eight-year time limit does not include approved periods of leave. Additionally, doctoral time to degree is calculated separately for degrees obtained in each academic program.

Students who fail to complete their degrees **within eight years** after initial enrollment will be considered as not making satisfactory progress to degree completion and will be dismissed from Graduate School. The Graduate School will notify all doctoral students when they have reached the 7-year mark to warn them about the impending 8-year degree time limit.

Degree Time Limit Extensions

Doctoral students in good academic standing who experience extenuating circumstances beyond their control that prevent them from completing their degrees within the requisite 8 years may petition for an extension of the degree time limit to the Vice Provost/Dean of the Graduate School. Such circumstances include military obligations, family and medical challenges, and other unexpected life events. A petition for an extension of the degree time limit requires support from the major professor, graduate coordinator, and academic unit head.

The petition for an extension of time must include the specific reasons why the student did not complete the degree in the time allotted and a detailed timeline proposal for the completion of the degree. The student's major professor must review the extension of time request and write a letter to the Vice Provost/Dean of the Graduate School stating approval or disapproval of the petition. The Graduate Coordinator and department head/chair (or Dean/Dean's delegate in instances where the School/College does not have departments) must review the major professor's recommendation and indicate their concurrence by writing an additional letter. If they do not concur with the recommendation, further justification should be provided in the letter.

The maximum extension of the degree time limit that may be granted is 24 months and the total time to degree shall not exceed 10 years.

If a petition for an extension of time is approved by the Vice Provost/Dean of the Graduate School, the student will be notified in writing of the expectations for progress, and of the expected timeline for degree completion.

If the petition is denied, the student will be notified in writing that they will be dismissed from the Graduate School. Students dismissed under such circumstances may appeal their dismissal to the Appeals Committee of Graduate Council.

Exceptions

This policy does not apply to students who are enrolled in dual-degree or joint-degree programs that have different time-to-degree requirements (e.g., DVM/PhD). Such students must follow the policies of their respective programs.