

Master's in Marriage and Family Therapy (MFT) Graduate Program Handbook

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MFT Program Overview

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

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

MFT Program Objectives

The Marriage and Family Therapy Master's Program at the University of Arizona strives to:

1. Provide rigorous academic training and practical experience that cultivates therapists who are skilled in a variety of therapeutic techniques.
2. Develop therapists who are culturally responsive, compassionate, and attuned to the complex needs of the diverse communities they serve.
3. Educate clinicians regarding the MFT code of ethics, preparing them to use ethically sound judgement and behaviors in their clinical work.
4. Train therapists to find, understand, and utilize research findings for professional practice.

Accreditation & Portability of Degree

Licensure for Marriage and Family Therapists is regulated at the state level. The University of Arizona MFT program is an [approved program](#) with Arizona's licensing board, the Arizona Board of Behavioral Health Examiners (AZBBHE). AZBBHE approval ensures that our program requirements will prepare graduates to successfully pass the state licensing exam and become licensed in Arizona as MFT's. We are committed to providing a high standard of quality across our MFT program.

In Arizona, there are two levels of licensure: Associate and Independent. After graduating, you can apply to take the exam, and upon passing, you receive an Associate License. You must then work for at least 24 months in an approved setting, gaining additional supervision and client contact hours. Upon completion, you can apply for full licensure to practice independently. For more information, visit the [AZ Board of Behavioral Health Examiners](#) website.

Completion of this degree does not guarantee eligibility for licensure in another state. Students who intend to seek licensure outside of Arizona are responsible for reviewing the licensure requirements of the state(s) in which they plan to practice and determining whether additional coursework, supervised experience, examinations, or other requirements may be necessary. The [AAFMT's portability resources website](#) has great information, and the [state-by-state licensure requirements](#). Prospective and current students who anticipate relocating or pursuing licensure outside Arizona are strongly encouraged to contact the appropriate licensing board in their intended state of practice as early as possible to understand applicable requirements and any potential limitations regarding degree portability.

The UA MFT program also plans to seek National Accreditation through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). It is important to note that National Accreditation takes 5 years to acquire once a program has started, so students admitted to the MFT program at this time will not have national accreditation associated with their degree.

All students are required to review and sign a Licensure and Degree Portability Acknowledgment Form prior to beginning the program. By signing this document, students acknowledge that the Master of Science in Marriage and Family Therapy program is designed to meet the educational requirements for MFT licensure in the State of Arizona and that licensure requirements vary across states, territories, and provinces. Students further acknowledge that completion of the program may not satisfy the educational requirements for licensure in jurisdictions outside Arizona and that they are responsible for reviewing the licensure requirements of any jurisdiction in which they intend to seek licensure or practice. The signed acknowledgment will be maintained as part of the student's program record.

MFT Program Faculty & Staff

Core Faculty

- Dr. Darin Knapp, Ph.D., CFLE, LAMFT
Director of Graduate Studies
MFT Faculty Member
<https://norton.arizona.edu/person/darin-knapp-phd>
- Dr. Adam Clark, Ph.D.
MFT Faculty Member
<https://norton.arizona.edu/person/adam-clark-phd>

Adjunct Faculty

- Dr. Cindy Arenas Nieves, Ph.D., LMFT
MFT Adjunct Faculty Member
arenasnieves@arizona.edu
- Dr. Natalie Larez, Ph.D.
MFT Adjunct Faculty Member
natalielareza@arizona.edu

Staff

- Liz Collins, Ph.D.
Academic Program Manager, Academic Advisor
MFT student contact for admissions, policies, enrollment, practicum placement, and graduation requirements.
<https://norton.arizona.edu/person/liz-collins>

Applying to the MFT Program

Applications will open August 1, and close December 1, for the cohort beginning the following fall.

1. **Submit a UA Graduate College Application:** <https://grad.arizona.edu/admissions/procedures>
 - a. All students must begin the application process by completing an application with the Graduate College.
 - b. Additional information for International Applicants
<https://grad.arizona.edu/admissions/requirements/international-applicants>
2. **Complete the MFT Department Materials:** Carefully review the MFT department application instructions and complete all required materials. These materials include:
 - **Resume or CV** – Provide a current Resume or CV that includes educational history, employment history, academic honors and awards, scholarships, publications, internship experiences, research experiences, volunteer activities, professional organization affiliations, and any other relevant information relevant to the MFT program.
 - **Statement of Purpose.** In 3-5 pages (double spaced) please address all of the following:
 - Why do you want to be a marriage and family therapist?
 - Refer to the UA MFT program objectives and describe how at least one objective aligns with your goals.
 - Describe how your life experiences and professional preparation will help you work clinically with a wide diversity of clients.

- Share the strengths you have, *and* the areas in which you will need to grow, to effectively work as a therapist.
 - Include any additional information that will help the committee evaluate your application.
 - **Recommendations:** Names and contact information for 3 letter of recommendation writers
 - When you submit your recommender's information into GradApp, they will receive an email with instructions for completing and submitting your recommendation.
 - Two of these letters should be from undergraduate faculty members. The third letter can be from an employer, supervisor, advisor, or other professional mentor. Letters from family or friends are not acceptable.
 - While applicants should make every effort to secure letters from undergraduate faculty members, the MFT program will provide exceptions on a case-by-case basis. For instance, when applicants have been away from school for multiple years and are unable to connect with a former undergraduate faculty member, the admissions committee may accept three professional references. Please connect with the program's admission contact to request more information about this approval.
 - **Official transcripts**
 - Official transcripts must be submitted directly to the Graduate College through the Graduate College Application.
 - **GRE Exam**
 - a. GRE scores are not required for admission to the MFT program
3. **Pay the Application Fee.** There is a non-refundable application fee of \$90. The MFT department may offer fee waivers, please contact the MFT academic program manager, Liz Collins, for more information.
eamartin@arizona.edu
4. **Submit Application by the Deadline:** December 1st

Admission to the MFT Program

Application Review Timeline

- The MFT admissions committee will start reviewing applications after the December 1st deadline. This process will take several weeks, through mid-January.
- Some applicants will move forward to the next step in the application process, which is an interview with the MFT graduate committee. Applicants selected for an interview will receive an invitation by the end of January.
- Interviews will take place during the month of February.
- After the interview process, the MFT graduate committee will submit admission and denial recommendation to the Graduate College.
- Applicants can expect to see their admission acceptance/denial by later February
- The MFT program will ask for students to confirm their acceptance to the program by April 15th

Admission Criteria

The graduate committee will consider each applicant's holistic application when considering admission or denial. No single criterion will serve as the sole basis for admissions decisions. Admission is a competitive process, and criteria for admission will include:

Graduate College Requirements:

- Admission to UA's Graduate College which requires a minimum cumulative undergraduate GPA of 3.00 based on a 4.00 scale.

- *Note: A cumulative undergraduate GPA of 3.00 or higher does not by itself guarantee admission to the MFT program.

MFT Program Requirements. The MFT graduate committee will look at the following for all applicants:

- Evidence of outstanding academic performance as demonstrated on the applicant's academic record/transcript, in the applicant's personal statement, and in their letters of recommendation.
- Evidence of outstanding clinical potential based on previous field-related work and/or volunteer experience as addressed in the applicant's personal statement and letters of recommendation.
- Professional goals which are compatible with the UA MFT program objectives.
- Three letters of recommendation from individuals who can speak highly about your academic and research ability, potential for graduate studies, and/or the quality of your professional experiences.
- For selected applicants, the completion of an excellent and highly rated interview with UA MFT Graduate Committee.
- The graduate committee will score all applicants according to an admissions rubric, and all applicants will be given the same consideration.
- *NOTE: Successful completion of a Bachelor's degree at the University of Arizona or a Bachelor's degree in Human Development and Family Science at the University of Arizona does not by itself guarantee admission to the MFT program.

Application Decisions

Regular Admission is granted when the applicant meets the criteria of satisfactory grade point average required by the graduate college and when the applicant has a strong academic record, sufficient field-related work and/or volunteer experience, favorable letters of recommendation, and a successful interview. Admission is also granted based on the MFT program's enrollment limit for each cohort.

Admission is denied when the student does not meet the requirements for admission to the graduate college, the student does not rank high enough with their personal statement and letters of recommendation, or the graduate committee deems the UA's MFT program does not adequately match the applicant's needs, goals and interests.

Deferred admission is not available for the MFT program. If an admitted student decides that they will not attend the program the year they are accepted, the student will need to reapply and be considered for admission again in the future.

Financial Information

Cost of Attendance

UA Tuition Calculator: Please use the [tuition calculator](#) through the UA Bursar's Office to see the cost of tuition for graduate students who are in state and out of state.

Scholarships & Financial Aid

MFT students within the Norton School and the College of Agriculture, Life, and Environmental Sciences will have access to apply for many different scholarships. College scholarship applications become available January 1st every year, and applications are due by April 1st. Students apply for scholarships through [Scholarship Universe](#)

Students can explore additional resources and funding opportunities through the [Graduate College](#)

Students can connect with the UA [Office of Scholarships and Financial Aid](#) to explore additional funding options such as personal loans.

Graduate Grader Positions

The Marriage and Family Therapy program typically offers Graduate Grader positions for current students. These are part-time, hourly positions in which students assist Norton School faculty with grading and instructional support in undergraduate courses. Applications for these opportunities are generally made available each spring for positions beginning the following fall semester.

External Employment for MFT Graduate Students

The MFT program is a full-time program that requires 300 clinical hours in addition to coursework. Courses will meet during the week day and daytime hours. Practicum sites often see clients during the evening and weekends to accommodate children and families' schedules. It is recommended that MFT students work no more than 20 hours per week through graduate assistantships or outside employment.

Tucson Area Residency Requirements

The MFT program is a full time, in person program at UA's main Tucson campus, which means all students in the MFT program are expected to live locally in the Tucson area for the duration of the program. Commuting from outside of the Tucson area will interfere with a student's ability to attend courses and be fully available for hours at their clinical practicum site. This is also the case during the summer session, students will be expected to be in Tucson, taking in-person courses and completing hours at their practicum site over the summer.

MFT Program Requirements

Major requirements for successful completion of a Master of Science degree in Marriage and Family Therapy include:

1. **Units Required:** the MFT degree requires a minimum of 61 units of coursework
 - a. 43 units of required coursework
 - b. 3 units of required elective
 - c. 15 units of Practicum
2. **Practicum Requirement:** Students will complete 300 hours of direct client therapy hours along with supervision hours. Students are required to enroll in a minimum of 15 practicum units to graduate.
3. **Timeline:** the MFT program is designed to be a two-year program including the summer session between year 1 and year 2.
4. **Thesis or Capstone:** A thesis is not required. Students will be required to complete a Capstone and Professional Development Course in their final semester.

MFT Required Courses

- HECL 530 Individual & Group Psychotherapy Models
- HECL 540 Ethical & Professional Issues in MFT
- HDFS 501 Basic Skills in Counseling or SERP 546: Counseling Skills and Technique
- HECL 580: Psychopathology and Assessment in MFT or SERP 579B Diagnosis & Treatment of Mental Health Disorders
- HECL 550: Couples Therapy
- HDFS 520: MFT Theories
- HECL 610: Family Systems in Cultural Contexts
- HECL 560: Play Therapy
- HECL 570: Interventions with Parents and Children

- HECL 600: Analysis & Treatment of Human Sexual Development
- HECL 620: Advanced Family Therapy
- HDFS 507A / PSY 546/ SERP 556: Research Methods
- HECL 640: Systemic Treatment of Trauma, Addictions, & Violence
- HDFS 567 / SERP 510 / PSY 696D / EDP 600: Theories of Human Development
- HECL 698: MFT Capstone and Professional Development (1 unit)
- Graduate elective (options listed below)
- HECL 694 Practicum (15 units total)

Approved Electives

- HDFS 511 - Understanding Suicide: Prevention, Intervention, Families & Communities
- HDFS 543 - Young Adulthood
- HDFS 620 - Program Evaluation
- HDFS 621 - Child & Family Policy
- HDFS 622 - Latinx Youth and Families
- HDFS 696Z - Seminar in HDFS
- PFFP - 510 Introduction to Financial Therapy (fall only)
- PFFP - 511 Love & Money (fall only)
- PFFP - 512 Decisions, Behavior, and Finances (spring only)
- PFFP - 513 Trends in Financial Therapy Theory and Research (spring only)

*Other courses in Nutritional Sciences (NSC), Health Promotion Studies (HPS), Higher Education (HED), Agricultural Education (AED), Entrepreneurship (ENTR), Special Education (SERP), and others may be approved with MFT and course offering department consent.

Capstone

As a professional practice graduate degree program, the MFT program does not require a thesis. All students will complete a capstone course in their final semester. In this capstone course, students will develop a clinical portfolio that demonstrates their journey as developing therapists. The clinical portfolio provides an opportunity for students to articulate their knowledge of marriage and family therapy theories and practices. Students will also describe their professional skills, values, and competencies in a way that showcases their therapeutic identity and their approach to marriage and family therapy. The portfolio will further require students to identify and showcase areas of expertise and clinical approaches they have developed throughout the program. All students will complete a clinical portfolio and will present key elements of their portfolio to classmates and instructors. Completion of a passing final portfolio is required to graduate with the MFT degree.

Cohort Model

Students are admitted to the MFT program in a cohort, meaning all students starting that year will follow the same course sequencing and take all classes together within those 2 years. Given the nature of the cohort model, students are expected to follow required course sequencing.

Clinical Practicum

Practicum Requirements

To complete the practicum requirement, students will complete a total of 15 units of practicum over the course of 4 semesters. These 15 units of practicum will consist of:

- 300 direct client contact hours are required for the UA MFT program and for Arizona state licensure.
- Indirect service hours
- Weekly supervision with MFT approved supervisor
- Weekly practicum course meetings

Students will begin their practicum in their second semester. The UA MFT program will identify and place students at practicum sites within the Tucson area.

Practicum hours will vary from site to site and will be based on client needs. Students can expect to work a combination of daytime hours and evening hours. These hours are reflective of employed therapists' typical work schedule. Children and families are often most available for therapy in the evenings. Students are encouraged to be flexible with their schedule in order to complete the required client contact and supervision hours needed for associate licensure.

Any clinical employment or nonpaid work experience outside of the primary internship placement cannot count toward the degree requirements.

Definition of Clinical Hours

Direct Service: Supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Indirect Service: This includes work students do in preparing for supervision, both individual and group, familiarizing themselves with the site, reviewing files, doing recorded critiques, writing case notes, preparing classroom presentations or community programs, attending workshops/conferences, reading, research, and other activities agreed upon by on-site supervisors and students.

Clinical Supervision Hours with Approved Supervisor (R4-6-214).

- Clinical supervision will be provided by an approved supervisor who:
 - Holds an active and unrestricted MFT license provided by the board (R4-6-212)
 - At least 12 hours of training, approved by the Board or sponsored by one of the four state behavioral health associations, and delivered live in-person or by live webinar within the last three years that meets the standard specified in R4-6-802(E) Completes the three clock hour Clinical Supervision Tutorial on AZ Statutes/Regulations
 - Completes the Board's three-hour Clinical Supervision Tutorial regarding Arizona Statutes and Regulations.
- Supervision is provided through a variety of techniques such as case discussion, live observation, video recording review, co-therapy, telephone consultation, and group consultation.
- Clinical supervision can take place in both individual and group sessions
- Clinical supervision can include face-to-face, video, and telephone meetings
- Individuals seeking licensure in other states will need to refer to the clinical hours and supervision requirements listed in that state.

Liability Insurance

Before beginning practicum, all MFT students are required to purchase supplemental liability insurance. It is recommended that students become student members of AAMFT, as this includes free liability insurance for student members. [AAMFT Membership Page](#)

Practicum requirements and procedures are more fully outlined in the Practicum Handbook

Post-Graduation and Licensure

Upon graduation students will be eligible to complete the process for AZ State Licensure as a LAMFT (Licensed Associate Marriage and Family Therapist).

The Marital and Family Therapy licensure exam is offered by the Association of Marital and Family Therapy Regulatory Boards (AMFTRB).

As an associate marriage and family therapist, therapists will continue to complete 1600 supervised hours within 24 months.

- At least 1000 of these hours must be with couples and families.
- LAMFTs must also have 100 hours of clinical supervision, which involves direction/oversight (face to face, videoconference, or telephone) by a qualified individual to evaluate, guide, and direct all behavioral health services.
- These supervision hours ensure LAMFTs are given adequate support as they improve the necessary knowledge, skills, techniques, and abilities.
- At least 50 hours of clinical supervision must be under a marriage and family therapist licensed by the board, the other 50 can be under a professional who is licensed in another area (e.g., LCSW, LPC, etc.)
- Information Obtained from:

[AZ BBHE Rules and Laws](#)

[AZ Administrative Code Title 4 Chapter 6: BBHE](#)

Once an LAMFT has completed all supervised clinical hours, they are eligible to apply for an upgraded license of LMFT, which allows them to practice independently in the state of Arizona without the need for state-supervised clinical supervision.

The UA MFT program prepares students to meet Arizona Licensure requirements only. If students plan to practice in other states, they will need to review and complete the licensing requirements in that state.

MFT Program Climate

The Marriage and Family Therapy (MFT) Program is committed to fostering a learning environment in which students, faculty, and staff work collaboratively to create a community that is:

- Safe and welcoming
- Respectful and professional
- Supportive of learning and personal growth
- Inclusive and affirming of diverse identities, experiences, and perspectives
- Free from discrimination and harassment
- Positive, empowering, and grounded in mutual accountability

Commitment to Equity, Inclusion, and Nondiscrimination

The MFT Program adheres to the University of Arizona's policies regarding equal opportunity, nondiscrimination, and accessibility. The program is committed to providing an educational environment in which all individuals are treated with dignity and respect and have equitable access to educational opportunities.

The program does not discriminate on the basis of race, color, ethnicity, national origin, age, disability, religion, sex, sexual orientation, gender identity, veteran status, or any other characteristic protected by applicable law or university policy. These principles apply to admissions, educational experiences, clinical training opportunities, employment, and all program-related activities.

Professional Community Values

Consistent with the mission and values of the University of Arizona, members of the MFT Program community are expected to:

- Demonstrate respect for the dignity, worth, and perspectives of others.
- Foster an inclusive environment that values diversity and promotes belonging.
- Engage in open dialogue with professionalism, civility, and respect.
- Conduct themselves with honesty, integrity, and ethical responsibility.
- Contribute positively to the learning environment and professional community.
- Accept personal responsibility for their actions and their impact on others.
- Support a culture of growth, accountability, and lifelong learning.

By joining the MFT Program, students become members of a professional community dedicated to excellence in clinical practice, ethical conduct, and service to individuals, couples, families, and communities.

Graduate College Policies

<https://grad.arizona.edu/policies/academic-policies>

Continuous Enrollment

Students must maintain continuous enrollment and enroll in courses starting their first semester in the program through their final semester.

Leave of Absence

The UA Graduate College allows graduate students to file a leave of absence if they need to take time away from school. Graduate students are typically granted a Leave of Absence for only one year throughout the course of their degree program.

While the UA Graduate College allows the leave of absence, the MFT program is a cohort-based program that offers specific courses to a set group of admitted students each semester. If MFT students need to take a leave of absence, it is necessary that they connect with their graduate program advisor. They should be aware that they may not be able to return to complete requirements with their same cohort, and an alternative timeline will need to be approved by the MFT graduate committee.

Grades and the Grading System

<https://catalog.arizona.edu/policy/courses-credit/grading/grading-system>

All courses within the MFT program are taken for a letter grade (A, B, C, D, E), with the exception of practicum which is a pass/fail course (S-Superior, P-Pass, F-Fail).

Satisfactory Academic Progress & GPA requirements

<https://grad.arizona.edu/policies/academic-policies/academic-probation>

- Students enrolled in a graduate degree program must maintain a cumulative 3.000 grade-point-average (GPA). The minimum 3.000 GPA is based on all coursework taken for graduate credit, regardless of whether or not the courses are recommended or required for a specific graduate degree.
- A student cannot earn a graduate degree or certificate unless they have achieved a cumulative grade-point average of 3.00 or higher on all course work taken for graduate credit, whether or not the courses are offered in satisfaction of the specific requirements for a specific graduate program.
- Falling below a cumulative graduate GPA of 3.0 or failure to meet other academic progress requirements will result in the student being placed on academic probation by the Dean of the Graduate College. Students on probation are required to meet with their Faculty Advisor, discuss the steps to be taken to remediate the problems that led to the probationary status, and develop a mentoring plan with specific actions to get back into satisfactory status. If, upon completion of a semester, the student's cumulative graduate GPA is below 3.0, or if the student failed to make satisfactory progress during that semester, the student will be allowed to register for one additional semester. An academic probation hold will prevent students from enrolling beyond that additional semester. Students who fail to make satisfactory process, and those whose cumulative graduate GPA is below 3.0, for two consecutive semesters will be disqualified from their program.
- A student whose cumulative GPA is below 3.0 for two consecutive semesters (see [Academic Probation](#)) will be disqualified. Programs may allow students to take additional course work while in non-degree status. In order to graduate, the student must apply for readmission to the Graduate College through their graduate department. Readmission is not guaranteed.
- Each department has its own criteria for evaluation of a student's academic progress. The Graduate College will apply the appropriate department's criteria if the department requests a student's disqualification for failure to meet satisfactory academic progress guidelines. Departmental policies on satisfactory academic progress are available from departments and are listed under *MFT Satisfactory Progress* in this graduate handbook.

Marriage and Family Therapy Policies

Program Governance

Our M.S. in Marriage and Family Therapy (MFT) program operates within the larger School structure, combining academic oversight, administrative support, and community expertise to guide your progress from admission to graduation.

Overview of Governance & Key Roles

- **School Director, Norton School of Human Ecology:** Provides overarching administrative and executive leadership for the entire School, ensuring alignment between department goals, university policies, and resource allocation.
- **Director of Graduate Studies (DGS):** A core faculty member who oversees academic planning, curriculum integrity, accreditation compliance, and external community partnerships. The DGS meets regularly with off-site clinical supervisors each semester to monitor practicum progress and clinical quality.
- **Academic Program Manager:** A dedicated staff member serving as your primary contact for administrative and academic milestones. They provide student advising, assist with practicum placements and clinical hour tracking, and manage day-to-day operations including admissions, scholarships, and degree progression.

- **Faculty & Adjunct Instructors:** Convene at least once per semester as a full body to review program outcomes, align coursework, and support student success across both academic and clinical settings.

Program Committees & Community Involvement

Because our program values real-world clinical perspective and collaborative leadership, we involve both faculty and external practitioners in key decision-making bodies:

- **Admissions Committee:** Evaluates applicant cohorts to select incoming MFT students.
- **Scholarship Committee:** Oversees the review and awarding of program funding and financial support.

Community Partner Involvement: We actively invite select off-site practicum supervisors and community partners to serve alongside faculty on our Admissions and Scholarship committees. Their input ensures our cohorts reflect diverse perspectives and align with the needs of the mental health community.

Student Voice & Representation

Student feedback is vital to maintaining a responsive, high-quality training environment. In this program, student representation operates through open dialogue and collaborative input:

- **Student Town Halls:** Program leadership hosts an open forum once each semester with the Director of Graduate Studies and the Academic Program Manager. These sessions provide a structured space for Q&A, transparent updates, and gathering collective feedback on the student experience. Each cohort will have their own town hall each semester.
- **Ad Hoc Focus Groups & Advisory Input:** As specific needs arise—such as curriculum feedback surveys, faculty searches, or clinical training evaluations—program leadership will invite student volunteers to participate in targeted advisory groups or feedback panels.

Professional Practice Graduate Degree Designation

The MFT program is designated as a professional practice graduate degree by the Graduate College, and therefore follows some different requirements from other master's programs. The following are defining characteristics of the MFT Professional Practice designation:

- Degree is primarily focused on preparation for professional practice
- Professional practice degree recipients are required to sit for licensure and/or certification exam to practice in the field of study
- Professional accrediting body provides specific criteria in the curricular design that is required for licensure
- Professional accrediting body policies conflict with Graduate College policies for traditional graduate degrees
- Program capstone/culminating experience does not require a thesis

Professional Staff Graduate Advisement Model

As a professional master's program, MFT students will have a designated staff graduate advisor, rather than assigned faculty advisor.

In the Professional Staff Graduate Advisement Model, staff advisors serve the important role of academic and career advisor and will work closely with the designated Student Support Specialist at the Graduate College, the program's Director of Graduate Studies, and the program's Graduate Program Coordinator. Professional staff graduate advisors review plans of study, facilitate students' enrollment in required courses, ensure that students complete all required steps and provide required documentation to earn the degree in a timely manner, help students navigate other aspects

of their degree program, approve master's completion forms, and provide accurate documentation to the Graduate College for each student's degree audit and graduation.

Transfer Credit

The UA Marriage and Family Therapy program is built around a carefully sequenced curriculum that has been designed and approved to meet the educational requirements of the Arizona Board of Behavioral Health Examiners for MFT licensure. The program also utilizes a cohort model, with all students completing the same courses in a prescribed sequence. This approach fosters a collaborative learning environment and ensures that faculty can confidently endorse graduates as competent entry-level marriage and family therapists. As a result, transfer credit is approved only in limited circumstances. A maximum of 9 units of transfer credit may be applied toward degree requirements, with the majority of coursework required to be completed at the University of Arizona.

Notes about transfer credit:

- Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. Grades of transfer work will not be used in computing the student's grade-point average.
- Students who wish to transfer credit must submit a Transfer Credit form in GradPath before the end of their first year of study.
- Grades and the number of units for transfer credits may be adjusted so that they are consistent with the University of Arizona grading and credit system. Transfer credits used on a fully approved Plan of Study appear with a grade of "T" on the University of Arizona transcript and are not calculated in the University of Arizona GPA. The name of the transfer institution appears on the University of Arizona transcript with the number of transfer units from that institution that were brought in towards the graduate degree.

Grading and Assessment

The MFT program conducts annual assessments of student learning outcomes to evaluate student achievement and program effectiveness, and to meet reporting requirements for the University of Arizona, the Arizona Board of Behavioral Health Examiners, and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

MFT Satisfactory Academic Progress

In accordance with Graduate College policy, all graduate students must maintain a cumulative GPA of **3.0 or higher** in graduate coursework. Students whose GPA falls below a 3.0 will be required to meet with the Director of Graduate Studies to develop a remediation plan that addresses their individual needs and supports successful progress toward degree completion.

In addition to academic performance, student progress in practicum will be monitored through course grades, clinical evaluations completed by practicum supervisors, and faculty assessment of professional competencies. When concerns arise regarding academic or clinical performance, the program may implement a remediation plan to support student development and ensure continued progress toward program and licensure competencies.

Student Problem Resolution

The MFT Program is committed to addressing student concerns in a timely, respectful, and constructive manner. Students are encouraged to seek assistance early when challenges arise so that appropriate support and resources can be identified.

The MFT Director of Graduate Studies serves as the primary faculty administrator for academic, clinical, and program-related concerns. Students may also seek guidance from the Program Manager, Norton School Director, or any MFT faculty member. Whenever possible, students should first address concerns directly with the individual(s) involved. If additional support is needed, the Director of Graduate Studies, Program Manager, or another faculty or staff member can assist in facilitating communication and identifying solutions.

Students experiencing sensitive or confidential concerns are encouraged to meet with the Director of Graduate Studies or Program Manager. Students may also access formal grievance procedures through the Graduate College and the University of Arizona. Please review the Graduate College's [Summary of Grievances webpage](#) for more information.

Student Town Halls

Each semester, MFT program faculty and staff will host Student Town Halls to provide students with an opportunity to share feedback, discuss their experiences in the program, and contribute ideas for continuous improvement. These sessions are designed to foster open communication, strengthen collaboration between students and program leadership, and ensure that student perspectives are considered in program planning and decision-making.

Student Town Halls serve as a forum for discussing program strengths, identifying areas for enhancement, addressing cohort concerns, and exploring opportunities to support student success and well-being. Faculty and staff will provide updates on program initiatives, solicit student input on matters affecting the student experience, and, when appropriate, communicate actions taken in response to student feedback.

Participation in these sessions is encouraged for all students. The program values constructive dialogue and recognizes student feedback as an important component of maintaining a high-quality educational and clinical training experience.

Remediation and Dismissal

As a clinical training program, the MFT Program has a dual responsibility: to support student development and success while also serving as a gatekeeper for the profession of marriage and family therapy. Faculty are committed to helping students achieve their academic, clinical, and professional goals and will work collaboratively with students to address barriers that may affect their progress.

Because the program prepares students for professional clinical practice, faculty evaluate students on academic performance, clinical competence, professional behavior, ethical conduct, and personal readiness for work with clients. Faculty have an ongoing responsibility to assess whether students are demonstrating the knowledge, skills, dispositions, and professional judgment necessary for competent and ethical practice.

In some circumstances, students may be required to complete additional training or remediation activities, temporarily pause clinical work, delay progression through the program, or seek support through appropriate university or community resources. When concerns arise, faculty will make reasonable efforts to provide guidance, feedback, and support to facilitate student success whenever possible.

Faculty also have a responsibility to protect the welfare of clients, the integrity of the profession, and the standards of the program. Therefore, the program reserves the right to limit, suspend, or terminate a student's participation in clinical training or enrollment in the program when a student's academic performance, clinical competence, professional conduct, or ethical behavior does not meet program expectations.

Academic Expectations

Welcome to a program that we have built with great care and intentionality—and with you in mind. We are deeply invested in your growth, not only as scholars but as clinicians who will one day sit across from individuals, couples, and

families during some of the most vulnerable moments of their lives. That responsibility is one we take seriously, and we ask that you do the same.

The expectations outlined below are not arbitrary. They reflect the professional standards of the field you are entering and the values of this program. We hold these expectations because we believe in your potential and because the people you will eventually serve deserve practitioners who have been thoroughly and rigorously prepared.

Class Attendance

Attendance in all courses is mandatory. Each class session has been purposefully designed to contribute to your clinical development through lecture, discussion, experiential activities, and peer interaction—much of which cannot be replicated outside the classroom.

We recognize that life circumstances occasionally arise. However, patterns of absence, chronic tardiness, or unexplained nonattendance are considered serious concerns and may result in disciplinary action, including but not limited to:

- A formal meeting with our Program Manager and/or Director of Graduate Studies
- A performance improvement plan
- A hold on program progression
- Non-renewal of your position in the program

If you anticipate an unavoidable absence, you are expected to communicate with your instructor in advance whenever possible. Professional communication is not only courteous—it is a clinical skill you are beginning to practice now.

Coursework Timeliness

All assignments are expected to be submitted on time, without exception. Late work will not be accepted unless extraordinary circumstances have been discussed with and approved by the instructor prior to the deadline.

This is a professional program. In clinical practice, there are no extensions on treatment plans, case notes, or ethical obligations to clients. The habits you develop here are the habits you will carry into the field. We are asking you to begin practicing professional accountability now so that it becomes second nature by the time you enter clinical settings.

A Learning-Centered Approach

We want to be transparent about something important: the curriculum of this program has not been designed as a series of boxes to check. It has been carefully and deliberately constructed to shape you into competent, ethical, and self-aware clinicians.

Every reading, every assignment, every class discussion, and every experiential exercise serves a developmental purpose. We encourage you to approach your coursework not with the question "What do I need to do to get through this?" but rather "What is this teaching me about the clinician I am becoming?"

When you engage your coursework with curiosity and depth rather than mere compliance, you will find that the learning becomes richer—and that you are better prepared for the clinical work ahead.

Our Commitment to You

We understand that these expectations are high. They are meant to be. And in return, we commit to the following:

- We will provide you with clear, timely, and constructive feedback.
- We will be accessible and responsive to your questions and concerns.

- We will create a learning environment that is challenging and supportive.
- We will treat you as emerging professionals deserving of respect and investment.

We are here to walk alongside you in this journey. We ask only that you show up—fully, consistently, and with intention.

If you have questions or concerns about any of these expectations, we encourage you to speak with our Program Manager or Director of Graduate Studies. We would rather have a conversation early than address a problem late.

Clinical Practicum Expectations

Entering the Clinical Space

There will come a moment in this program when your learning shifts from the theoretical to the deeply personal and immediate—when you are no longer reading about therapy but *doing* it. Clinical practicum is that moment, and it is one we have spent considerable time preparing you for.

Practicum is a privilege. It represents the trust that this program, your supervisors, your site, and most importantly your clients are placing in you. The expectations below reflect the gravity of that trust and our commitment to ensuring that you are developing into a clinician who is both competent and ethical.

Professionalism at Your Clinical Site

You are a representative of this program, of your site, and of the profession of marriage and family therapy. As such, the following are non-negotiable:

- **Reliability.** Arrive on time, every time. Your clients are often navigating uncertainty in their own lives—your consistency becomes part of the therapeutic environment.
- **Preparedness.** Come to each session having reviewed your notes, considered your treatment direction, and reflected on your client's progress and needs. Be *ready* to see clients each and every time.
- **Appearance and demeanor.** Adhere to your site's dress code and conduct yourself in a manner that communicates respect, warmth, and professionalism to clients, supervisors, and colleagues alike.
- **Responsiveness.** Return communications from your site in a timely manner. Follow through on administrative tasks, paperwork, and scheduling without needing repeated reminders.

Failure to meet professional standards at your site—including but not limited to chronic tardiness, missed sessions, unprofessional conduct, or ethical violations—may result in removal from the site, a formal remediation plan, or dismissal from the program.

Client Care and Ethical Responsibility

From the moment you sit across from your first client, you carry an ethical obligation that extends beyond any grade or course requirement. Your clients are not assignments—they are human beings who have chosen to be vulnerable in your presence.

We expect you to:

- Prioritize client welfare above convenience at all times.
- Maintain strict confidentiality in accordance with all applicable laws, ethical codes, and site policies.
- Recognize and respect the limits of your competence, seeking guidance when you are uncertain rather than proceeding beyond your skill level.

- Engage in ongoing self-reflection regarding your biases, reactions, and personal material as they arise in clinical work.
- Reach out to your clinical supervisor as soon as possible if one of your clients is experiencing an urgent crisis.

If at any point you are unsure whether something is ethical, **ask**. This is not a sign of weakness—it is a sign of professional maturity. Your supervisors and faculty are here for exactly these moments.

Supervision

Clinical supervision is not optional, nor is it merely a program requirement to be endured. It is the primary mechanism through which you will grow as a clinician during practicum. We expect you to engage supervision with the same intentionality we have asked you to bring to all aspects of this program. This means:

- **Show up prepared.** Bring recordings, case questions, and reflections, etc., as you and your supervisor have agreed. Come ready to work, not simply to report.
- **Be honest.** Supervision only works if you are willing to share what is actually happening in the room—including the moments you are uncertain about or not proud of.
- **Be open to feedback.** You will hear things about your clinical work that challenge you. Receiving feedback with openness and curiosity—rather than defensiveness—is a skill that will serve you throughout your career.
- **Implement what you learn.** Supervision is not a conversation that ends when you leave the room. You are expected to integrate feedback into your clinical practice and demonstrate growth over time.

Missed supervision sessions are treated with the same seriousness as missed client appointments. Patterns of avoidance, defensiveness, or an unwillingness to engage in the supervisory process may result in a review of your readiness to continue in clinical work.

Documentation and Administrative Responsibilities

Clinical documentation is a legal, ethical, and professional obligation. It is not secondary to the "real" work of therapy—it is part of the work. You are expected to:

- Complete all clinical documentation (progress notes, treatment plans, intake paperwork, etc.) within the timeframes established by your site and this program.
- Maintain accurate and timely logs of your clinical hours.
- Submit all required program paperwork by stated deadlines without exception.

Falling behind in documentation is not simply an administrative inconvenience—it is a liability to your clients, your site, and your professional standing. We will support you in building sustainable documentation habits, but the responsibility is ultimately yours.

Self-Care and Personal Awareness

Clinical work will ask more of you than perhaps any academic endeavor you have undertaken. It will surface personal material, challenge your assumptions, and at times exhaust you emotionally. This is expected—and it is not something you should navigate alone. We ask that you:

- Monitor your own well-being honestly and proactively.
- Utilize personal therapy, peer support, supervision, and faculty guidance when you are struggling.
- Recognize when personal challenges are beginning to affect your clinical work—and communicate this to your supervisor and program faculty before it becomes a larger concern.
- Understand that seeking support is a professional strength, not a personal failing.

We are invested in your longevity in this field. Burnout and compassion fatigue are not inevitable—they are often the result of ignoring early warning signs. Begin building your self-care practices now, and treat them with the same seriousness you would treat any clinical skill.

Our Commitment to You

We recognize that practicum is both exciting and vulnerable. You are doing something new, something deeply human, and something that matters. We do not take that lightly, and we commit to supporting you through it:

- We will provide consistent, quality supervision that prioritizes your development.
- We will offer honest feedback delivered with care and respect.
- We will advocate for you at your clinical sites and within the program.
- We will be available when you are struggling, uncertain, or overwhelmed.
- We will celebrate your growth—because it deserves to be noticed.

You have worked hard to reach this point. Trust your preparation, lean into the discomfort of learning, and remember that every skilled clinician once sat where you are sitting now.

If at any point during practicum you have concerns about your site, your supervision, your clients, or your own well-being, please reach out to the Program Manager or Director of Graduate Studies immediately. We would always rather hear from you sooner than later.

Withdrawing from Classes

Given the nature of the MFT cohort model, students are expected to follow required course sequencing. Withdrawing from classes will result in delayed timeline to graduation, since MFT courses are offered only once per year in the designated semester listed on the sample 2-year plan. If students experience challenges impacting academic or personal success, it is recommended they talk with their MFT professional advisor or MFT faculty members as soon as possible.

Authenticity of Student Work

Students in the Master of Science in Marriage and Family Therapy program are expected to uphold the highest standards of academic integrity and professional ethics. All assignments, clinical documentation, presentations, examinations, research activities, and other academic work submitted for course credit must represent the student's own knowledge, skills, and effort unless collaboration is expressly permitted by the instructor.

Students are responsible for appropriately citing and acknowledging the work, ideas, and contributions of others. Submission of work that is fabricated, falsified, plagiarized, completed by another individual, or otherwise misrepresented as one's own is a violation of university policy and professional ethical standards.

Because the MFT program prepares students for professional clinical practice, honesty and integrity are essential components of professional competence. Violations of academic integrity may result in academic consequences, professional remediation, referral through university conduct processes, removal of scholarships or TA opportunities, and/or dismissal from the program in accordance with university and program policies.

Student Technology Requirements and Ethical Use of Technology

Students in the MFT program are required to maintain reliable access to a computer, internet connection, webcam, and microphone, as well as the ability to use university-approved learning and clinical platforms.

Students are responsible for the secure and confidential use of all technology and must comply with applicable privacy regulations (e.g., HIPAA and FERPA), program requirements, and practicum site policies. Ethical use of technology is a

professional expectation. Students must protect client confidentiality, use secure and approved platforms for clinical work, and obtain appropriate consent for any recording or telehealth activities. Misuse of technology, including unauthorized recording or sharing of confidential information, may result in remediation, removal from clinical placement, and/or disciplinary action in accordance with university and program policies.

Artificial Intelligence

The UA MFT program has specific policies and guidelines regarding the use of AI in coursework and clinical practicum. Since AI is an ever-evolving tool, the AI guidelines are also ever-evolving and may change from semester to semester. Students should be familiar with the updated AI policies and guidelines, which can be found on the MFT program website

Grad Path

<https://grad.arizona.edu/degree-services/gradpath>

GradPath is the Graduate College's paperless degree audit process for submitting and approving all academic forms. Students fill in and submit forms online through UAccess Student Center (<https://uaccess.arizona.edu>). The GradPath automated workflow engine routes the electronic forms to everyone who needs to see or approve them. Students can check the status of their forms at any time, and GradPath lets students know what forms need their attention next. Please note GradPath forms are revisited throughout students' time in the program in relation to milestones. For help with GradPath see the your Graduate Advisor. See here for guides <https://grad.arizona.edu/gsas/gradpath/gradpath-user-guides>

You must submit your Plan of Study in GradPath by the end of the second semester in the program. The Graduate College charges your bursar's account \$35 in graduate candidacy fees after processing this paperwork.

Required and Recommended Trainings

<https://grad.arizona.edu/gaships/policies/required-trainings-and-english-proficiency-policy>

- FERPA – Required for Teaching Assistants
- HIPPA – Required for all students
- Fingerprint clearance - Recommended for all students, Required for some practicum sites
- Background check - Required for some practicum sites

Graduate College Resources and Forms

Information about Graduate College policies, procedures, resources, and forms (GradPath) can be found on the Graduate College Website

<http://grad.arizona.edu/gsas/degree-requirements>

<https://grad.arizona.edu/new-and-current-students>

You must acquaint yourself with these requirements and deadlines and remain informed of updates throughout your academic career

Student Resources

Helpful Links

- [CALES Graduate Student Resources](#)
- The [Graduate College's New and Current Student webpage](#)
- The comprehensive Graduate College's New and Current Students [Frequently Asked Questions webpage](#)

- [Counseling & Psych Services](#), also known as CAPS
- [Think Tank](#), The Writing Center
- [24/7 University Technology Services Support](#)

Orientation

The Norton School graduate student orientation, led by the DGS, is held the week before fall classes begin. There will also be an orientation held by the Graduate College the week before classes start. Further, there will be a CATE (Cardon Academy for Teaching Excellence) Teaching Assistant training the week before classes start. All new students are expected to attend the orientation and workshops.

Advising

Upon admission to the program, each student is assigned to a professional academic advisor. The professional advisor is responsible for helping a student finalize their plan of study and is available to provide substantive career and academic counseling.

Disability Resource Center

The UA Disability Resource Center (DRC) is the university's designated department responsible for ensuring access to university classes, programs, and activities for individuals with disabilities. Through an interactive process, the DRC facilitates access by offering either reasonable accommodations or redesigning aspects of a university experience as needed. The DRC's processes are designed to be convenient for students.

When the design of the academic and campus experiences present barriers, accommodations may be necessary. At the DRC, students will find information on accommodations and other important campus resources to increase access on campus and enhance the overall UA experience. Disabilities appear in many forms (visible and invisible) and each pre-qualified student can discuss accommodations with an assigned Disability Access Coordinator.

Accommodations are available to any pre-qualified student and may involve flexibility with test taking times, test locations, note taking, or course substitutions. For more information, contact the [DRC](#) or visit their website.

Communication

All MFT students are part of the following Norton School Listservs. Important information and opportunities are shared via these listservs and through individual emails to your UA email address. Checking UA email regularly is an important way to stay up to date and involved with CALES, Norton, MFT, and the wider university.

- norton_grads@list.arizona.edu - All Norton School graduate students
- mft_grads@list.arizona.edu - All MFT graduate students
- nortonschool@list.arizona.edu - All Norton school staff, faculty, and graduate students

Technology Resources

- **Norton IT Resources:** Send a detailed email with your issue to sohetech@arizona.edu.
- **UA IT Resources:** Call 520-626-TECH (8324) or 877-522-7929, or chat with them at <https://support.arizona.edu>.

Office Space

Cubicles: All graduate teaching assistants/graders will be assigned a cubicle on the 3rd floor in suite 301. All other graduate students are welcome to use any available cubicle in order to do their work or spend time when not in class.

Room Reservations: Private office space is available in McClelland Park upon request for students who need a private space for zoom meetings or telehealth sessions during practicum. Rooms in McClelland Park can also be reserved for group meetings upon request.

Cat Card access: All graduate students will need to work with the Norton School Technology team to ensure Cat Card access is set up for McClelland Park. McClelland Park is open from 7 AM to 6 PM Monday-Friday. Access to the 3rd floor suite is available from 9 AM to 4 PM. Students will need their Cat Card at all other times to enter these spaces. A Cat Card is also needed to operate the elevator outside of 7 AM-6PM M-F hours.

Kitchen: The 3rd floor kitchen is available for all graduate students, faculty, and staff.

Student Organizations

Graduate and Professional Student Council (GPSC)

The [Graduate and Professional Student Council](#) (GPSC) was founded in 1991 and has its own officers, directors, representatives, and budget. The GPSC has played major roles in improving graduate student life by pushing for programs such as health insurance, childcare, TA and RA benefits, travel grants, and national advocacy. To find out more about the scope of GPSC activities, visit the [GPSC website](#). Each College elects representatives to serve on GPSC.

University of Arizona Student Organizations

The University of Arizona has over 600 student clubs and organizations which play a key role in student life on campus. There are numerous undergraduate, graduate, and professional organizations fulfilling all aspects of student interests. For more information and contact information, follow our list of student clubs. The [Associate Students of the University of Arizona \(ASUA\) website](#) provides information about student clubs.

University Policies: Academic Integrity, Conduct, and Non-Discrimination

Academic Integrity Code

Integrity and ethical behavior are expected of every UA student in all academic work. This academic integrity principle stands for honesty in all class work and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all UA students. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity, administered through the UA Dean of Students Office.

Student Code of Conduct

The UA Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions to promote their own personal development, to protect the university community, and to maintain order and stability on campus. [The UA Student Code of Conduct](#) outlines these standards and sanctions.

[Disruptive Behavior in an Instructional Setting Policy](#)

The University seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members and teaching staff have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions. Please review the full description of the [Disruptive Behavior in an Instructional Setting Policy](#).

[Non-Discrimination and Anti-Harassment Policy](#)

The UA is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages all who believe themselves to have been the subject of discrimination to report the matter immediately as described in the link below on Reporting Complaints to University Offices. All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. Please review the full description of the [UA Non-Discrimination and Anti-Harassment Policy](#).

[Threatening Behavior by Students Policy](#)

The UA seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to oneself. Threatening behavior can harm and disrupt the University, its community and its families. Please review the full description of the [UA Policy on Threatening Behavior](#).



Master's in Marriage and Family Therapy: Sample 2 Year Plan Year 1

Semester 1	Units	Semester 2	Units	Semester 3: Summer		Units
Fall		Spring		Summer Session 1	Summer Session 2	
HECL 530: Individual & Group Psychotherapy Models	3	HECL 550: Couples Therapy	3	HECL 560: Play Therapy	3 HECL 570: Interventions with Parents and Children	3
HECL 540: Ethical & Professional Issues in MFT	3	HECL 520: MFT Theories	3	HECL 694: Practicum (full summer session)		3
HDFS 501: Basic Skills in Counseling	3	HECL 610: Family Systems in Cultural Contexts	3			
HECL 580: Psychopathology and Assessment in MFT	3	HECL 694: Practicum	4			
Total Units	12	Total Units	13	Total Units		9

Year 2

Semester 4	Units	Semester 5	Units	Semester 6: Summer *Optional Semester		Units
Fall		Spring		Summer Session 1	Summer Session 2	
HECL 600: Analysis & Treatment of Human Sexual Development	3	HECL 640: Systemic Treatment of Trauma, Addictions, & Violence	3	*Students can choose to complete their 3 unit graduate elective in summer to have a lighter load their final semester		3
HECL 620: Advanced Family Therapy	3	HDFS 567: Theories of Human Development	3	*HECL 694: Practicum (only if needed to complete required practicum hours)		1-3
HDFS 507A: Research Methods	3	<i>Graduate elective in HECL, PFFP, HDFS</i>	3			
HECL 694: Practicum	4	HECL 694: Practicum	4			
		HECL 698: MFT Capstone and Professional Development	1			
Total Units	13	Total Units	14	Total Units		

Master of Science in Marriage & Family Therapy Checklist

Catalog Year: 2026-2028

Student: _____

Semester 1: Fall

- _____ HECL 530: Individual & Group Psychotherapy Models
- _____ HECL 540: Ethical & Professional Issues in MFT
- _____ HDFS 501: Basic Skills in Counseling
- _____ HECL 580: Psychopathology and Assessment in MFT

Semester 2: Spring

- _____ HECL 550: Couples Therapy
- _____ HECL 520: MFT Theories
- _____ HECL 610: Family Systems in Cultural Contexts
- _____ HECL 694: Practicum (4 units)

Semester 3: Summer

- _____ HECL 560: Play Therapy
- _____ HECL 570: Interventions with Parents and Children
- _____ HECL 694: Practicum (3 units)

Semester 4: Fall

- _____ HECL 600: Analysis & Treatment of Human Sexual Development
- _____ HECL 620: Advanced Family Therapy
- _____ HDFS 507A: Research Methods
- _____ HECL 694: Practicum (4 units)

Semester 5: Spring

- _____ HECL 640: Systemic Treatment of Trauma, Addictions, & Violence
- _____ HDFS 567: Theories of Human Development
- _____ *Graduate Elective *See course options on page ##*
- _____ HECL 694: Practicum (4 units)
- _____ HECL 698: MFT Capstone and Professional Development (1 unit)

Semester 6: Summer – Optional*

*Students can complete their 3-unit graduate elective in summer to have a lighter load their final spring semester

*HECL 694: Practicum (only if needed to complete required practicum hours)

Degree Portability Acknowledgement

MFT Licensure and Degree Portability Acknowledgment

Licensure for Marriage and Family Therapists is regulated at the state level. The University of Arizona MFT program is an [approved program](#) with Arizona's licensing board, the Arizona Board of Behavioral Health Examiners (AZBBHE). AZBBHE approval ensures that our program requirements will prepare graduates to successfully pass the state licensing exam and become licensed in Arizona as MFT's. We are committed to providing a high standard of quality across our MFT program.

In Arizona, there are two levels of licensure: Associate and Independent. After graduating, you can apply to take the exam, and upon passing, you receive an Associate License. You must then work for at least 24 months in an approved setting, gaining additional supervision and client contact hours. Upon completion, you can apply for full licensure to practice independently. For more information, visit the [AZ Board of Behavioral Health Examiners](#) website.

The coursework for the University of Arizona was designed to meet MFT licensure requirements in the state of Arizona. Completion of UA MFT degree does not guarantee eligibility for licensure in another state. Students who intend to seek licensure outside of Arizona are responsible for reviewing the licensure requirements of the state(s) in which they plan to practice and determining whether additional coursework, supervised experience, examinations, or other requirements may be necessary. The [AAFMT's portability resources website](#) has great information, and the [state-by-state licensure requirements](#). Prospective and current students who anticipate relocating or pursuing licensure outside Arizona are strongly encouraged to contact the appropriate licensing board in their intended state of practice as early as possible to understand applicable requirements and any potential limitations regarding degree portability.

All students are required to review and sign this Licensure and Degree Portability Acknowledgment Form prior to beginning the program.

By signing this document, students acknowledge:

1. The Master of Science in Marriage and Family Therapy program is designed to meet the educational requirements for MFT licensure in the State of Arizona and that licensure requirements vary across states, territories, and provinces.
2. Completion of the program may not satisfy the educational requirements for licensure in jurisdictions outside Arizona and students are responsible for reviewing the licensure requirements of any jurisdiction in which they intend to seek licensure or practice.
3. The signed acknowledgment will be maintained as part of the student's program record.

If you have questions about the program's alignment with professional licensure you may contact the Director of Graduate Studies Dr. Darin Knapp (darink@arizona.edu), or Program Manager Liz Collins (eamartin@arizona.edu).

I acknowledge that I have been informed and am aware that licensing regulations differ across states and provinces.

Printed name as shown in application
Signature (may be electronic)
Date