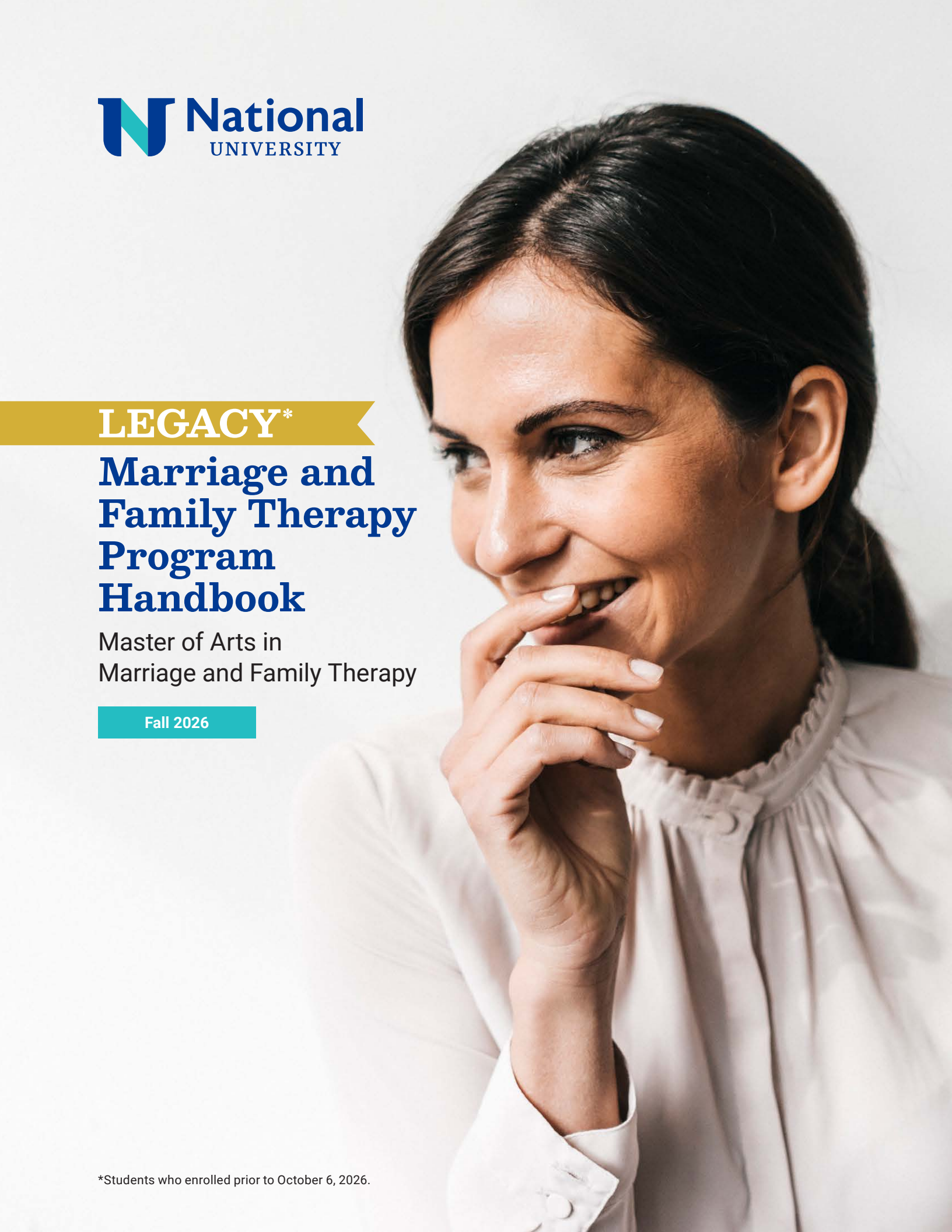
National UNIVERSITY



LEGACY*

Marriage and Family Therapy Program Handbook

Master of Arts in
Marriage and Family Therapy

Fall 2026

*Students who enrolled prior to October 6, 2026.

This handbook is neither a contract nor an offer of a contract. The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current National University Catalog or any other official documents. This handbook was designed to document requirements specific to the Marriage and Family Therapy degree programs. The University reserves the right to change any provision or requirement, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw from the University for cause at any time. Failure to read this handbook does not excuse students from the requirements and regulations described herein.

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John F. Kennedy School of Psychology and Social Sciences
Department of Marriage and Family Sciences

Dear National Legacy Marriage and Family Therapy Student,

Welcome to National University's Master of Arts in Marriage and Family Therapy (MAMFT) graduate program. We are pleased to welcome you as students and colleagues in the pursuit of knowledge in the field of MFT. Throughout the course of the program's history, our MA Program has seen considerable growth. In addition to supporting students' pursuit of meeting their state's educational requirements that lead to obtaining their license as a marriage and family therapist, the MAMFT Program offers a number of specializations. These specializations provide additional opportunities to learn more about specific populations and presenting problems you will likely address in clinical settings. This Program Handbook has been developed to support your success as you begin and progress through your studies. We wish you the best and look forward to your participation in, and contribution to, the Master of Arts in Marriage and Family Therapy Program at National University.

In October 2026, the MAMFT program launched a new structure, and updated basis for admissions. The traditional 12-week format has transitioned into a teach-out model which means that any student who entered into the program prior to the launch of of the new program, as marked by the publication of the University's October 2026 Catalog Addendum are considered legacy students. The 12-week format of the program will remain available as enrolled students matriculate through to graduation..

Sincerely,



Dr. Julie Costello, LMFT
Academic Program Director (APD), MAMFT Program
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MFSDepartment@nu.edu

Welcome to the National University Master of Arts in Marriage and Family Therapy Legacy Student Handbook

This handbook serves as the primary source of information regarding program-specific requirements, policies, and procedures for students enrolled in the Master of Arts in Marriage and Family Therapy (MAMFT) Program. Students are responsible for reviewing this handbook and the current National University Catalog and complying with all applicable program and University requirements.

In October 2026, the MAMFT program launched a new structure, and updated basis for admissions. The traditional 12-week format has transitioned into a teach-out model which means that any student who entered into the program prior to the launch of of the new program, as marked by the publication of the University's October 2026 Catalog Addendum, will continue in the program that was in place at the time of their enrollment agreement. This separate handbook is meant for those students to help reduce confusion between the two iterations of the program.

This handbook is organized into sections that address:

- Program mission, goals, and student learning outcomes
- Student progression and graduation requirements
- Academic and professional expectations
- Clinical training requirements
- Licensure and portability information
- Student support resources
- Program contacts and additional resources

To get the most from this handbook:

- Review the handbook in its entirety when you enter the program.
- Refer back to specific sections as questions arise throughout your training.
- Use the table of contents, bookmarks, or document search features available within your viewing platform to locate specific policies and procedures.
- Pay particular attention to sections related to Professional Standards and Expectations, Clinical Training Requirements, Licensure and Portability Information, Student Progression, Remediation, Probation, Dismissal, Complaints, and Appeals.

References to University policies throughout this handbook are provided for student convenience. University policies remain the official source for institution-wide requirements. Students are responsible for reviewing and complying with the current version of all applicable University policies and procedures.

This handbook may be revised periodically to reflect changes in program requirements, accreditation standards, University policies, or professional practice expectations.

This edition of the MAMFT Program Handbook supersedes all prior editions, revisions, addenda, memoranda, and program guidance documents. In the event of a conflict between handbook versions, the most current officially published version shall govern.

Failure of the Program or University to enforce any provision of this handbook on one or more occasions shall not constitute a waiver of its authority to enforce the same or similar provisions in the future.

The Master of Arts in Marriage and Family Therapy (MAMFT) program is structured to align with curriculum standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

While these standards generally correspond with licensure requirements in many U.S. states, completing the program does not guarantee eligibility for licensure in any jurisdiction.

Students are responsible for verifying the specific licensure requirements in the state where they plan to practice. Requirements for education, clinical training, and examinations differ by state and are subject to change. Before or during enrollment, students must review the University's licensure disclosure form outlining state-specific requirements and confirm that they have done so. The most current information for states where National University students may complete the program is available here: https://www.jotform.com/SBSNU/legacy-mamft-state-specific-informa

Students must inform the MFS Department of both the state where they intend to seek licensure and the state where they will complete clinical training, if those locations differ. Providing timely and accurate information is essential, as failure to do so may affect a student's ability to progress in the program.

National University must maintain authorization or approval to offer academic programs in each state. If a student relocates to a state where the University is not authorized or where the program does not meet state licensing requirements, the student may be unable to continue. Prospective students should discuss potential relocation plans with their Admissions Finance Advisor before enrolling. Current students must consult their Academic Advisor and notify the MFS Department prior to relocating and are required to inform the University of any changes in residence during the program.

National University does not offer this program outside of the United States. If you are outside the US or not an active duty service member on a US military base, you are not permitted to continue in the program. You must contact advising (advisor@nu.edu) and program leadership (MFSDepartment@nu.edu). Some advising services related to academics, careers, or licensure may be limited due to time zone differences, local regulations, or logistical constraints. National University is not responsible for differences between program curriculum and international licensure requirements. Students must comply with all applicable laws and regulations in their country of residence and should contact the relevant licensing authority before enrolling, as requirements may change over time.

Questions regarding this handbook or MAMFT program requirements should be directed to the Department of Marriage and Family Sciences at mfsdepartment@nu.edu.

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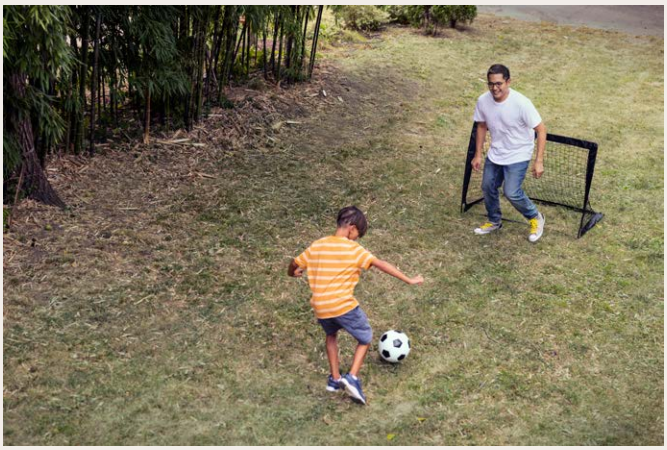
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1 Introduction













1 – Introduction

The Master of Arts in Marriage and Family Therapy (MAMFT) Program prepares students to become competent, ethical, and culturally responsive marriage and family therapists through a systemic and relational approach to clinical practice. The program combines academic coursework, clinical training, supervision, and professional development to support students in meeting educational requirements for entry into the profession and pursuing licensure where applicable. The program is designed in alignment with the standards of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the current AAMFT Code of Ethics. Students are responsible for reviewing the policies and requirements outlined throughout this handbook and are encouraged to refer to it regularly to support successful progression through the program.

The Profession of Marriage and Family Therapy

The profession of marriage and family therapy emerged when mental health professionals began recognizing that many emotional, behavioral, and relational concerns could not be fully understood by focusing solely on individuals outside the context of their relationships, families, and broader social systems. As the field evolved, practitioners observed that working with families, couples, and other relational systems often produced positive outcomes. From these early observations and efforts, the profession of marriage and family therapy (MFT) was established. Today, MFT is a distinct mental health discipline with its own body of theory, research, clinical approaches, professional standards, and code of ethics.

Marriage and family therapists work in a broad range of settings, including community mental health agencies, healthcare systems, military and veterans' services, schools, integrated care settings, nonprofit organizations, and private practice. Marriage and family therapy is regulated in all fifty states and the District of Columbia through laws and regulations governing professional practice.

Marriage and family therapists assess, diagnose, and treat a wide range of behavioral, emotional, mental health, and relational concerns from a systemic perspective. They work with individuals, couples, families, and other relational systems in a variety of contexts. MFT practice focuses on interactional and relational processes while building upon client strengths, resources, and resilience. Marriage and family therapists help clients identify and change patterns of interaction and communication that contribute to presenting concerns and support the development of meaningful and sustainable solutions. Because the field encompasses a variety of theoretical models and approaches, individual practitioners may differ in the methods and techniques they use in clinical practice.

Consistent with the marriage and family therapy profession, the MAMFT Program emphasizes systemic thinking, relational responsibility, cultural responsiveness, ethical practice, and lifelong professional development. These themes are integrated throughout the academic, clinical, and professional components of the curriculum.

Overview of the MAMFT Program

National University, a regionally accredited institution, primarily delivers its degree programs through distance-based (online) education. The MAMFT Program is housed within the Department of Marriage and Family Sciences (DMFS), which is part of the John F. Kennedy School of Psychology and Social Sciences (JFKSOPSS).

The MAMFT Program is designed to provide flexibility for adult learners through the primarily online delivery of coursework and program activities. Clinical training, however, occurs within students' local communities and includes direct client contact, supervision, and other experiential requirements. Students are responsible for securing approved clinical training sites and qualified Local Clinical Supervisors who meet program, accreditation, and applicable jurisdictional requirements.

The program does not require an on-campus residency experience. Instead, students complete academic coursework online while fulfilling clinical training requirements within their local communities. Students should be aware that some jurisdictions may impose additional requirements related to program format, residency, supervision, or licensure eligibility.

The MAMFT Program emphasizes the development of clinical competence, ethical decision-making, cultural responsiveness, professional identity, and lifelong learning consistent with the values of the marriage and family therapy profession. The curriculum provides an integrated learning experience that combines academic study, clinical training, supervision, and professional development. Students critically examine a broad range of MFT theories, clinical approaches, and research while applying professional standards of conduct and ethical practice. Through coursework, clinical training, and supervision, students develop the knowledge and skills necessary for work in a variety of settings, including community mental health agencies, healthcare systems, schools, military and veterans' services, nonprofit organizations, and private practice.

The MAMFT Program is designed to support students in meeting educational requirements commonly associated with marriage and family therapy licensure and provides opportunities to complete additional coursework beyond the 45-credit degree requirements when needed to address specific jurisdictional requirements or professional goals. However, licensure requirements vary by jurisdiction and may change over time. Students are responsible for reviewing and complying with the requirements of the jurisdiction(s) in which they intend to seek licensure. Completion of the program does not guarantee eligibility for licensure. During clinical training, students participate in interactive online Program Group Supervision led by Program Clinical Faculty who support clinical skill development, professional growth, and successful progression through the clinical training sequence.

Specializations within the MAMFT Program

Completing a specialization provides students with the opportunity to focus their studies in a specific area of professional interest. Through specialized coursework, research, and clinical experiences, students develop both content knowledge and practical application skills that support the development of expertise in the chosen area. Students pursuing a specialization are required to complete two specialization courses, a research project related to the specialization during their research course, and a minimum of 50 hours of clinical experience within the specialization area in an approved setting under the supervision of a qualified Local Clinical Supervisor.

Specializations allow students to tailor a portion of their training to align with their professional interests while maintaining the core systemic and relational competencies required of all MAMFT graduates. Students may elect to complete one of the following specializations. Additional information regarding specialization requirements is available in the University Catalog and on the program website.

- General Family Therapy
- Medical Family Therapy
- Military Family Therapy
- Child and Adolescent Family Therapy
- Couple Therapy
- LGBTQ Couple and Family Therapy
- Trauma-Informed Systemic Therapy
- Systemic Treatment of Addictions
- Systemic Sex Therapy

2 Mission and Program Objectives













2 – Mission and Program Objectives

University Mission and Institutional Learning Outcomes

Please visit the University Catalog for National University's Vision, Mission, and Values.

Institutional Learning Outcomes – Master's (ILOs)

- Apply critical thinking to support decisions or solve problems.
- Demonstrate research literacy skills in support of lifelong learning.
- Utilize context-appropriate communication through various modes of expression.
- Integrate ethical decision making in academic and professional pursuits.
- Cultivate responsible global citizenship for the positive transformation of society.
- Practice inclusion and respect for diverse perspectives in collaborative settings.
- Develop digital fluency with a focus on the wider impacts of technological change.

Program Mission

The mission of the Marriage and Family Therapy Program is to prepare competent, ethical, and culturally sensitive Marriage and Family Therapists. The program emphasizes a family systems perspective so that client processes, whether these clients are individuals, couples, or families, are contextually conceptualized. Faculty engage students in a one-on-one process that invites students to grow both professionally and personally through the development of critical thinking skills, information literacy, important clinical skills, an appreciation for and knowledge of research through the scholar-practitioner model, a valuing of diversity, and a lifelong commitment to learning and service.

Program Goals and Student Learning Outcomes

The program mission is operationalized through a series of program goals and student learning outcomes that guide curriculum design, assessment, and continuous improvement efforts. These goals focus on diversity, clinical practice, knowledge and research, and ethics. Student Learning Outcomes (SLOs) are aligned with these goals and are assessed through established benchmarks and evaluation processes that allow the program to determine whether students are achieving the expected outcomes.

Program Educational Objectives

In broad terms, the program seeks to:

1. Provide the essential academic training needed to effectively practice marriage and family therapy, including training in marriage and family therapy theory, research, major clinical models, professional ethics, standards of best practice, and related issues with purposeful application of family systems theory across the curriculum.

2. Train program participants in the scholar-practitioner model, including the ability to evaluate existing research and implement existing research into professional practice.
3. Promote in students the application of critical thinking skills, including respect for and use of critical and creative thinking, skeptical inquiry, and a scientific approach to solving problems related to behavioral, emotional, cognitive, and relational processes.
4. Evaluate the readiness, professionalism, maturity, ethical adherence, skills, clinical insight, and competence of program participants, provide the coursework and clinical experience requirements necessary for provisional licensure as a marriage and family therapist in most states or clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and prepare and encourage individuals to continue their education in marriage and family therapy as a lifelong learner and/or at the doctoral level.
5. Provide opportunities for students to prepare to be successful when taking any required licensing examination to obtain a license to practice marriage and family therapy.
6. Encourage personal growth, intellectual accomplishment, global awareness, and respect and appreciation for diversity.
7. Prepare students to practice informed, respectful, and scholarly communication skills in print and electronic media in clinical and academic venues.
8. Provide and facilitate clinical training needed for competent and effective practice as a professional Marriage and Family Therapist, including the ability to assess, diagnose, and treat individuals, couples and families with a wide variety of presenting issues, including mental illness as defined by the DSM-5 TR.

Program Goals

Program Diversity Goal – Program will exhibit commitment to diversity through curriculum content and student composition.

Program Practice Goal – Program will prepare students/graduates to demonstrate systemic clinical skills that positively impact individuals, families, and communities.

Program Knowledge/Research Goal – Program will prepare students/graduates to have expertise in discipline-specific models and techniques that are informed by research.

Program Ethics Goal – Program will prepare students/graduates to be knowledgeable of and practice as ethical professionals.

Program Research Goal – Program will prepare students/graduates to interpret scholarly research for use in clinical practice and professional endeavors.

Student Learning Outcomes

Student Learning Outcome #1 (SLO#1) - Students will employ competence in working with diverse populations in clinical settings.

Student/Graduate Learning Outcome #2 (SLO #2) - Students/Graduates will evaluate family systems oriented clinical skills across a variety of contexts.

Student Learning Outcome #3 (SLO#3) - Students will examine family systems theory oriented models of therapy.

Student Learning Outcome #4 (SLO#4) - Students will formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics.

Student Learning Outcome #5 (SLO#5) - Students will integrate relevant research to inform the practice of marriage and family therapy.

Student Learning Outcomes and Curriculum Assessment

Student Learning Outcomes (SLOs) are measured directly at both the program and institutional levels. Each course within the MAMFT Program includes four to six Course Learning Outcomes (CLOs) that align with and support the program's Student Learning Outcomes (SLOs) and the University's Institutional Learning Outcomes (ILOs).

Student achievement is evaluated through assessments and rubrics embedded throughout the curriculum. Faculty members and Clinical Supervisors use these assessment tools to evaluate students' progress toward program, institutional, and clinical training outcomes. Student self-assessment and faculty evaluation of student performance are also incorporated throughout the curriculum.

The MAMFT Program Curriculum Map illustrates the relationship between Program Goals, Student Learning Outcomes (SLOs), and Course Learning Outcomes (CLOs) throughout the curriculum. Students may review the curriculum map in Appendix B for additional information regarding how learning outcomes are addressed across the degree program.

Clinical Training Evaluation

A systemic framework is used to evaluate clinical practicum and internship experiences. Students complete evaluations of their clinical training sites, Local Clinical Supervisors, and Program Clinical Faculty. Local Clinical Supervisors evaluate student performance using measures aligned with COAMFTE Developmental Competency Components and the program's Student Learning Outcomes. Program Clinical Faculty also evaluate student performance throughout clinical training. During the final internship course, students complete a Capstone Presentation that is evaluated by two Program Clinical Faculty members using a standardized grading rubric.

MAMFT Continuous Program Improvement

The MAMFT Program engages in ongoing review and improvement to support student success, graduate achievement, and overall program effectiveness. Program faculty regularly evaluate Student Learning Outcomes, Program Goals, Graduate Achievement Data, and other program outcomes to identify strengths, opportunities for improvement, and emerging needs within the marriage and family therapy profession. Graduate Achievement Data and other program outcome information are reviewed regularly and made publicly available in accordance with accreditation requirements.

Feedback is collected from multiple stakeholders, including students, graduates, Local Clinical Supervisors, and faculty. Information gathered through these processes is used to support curriculum review, student support initiatives, clinical training experiences, and ongoing program development. Outcome data and stakeholder feedback help guide curricular, instructional, and programmatic improvements to ensure the program remains responsive to student needs, professional standards, and changing practice environments.

Graduate Achievement Data

In accordance with COAMFTE accreditation requirements, the MAMFT Program publishes Graduate Achievement Data related to program completion, licensure examination pass rates, and employment outcomes. Current Graduate Achievement Data are publicly available on the MAMFT Program webpage and are reviewed regularly as part of the program's continuous improvement efforts.

3 Student Policies and Program Requirements















3 – Student Policies and Program Requirements

The following program policies are reviewed and revised as necessary. These policies are intended to be fair, equitable, and supportive of the mission and values of both the MAMFT Program and National University. If students have questions regarding any policies or any other information found in this handbook, they are encouraged to contact the Department Chair or the MAMFT Academic Program Director (APD) to seek clarification. Both can be contacted by emailing MFSdepartment@nu.edu.

Student Entry and Program Navigation

Admission to a National University Master's program requires a conferred bachelor's degree from an accredited academic institution. In addition, a current resume or curriculum vitae and a copy of degree transcripts are required. Applicants will also complete an application packet that reviews program requirements and expectations. The packet requires applicants to review the MAMFT Program website and the University Catalog regarding requirements for pursuing licensure, as well as program and graduation requirements for MFT training. Applicants are expected to develop a preliminary plan for pursuing licensure, including exploring requirements related to clinical training sites, supervision, and post-graduate licensure requirements. Applicants are also required to respond to a series of questions referred to as a "Statement of Intent" so that MAMFT Program faculty may evaluate the applicant's interest in and readiness for the MAMFT Program, as well as review a brief sample of the applicant's writing. Applicants should compose these responses in their own words and should not use generative AI to create or substantially revise their responses.

Applicants complete a Statement of Professional Ethics and Conduct, in which they are required to report any previous ethical and/or criminal behavior that may be relevant to training and practicing as a marriage and family therapist. Because state laws require licensed marriage and family therapists to be of good moral character, any prospective student who has been convicted of a felony prior to or subsequent to admission is required to immediately inform the MAMFT Academic Program Director (APD) or the Chair of the Department of Marriage and Family Sciences so that the program can determine the most appropriate course of action. In addition, a felony conviction may disqualify a student from some clinical training sites, thereby making it difficult or impossible to complete the requirements of the MAMFT Program. Once all required documentation has been received, MAMFT applicants must participate in a one-to-one synchronous interview with a current MFT faculty member. In addition to determining whether the MAMFT Program is a good fit for the applicant's goals, another purpose of this meeting is to inform applicants about how licensing regulations may differ across jurisdictions and to review potential transfer credits, if applicable. After all required materials have been submitted and the interview has been completed, an admission determination can be made.

All students are required to complete a background check prior to beginning clinical training. Some applicants may be required to complete the background check as part of the admission process to determine whether past criminal history may impede their ability to participate in clinical training or pursue licensure.

Transfer Credit Policy

A core goal of the MAMFT Program is to prepare students for licensure as marriage and family therapists and for professional practice within the field. Eligible transfer credits may be applied to the program in accordance with accreditation standards, state licensure requirements, and University policies. In addition to the University's Transfer Credit Policy, the following minimum requirements must be met for transfer credits from non-National University behavioral sciences programs to be considered:

- Transfer course content must be substantially equivalent to the content covered in the corresponding MAMFT course.
- Credit Received (CR) grades are not accepted. The transfer course must have a corresponding letter grade.
- Transfer credits may not be applied to clinical training courses or core MFT courses.
- For California applicants:
  - Transfer credits must meet applicable California Board of Behavioral Sciences (BBS) requirements.

Program Roles and Student Support

Need Help With	Contact	Email
Advising, registration, degree planning, financial aid questions	AFC / Advising Team	Advisor@nu.edu
Program policies, progression concerns	MFS Department	MFSDepartment@nu.edu
Clinical training, sites, supervision	Clinical Administrative Team	MFTtraining@nu.edu

Academic and Finance Counselor (AFC)

Academic and Finance Counselor (AFCs) serve as a primary point of contact for students regarding University systems, degree planning, registration, and student support resources. AFCs assist students with course scheduling, degree completion planning, academic and administrative questions, and referrals to appropriate University services. Students are encouraged to maintain regular communication with their AFC throughout the program.

Academic Program Director (APD)

The Academic Program Director (APD) provides academic leadership for the MAMFT Program and is responsible for oversight of curriculum, academic policies, accreditation compliance, program assessment, and student progression. The Academic Program Director (APD) works collaboratively with faculty, advisors, and clinical leadership to support student success and ensure the quality and integrity of the program. Students may interact with the Academic Program Director (APD) regarding program policies, progression concerns, professional standards matters, and other academic issues.

Director(s) of Clinical Training (DCT)

The Director(s) of Clinical Training oversees all aspects of clinical education and training within the MAMFT Program. The DCTs, as part of the clinical administrative team, work with students, Local Clinical Supervisors, clinical training sites, Program Clinical Faculty, and other program personnel to support successful completion of practicum and internship requirements. Students should contact the clinical administrative team regarding clinical training readiness, site approval, supervision requirements, clinical documentation, and other clinical training matters.

Program Faculty

Program Faculty teach academic coursework and support the development of the knowledge, skills, and professional dispositions expected of marriage and family therapists. They are responsible for course instruction, assessment of student learning, academic mentoring, and evaluation of student progress toward the program's educational objectives, Program Goals, and Student Learning Outcomes. Program Faculty also contribute to curriculum development, program assessment, scholarship, service, and professional practice.

The Department of Marriage and Family Sciences is comprised of full-time and part-time faculty members trained in systemic theory and practice. Faculty bring diverse professional, academic, and cultural backgrounds to the program and are committed to preparing competent, ethical, and culturally responsive marriage and family therapists. Current information regarding Program Faculty is maintained on the MAMFT Program website.

Program Clinical Faculty

Program Clinical Faculty teach within the practicum, internship, and clinical training sequence and provide clinical instruction, mentoring, supervision, and evaluation related to students' development as therapists-in-training. They assist students in integrating academic learning with clinical practice and evaluate clinical competencies, professional behavior, ethical decision-making, readiness for clinical training, and readiness for entry into the profession.

Program Clinical Faculty work closely with the Director(s) of Clinical Training, Local Clinical Supervisors, Program Faculty, and other program personnel to support student learning and clinical development across training settings. Consistent with COAMFTE expectations, Program Clinical Faculty possess specialized training and experience in marriage and family therapy and clinical supervision. Faculty teaching practicum and internship courses are qualified to provide systemic supervision and are AAMFT Approved Supervisors, AAMFT Approved Supervisor Candidates, or hold equivalent qualifications consistent with program and accreditation requirements.

Local Clinical Supervisors

Local Clinical Supervisors provide supervision of students' clinical work at approved training sites and evaluate students' development throughout the clinical training process. Local Clinical Supervisors collaborate with Program Clinical Faculty and the DCTs to support students' learning and professional growth while helping ensure that students meet program, accreditation, and licensure requirements.

Students

Students are active participants in their own academic, professional, and clinical development. Students are responsible for understanding and complying with University and program requirements, maintaining professional and ethical behavior, communicating with appropriate program personnel, seeking support when concerns arise, and successfully completing all academic, clinical training, and graduation requirements.

Current demographic information regarding MAMFT students, program faculty, and program clinical faculty is published on the MAMFT Program website and updated regularly in accordance with accreditation requirements. *MAMFT Demographics*

Collaborative Student Support Model

The MAMFT Program utilizes a collaborative approach to student support and success. Program Faculty, Program Clinical Faculty, Academic and Finance Counselors, the Academic Program Director (APD), the Director(s) of Clinical Training, and other authorized University personnel work together to support student learning, progression, professional development, and clinical training.

Information related to a student's academic performance, clinical training, professional development, progression, well-being, or ability to meet program requirements may be shared among appropriate members of the program team as permitted by University policy and applicable law. This collaborative approach allows the program to identify concerns early, coordinate resources and support, promote student success, and support timely intervention when concerns arise.

Students should be aware that the collaborative sharing of information among appropriate members of the program team is intended to support student development, client welfare, academic success, clinical training, and successful progression through the program.

Artificial Intelligence (AI) and Simulation Policy

The MAMFT Program recognizes that artificial intelligence (AI) tools and simulation activities may support learning and skill development when used appropriately. Students may use AI technologies only as permitted by course instructors and University policies. Students remain responsible for the accuracy, originality, and integrity of all submitted work. Misrepresenting AI-generated content as one's own work may constitute a violation of academic integrity standards.

Simulation activities, including interactions with paid actors or AI-generated clients, may be educational, but do not replace direct clinical contact with actual clients. Hours completed through simulation may not be counted toward required direct client contact hours or supervision requirements.

The Program reserves the right to establish additional course-specific expectations regarding the use of AI and simulation technologies. Students are responsible for complying with all program, course, and University requirements regarding their use.

Licensure and Professional Practice

Licensure Information

While each licensing board serves as the ultimate authority regarding the laws, regulations, and requirements governing the practice of marriage and family therapy within its jurisdiction, determining where to begin the licensure process can be challenging. To assist students in planning for licensure, the MAMFT Program provides state-specific licensure information and links to licensing board resources through the **MAMFT State Specific Information** resource.

Geographic Scope of the MAMFT Program

The MAMFT Program is designed to prepare students for marriage and family therapy practice and licensure within the United States. Admission is limited to individuals who reside in locations where the University is authorized to offer the program and where students can meet program and clinical training requirements.

Students are responsible for notifying the MAMFT Program prior to relocating or changing their state or country of residence. Relocation may affect a student's eligibility to remain enrolled, participate in clinical training, or continue progressing through the program. Students who plan to relocate must consult with the program by contacting MFSDepartment@nu.edu before moving so that authorization, clinical training, and licensure implications can be reviewed.

If a student relocates to a location where the University is not authorized to offer the program, where required clinical training cannot be completed, or where other program requirements cannot be met, the student may be unable to continue enrollment in the MAMFT Program.

Students should review the Program Portability Policy and MAMFT State Specific Information resources for additional information regarding jurisdictional requirements and licensure limitations.

Program Portability Policy: State Licensure Limitations

The purpose of this policy is to inform applicants and students of known factors that may affect their ability to pursue licensure in a particular jurisdiction. Some licensing boards do not accept degrees earned through distance education as meeting educational requirements for licensure. Other jurisdictions may require specialized accreditation, additional coursework, residency experiences, or other requirements beyond the standard degree plan that could affect clinical training opportunities, licensure eligibility, or both.

Although licensure requirements are established by individual jurisdictions and may change over time, the MAMFT Program seeks to identify known limitations and notify applicants when such limitations are identified. However, students remain responsible for determining and complying with all licensure requirements applicable to their intended jurisdiction of practice.

Responsibilities

Applicants who reside in or intend to practice within a jurisdiction identified as having known licensure limitations related to the MAMFT Program will be notified when such limitations are known. Applicants and students are responsible for reviewing the information provided and completing any required verification or documentation processes associated with those limitations.

Scope of Notification Process

When the Department of Marriage and Family Sciences becomes aware of jurisdiction-specific regulations that may affect licensure eligibility for graduates of the MAMFT Program, reasonable efforts will be made to notify applicants who reside in or express an intention to practice within those jurisdictions. Such notification is intended to support informed decision-making regarding educational and professional goals.

Continued Requirements After Admission

Once enrolled, students are responsible for remaining informed about the licensure requirements of the jurisdiction(s) in which they intend to practice and for ensuring compliance with those requirements. The program provides resources and information to support students in this process; however, students are ultimately responsible for verifying requirements directly with the applicable licensing board or regulatory authority.

Because licensure requirements may change during a student's enrollment, students are encouraged to periodically review applicable licensing regulations throughout the program. Completion of the MAMFT Program does not guarantee eligibility to sit for a licensing examination or qualify for licensure.

Student Progress and Success

Tracking Student Progress

Student progress is monitored throughout the program using academic performance, course evaluations, professional behavior indicators, Student Progress Evaluations, and clinical performance measures, when applicable. Students receive feedback throughout the curriculum to support professional development, successful progression, and achievement of program requirements.

When concerns related to academic performance, professional behavior, engagement, clinical readiness, or student success are identified, faculty or staff may submit an At-Risk referral. Referred students may be reviewed through the Student Success Summit (SSS), a collaborative faculty process designed to identify resources, supports, and interventions that may promote student growth and successful progression through the program.

To support student success and professional development, the MAMFT Program utilizes a collaborative approach to student support and oversight. Program Faculty, Program Clinical Faculty, Academic and Finance Counselors, the Academic Program Director (APD), the Director(s) of Clinical Training (DCT), and other authorized University personnel work together to support student learning, progression, professional development, and clinical training.

Information relevant to a student's academic performance, professional development, clinical training, progression, well-being, or ability to meet program requirements may be shared among appropriate members of the program team in accordance with University policy, educational interests, and applicable legal requirements. This collaborative approach allows the program to identify concerns early, coordinate resources and support, provide timely intervention when appropriate, and promote student success throughout the educational experience.

Student Support and Review Processes

To support student success, the MAMFT Program utilizes several processes designed to address concerns at the earliest appropriate level. These processes serve different purposes and are used based on the nature and severity of the concern.

At-Risk Referral and Student Success Summit (SSS): Used when concerns related to academic performance, engagement, professional behavior, well-being, or student success are identified. The purpose is to connect students with resources, support, and early intervention strategies.

Clinical Development Committee (CDC): Used when concerns arise regarding clinical performance, clinical readiness, professional development in clinical training, ethical practice, or client care.

Professional Standards and Expectations Committee (PSEC): Used when significant concerns arise regarding professional, ethical, academic, behavioral, or clinical standards. The committee may recommend support, remediation, probation, or dismissal, depending on the nature of the concern. Based on the outcome of the student's program review, students may be ineligible for other SBS or licensure-track programs.

Generally, concerns are addressed at the lowest appropriate level whenever possible. However, the program may implement a higher-level review process when concerns are significant, repeated, or involve client welfare, professional ethics, or program integrity.

Repeated concerns, including multiple At-Risk referrals, multiple CDC reviews, or a single significant incident, may result in referral to the Professional Standards and Expectations Committee (PSEC) for further review.

Clinical Student Progress and Evaluation

Prior to entering clinical training, students must successfully complete all clinical readiness requirements established by the program. Student readiness is evaluated using multiple sources of information, including academic performance, Student Progress Evaluations, professional behavior indicators, and other program requirements. Students who do not demonstrate readiness for clinical training may be required to complete additional support, remediation, or readiness activities before progressing into practicum and internship.

Students participating in practicum and internship are subject to additional monitoring and evaluation processes related to clinical training. Progress is reviewed throughout each clinical training course and includes evaluation of client contact hours, supervision hours, clinical competencies, professional behavior, ethical practice, and readiness for professional practice. Detailed clinical training requirements, policies, and evaluation procedures are described in the Clinical Training Handbook.

Students are expected to make satisfactory progress toward completion of all clinical training requirements. Students who do not complete required clinical hours, supervision hours, competency evaluations, or other clinical training requirements within the standard clinical training sequence may be required to enroll in extension coursework and remain clinically active until all program and training requirements have been satisfied.

Completion of academic coursework alone does not constitute completion of the MAMFT Program. Students must successfully complete all academic, clinical training, and graduation requirements before a degree can be awarded.

Credit Hour Requirements

While the MAMFT degree requires 45 credit hours for graduation, some students may need additional coursework or credit hours to meet jurisdiction-specific licensure requirements. Additional coursework may be identified from offerings within the Department of Marriage and Family Sciences, as appropriate. Students are responsible for working with their Academic and Finance Counselor and, when necessary, consulting with their licensing board to determine whether additional coursework is needed to meet licensure requirements within the jurisdiction in which they intend to practice.

Time Limits for Degree Completion

National University allows six years to complete master's degree programs requiring more than 36 credit hours. Students who are unable to complete degree requirements within the established timeframe may be subject to dismissal from the program.

Students who believe extenuating circumstances affected their ability to complete degree requirements within the applicable timeframe may submit a request for consideration to the appropriate Department Chair, School Dean, or designee. Requests are reviewed on a case-by-case basis, and any approved exception is granted only once. The inability to complete program requirements within the timeframe of the extended approval will result in dismissal from the program.

University Policies Applicable to MAMFT Students

In addition to the program-specific requirements described in this handbook, students are responsible for reviewing and complying with all applicable National University policies, procedures, and requirements. While not an exhaustive list, MAMFT students are encouraged to familiarize themselves with University policies and resources related to:

- Attendance Procedures
- Class Drop and Withdrawal
- Satisfactory Academic Progress (SAP)
- Academic Leave of Absence (LOA) Policy
- Student Withdrawal from the University
- Administrative Withdrawal
- Graduation Requirements
- Financial Obligations and Release of Records
- Students with Disabilities
- Equal Opportunity, Harassment, and Nondiscrimination
- FERPA
- Student Educational Records
- Student Grievance Process
- Safety and Security
- Privacy Policy
- Licensure and Certification

Key University Services and Resources

- Academic and Finance Counseling
- Enrollment Services
- Office of the Registrar
- Disability/ADA Services
- Academic Success Center
- University Library
- Student Portal
- National University Student Email Address
- Office of Student Affairs
- Career Services
- Student Wellness

The lists above are not comprehensive. Students should consult the current University Catalog and other official University publications for the most current versions of applicable policies and procedures. University policies and requirements may be revised from time to time, and students remain responsible for complying with the current version of all applicable University requirements.

Minimum Technology Requirements and Training

Because the MAMFT Program is delivered primarily through online instruction and technology-supported clinical training, students are responsible for maintaining access to the technology, equipment, internet connectivity, and software necessary to successfully participate in coursework and clinical training activities.

Minimum technology requirements, system specifications, and related technology guidance are maintained through official University resources. Students should consult the current University Catalog and other official University publications for the most current technology requirements.

Technology Training

Students are expected to complete all required technology orientations, trainings, and onboarding activities associated with participation in the MAMFT Program. Program technology may include learning management systems, videoconferencing platforms, clinical training technologies, clinical documentation systems, hour-tracking systems, and other technology tools utilized by the University or the program.

Students will receive information, orientation, and training regarding required technology at appropriate points throughout the program. Additional technology training and support resources may be provided by the University, Program Faculty, Program Clinical Faculty, Academic and Finance Counselor, the Clinical Administrative Team, or other authorized personnel.

Individuals participating in clinical training, including students, Local Clinical Supervisors, and Program Clinical Faculty, may be required to complete technology training associated with clinical supervision, documentation, communication, evaluation, hour tracking, or other clinical training requirements.

Program technologies, training requirements, and support resources may change over time. Students are responsible for completing required training and utilizing approved technology systems in accordance with University, program, clinical training, and applicable legal or ethical requirements.

Program Completion – Graduation Policies

Upon completion of all program requirements, students should contact their Academic and Finance Counselor to begin the graduation process. To ensure that all program, degree, specialization, and University requirements have been met prior to degree conferral, a graduation audit is conducted in response to a student's request to graduate.

The graduation process includes verification of University, program, and clinical training requirements. Students are responsible for ensuring that all required documentation has been submitted and that all graduation requirements have been satisfied.

For all students, degree requirements include:

- A cumulative GPA of 3.0 (letter grade of "B") or higher
- Official admission documents on file from an appropriately accredited academic institution
- Official transcripts on file for all transfer credits accepted by the University
- Satisfaction of all financial obligations to the University

Program-specific requirements include:

- Completion of all required coursework
- Completion of all clinical training requirements
- Verification of accrued client contact and supervision hours, as required by the program
- Approval by the Director(s) of Clinical Training

Students must successfully complete all University, academic, and clinical training requirements before a degree can be awarded.

Graduate Surveys

Graduates are strongly encouraged to participate in alumni and graduate outcome surveys administered by the MAMFT Program and the University. These surveys provide important information regarding licensure, employment, professional development, graduate satisfaction, and the overall effectiveness of the program. Information collected through these surveys supports program evaluation, continuous improvement efforts, and help to meet the COAMFTE reporting requirements.

Graduate participation is important because accreditation standards require programs to collect and report information regarding graduate outcomes, including employment and licensure-related data for every graduate of the program. The information provided by graduates helps the program evaluate its effectiveness, identify opportunities for improvement, and maintain accreditation.

Graduates are encouraged to maintain current contact information with the University and respond to future survey requests. Graduates who are accruing post-graduate supervised experience toward licensure, particularly in jurisdictions that do not require an associate, intern, provisional, or supervised license, are encouraged to notify the Clinical Administrative Team regarding their licensure status and supervised experience activities. This information helps support graduate outcome tracking and accreditation reporting efforts.

4 MAMFT Professional Standards, Ethics, and Student Conduct













4 – MAMFT Professional Standards, Ethics, and Student Conduct

All students are expected to be familiar with and abide by the MFS Community Culture, Standards, and Expectations, which are published here: MFT Programs Page

Learning Environment and Program Climate

The MAMFT Program and National University are committed to fostering a learning environment characterized by respect, professionalism, inclusion, safety, and appreciation for diverse perspectives and experiences. Students are expected to engage respectfully with peers, faculty, supervisors, staff, clients, and community members and to contribute to a learning environment that supports learning, professional growth, self-reflection, and ethical practice.

The MAMFT Program values diversity in all its forms and recognizes that graduate education and clinical training often involve discussions of complex and sensitive topics. Students are expected to approach these discussions with openness, professionalism, cultural humility, curiosity, and respect for differing viewpoints and life experiences. The program is committed to maintaining an educational environment free from discrimination, harassment, retaliation, and other prohibited conduct. Students should review the current University policies related to student well-being, safety, equity, and nondiscrimination for additional information regarding student rights, responsibilities, reporting options, and support resources.

The MAMFT Program values student engagement and recognizes that students play an important role in the learning community and the ongoing improvement of the program. Students are encouraged to provide feedback regarding their educational experiences and may participate in opportunities for student leadership, program improvement, student organizations, advisory groups, committees, and other collaborative initiatives offered by the program and University. Student feedback is considered an important component of the program's continuous improvement efforts and helps support the ongoing development of curriculum, clinical training experiences, student support services, and overall program effectiveness.

Anti-Discrimination Policy

National University and the MAMFT Program are committed to providing an educational and clinical training environment that is free from discrimination, harassment, retaliation, and other prohibited conduct. Students are expected to conduct themselves in a manner consistent with University policies and the professional values of the marriage and family therapy profession.

The MAMFT Program values diversity and recognizes that individuals bring a wide range of personal, cultural, social, and professional experiences to the learning environment. Diversity includes, but is not limited to, age, culture, disability, ethnicity, family structure, gender, gender identity, geographic background, health status, national origin, race, religion, sexual orientation, socioeconomic status, veteran status, and other aspects of individual and group identity.

Students are expected to engage with others in a respectful, professional, and culturally responsive manner throughout their academic, clinical training, and professional experiences. Consistent with the values of the marriage and family therapy profession, students are expected to develop awareness, knowledge, and skills related to working effectively with diverse individuals, couples, families, and communities. Consideration of diversity, equity, inclusion, belonging, and cultural responsiveness is integrated throughout the curriculum, clinical training experiences, Program Goals, and Student Learning Outcomes.

For additional information regarding student rights, reporting options, and University policies related to discrimination, harassment, and equal opportunity, students should consult the current University Catalog and other official University resources.

Confidentiality Policy and Student Acknowledgement

Students are required to complete the Student Acknowledgement Form during their first course, at a minimum, confirming that they have reviewed this handbook and understand the program's expectations regarding confidentiality, professional conduct, and participation in training activities.

MFT training involves both professional and personal development. Throughout the program, students engage in self-reflection, clinical skill development, professional growth, and discussion of personal and professional experiences relevant to their development as therapists. Students should exercise discretion regarding the personal information they choose to share and are encouraged to disclose only information they are comfortable discussing in academic, clinical training, or supervision settings.

Faculty, staff, and supervisors are expected to treat student disclosures with professionalism and respect. However, students should understand that the MAMFT Program utilizes a collaborative training model. Information relevant to a student's academic performance, clinical training, professional development, professional conduct, progression, well-being, or ability to meet program requirements may be shared among appropriate Program Faculty, Program Clinical Faculty, Local Clinical Supervisors, University administrators, and other authorized University personnel when reasonably necessary to support student development, client welfare, clinical training, program operations, or compliance with University policies and applicable legal requirements.

Because Program Faculty, Program Clinical Faculty, and Local Clinical Supervisors work collaboratively to support student learning and professional development, information shared by students in coursework, supervision, clinical training activities, or other program-related settings should not be considered confidential from members of the program team who have a legitimate educational or training-related need to know. Information will not be disclosed outside of authorized individuals except as permitted or required by law, University policy, professional obligations, or circumstances involving health, safety, legal proceedings, or other situations requiring disclosure.

AAMFT Ethical Code Policy

All students, Program Faculty, Program Clinical Faculty, and Local Clinical Supervisors are expected to conduct themselves in accordance with the current edition of the AAMFT Code of Ethics. Ethical practice is a foundational expectation of the MAMFT Program and the marriage and family therapy profession. Students are expected to make decisions and conduct themselves in a manner that promotes client welfare, professional integrity, and responsible clinical practice.

The AAMFT Code of Ethics is introduced in coursework and reinforced throughout the curriculum, clinical training experiences, and supervision process. Students are responsible for becoming familiar with the provisions of the Code of Ethics and for complying with applicable ethical standards prior to engaging in clinical work, supervision activities, or other professional responsibilities.

Students are encouraged to seek consultation whenever ethical questions or concerns arise. Questions related to ethical practice may be discussed with Program Faculty, Program Clinical Faculty, Local Clinical Supervisors, or the Director(s) of Clinical Training. Ethical concerns should be addressed proactively through consultation whenever possible. Failure to adhere to applicable ethical standards may result in academic, clinical training, or professional standards review processes as outlined elsewhere in this handbook.

MAMFT Professional Standards and Expectations Policy

The MAMFT Program prepares students for entry into a profession that requires academic competence, professional behavior, ethical conduct, cultural responsiveness, and accountability. Students are expected to conduct themselves in a manner consistent with University policies, the standards of the marriage and family therapy profession, the AAMFT Code of Ethics, and the expectations outlined by the program.

The MFT Professional Standards and Expectations document describes the professional values, behavioral expectations, and review processes used when concerns arise regarding a student's academic, professional, clinical, or ethical conduct. Students are responsible for reviewing and complying with the complete policy, which is located in the MFS Community Culture, Standards and Expectations, and Appeals Policies, published here: MFT Programs Page

Regular and Substantive Interaction (RSI) Policy

Federal regulations define Regular and Substantive Interaction (RSI) in distance education as predictable, scheduled interactions between instructors and students, including instruction, feedback, content-related responses, discussion facilitation, or other accreditor-approved activities.

Students in the marriage and family therapy programs regularly receive written or audio feedback on course assignments, supporting consistent engagement with faculty. MAMFT students are encouraged to complete a synchronous meeting with faculty in every course, while students in clinical training courses are required to participate in two hours of weekly, live NU group supervision with Program Clinical Faculty. Some non-clinical courses may also have required meetings with faculty as part of an assignment. Additional meetings with faculty or program leadership may be required. Students are expected to participate in all required RSI, whether it is scheduled as part of a course or added to support further interaction and engagement.

Meeting Request Participation Requirement

Student participation is central to ongoing professional development and, when necessary, remediation efforts. Thus, students must respond to all meeting requests from faculty, staff, or administrators in a reasonable timeframe. Ignoring, refusing, or in other ways disputing these requests constitutes a violation of these Standards of Professional and Ethical Behavior.

Professional Standards and Expectations Committee (PSEC)

The Professional Standards and Expectations Committee (PSEC) is the program-level review process used when significant concerns arise regarding a student's ability to meet the professional, ethical, academic, behavioral, or clinical expectations of the program. The purpose of the process is to support student development, protect client welfare, uphold professional standards, and maintain the integrity of the profession.

Students may be referred to the Professional Standards and Expectations Committee (PSEC) following concerns regarding academic performance, professionalism, ethics, clinical readiness, or professional conduct. Referrals may occur when a student accumulates multiple documented concerns (e.g., repeated At-Risk referrals, repeated CDC reviews, or other documented concerns) or when a single incident is determined to be sufficiently serious to warrant immediate review. The Program reserves the right to initiate a PSEC review whenever concerns regarding professional standards, client welfare, or program integrity arise.

The Program is not required to utilize every level of intervention, support, remediation, warning, or committee review prior to initiating a PSEC review.

When appropriate, concerns may be addressed through consultation, recommendations, remediation, probation, or dismissal. Students involved in a PSEC review are provided notice of concerns, an opportunity to respond, and access to applicable appeal procedures. Based on the outcome of the student's program review, students may be ineligible for other SBS or licensure-track programs.

Detailed PSEC policies and procedures are located in the MFS Community Culture, Standards and Expectations, and Appeals Policies Document, which is published here: MFT Programs Page

Resources Available to Students When Experiencing Difficulties

The MAMFT Program is committed to supporting student growth, development, and success. When concerns are identified regarding academic performance, professional behavior, clinical readiness, ethical conduct, personal well-being, or progression through the program, students may be asked or required to participate in support, remediation, or development activities designed to address identified concerns and promote successful progression.

Depending on the nature of the concern, support and remediation activities may include, but are not limited to, referral to University academic support resources, consideration of a leave of absence, referral for therapy services or medical intervention within the student's local community, development of an academic, behavioral, or professional growth plan, additional faculty mentoring, adjustments to course sequencing, or additional clinical training experiences when appropriate. Students may be required to participate in and complete elements of a support, remediation, or professional development plan as a condition of continued progression in the program.

All recommendations and interventions are intended to support student growth and success while maintaining the professional standards of the marriage and family therapy profession. At the same time, the program has an obligation to protect the welfare of clients, students, training sites, supervisors, and the broader community. When concerns arise, the program seeks to balance student support with its responsibility to ensure readiness for professional practice and compliance with academic, ethical, clinical, and professional standards.

If Program Faculty determine that a student is unable to demonstrate the personal, professional, ethical, academic, or clinical readiness necessary for effective practice as a marriage and family therapist, the student may be advised regarding alternative educational or professional pathways consistent with applicable program policies and procedures.

Student Complaint and Grievance Procedures

Part of becoming a professional marriage and family therapist is learning to address questions, concerns, disagreements, and grievances in a respectful and professional manner. In most situations, concerns can be effectively resolved through direct communication with the individuals most closely involved in the matter. Students are encouraged to communicate directly with faculty, supervisors, advisors, or staff, as appropriate, and to make reasonable efforts to resolve concerns at the lowest appropriate level before seeking additional review.

The MAMFT Program encourages respectful dialogue, collaborative problem-solving, and professional communication. Learning to address concerns constructively and engage in appropriate conflict resolution is an important component of professional development. Students should follow the escalation process below when seeking assistance with academic, clinical, or administrative concerns.

Step	Academic and Clinical Concerns	Administrative Concerns
Level 1	Faculty Member / Professor	Academic and Finance Counselor
Level 2	Academic Program Director (APD) *(For clinical training concerns, students should first contact the Clinical Administrative Team.)*	Associate Director of Student Services
Level 3	Department Chair	Director or Senior Director of Student Services
Level 4	Assistant Dean	Office of the Provost
Level 5	Dean	Formal Grievance Process
Level 6	Formal Grievance Process	

Students should utilize the formal grievance process only after appropriate efforts have been made to resolve concerns through the established escalation process, unless otherwise directed by University policy.

Request for Faculty Change Policy

The MAMFT Program prepares future marriage and family therapists to work effectively with individuals who hold different perspectives, communication styles, expectations, and approaches to professional practice. As part of this developmental process, students and faculty are expected to make reasonable efforts to address misunderstandings, disagreements, and concerns through respectful communication and problem-solving.

Requests to change faculty assignments are not ordinarily granted due to personality differences, communication preferences, or teaching style preferences alone. Students are encouraged to first discuss concerns directly with the faculty member whenever appropriate.

After reasonable efforts have been made to resolve a concern, students may contact their Academic and Finance Counselor to obtain information regarding the Faculty Change Request process. Students are strongly encouraged to provide relevant documentation regarding their concerns, including steps taken to address the issue and any supporting communications or information that may assist in the review of the request.

Unified Program Appeals Policy and Procedures

Students have the right to request review of certain program-level decisions through the Social and Behavioral Sciences Division Unified Program Appeals Process. This process applies to decisions arising from program review committees and other program-level actions, including matters related to academic performance standards, professional standards reviews, sanctions, remediation requirements, and program dismissal.

The appeals process is designed to promote fairness, consistency, and due process. Appeals are limited to specific grounds and must be submitted within the timelines and procedures established by the policy.

Students need to review the complete Unified Program Appeals Policy and Procedures before initiating an appeal. The full policy is provided in the MFS Community Culture, Standards and Expectations, and Appeals Policies Document, which is published here: MFT Programs Page

Accreditation Concerns and External Complaints

Concerns specifically related to the program's compliance with COAMFTE accreditation standards may be submitted directly to COAMFTE.

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
Email: coa@aamft.org
Website: COAMFTE

5 Professional Development and Student Resources















5 – Professional Development and Student Resources

Professional Organizations and Memberships

American Association for Marriage and Family Therapy

The MAMFT Program encourages students to become active members of professional associations such as the American Association for Marriage and Family Therapy (AAMFT) and, where applicable, state or regional organizations such as the California Association of Marriage and Family Therapists (CAMFT). Participation in professional organizations is an important part of developing a professional identity, staying informed about developments in the field, and becoming engaged in the broader marriage and family therapy community.

Student membership in AAMFT provides access to professional resources, publications, networking opportunities, career development tools, and educational materials that can support academic and professional growth throughout training and beyond. Membership benefits include access to the *Journal of Marital and Family Therapy, Family Therapy Magazine*, the AAMFT Career Center, and a variety of training and professional development resources. AAMFT student membership currently includes professional liability insurance coverage that may be used to satisfy program liability insurance requirements during clinical training.

Students enrolled in the MAMFT Program are eligible for AAMFT Student Membership and are encouraged to explore membership opportunities that support their professional interests and future career goals.

Marriage and Family Therapy Honor Society

Delta Kappa International is the honor society for the marriage and family therapy profession and is dedicated to promoting scholarship, professional development, leadership, and the advancement of research, theory, and clinical practice in the field of marriage and family therapy.

The Department of Marriage and Family Sciences hosts the Iota Chapter of Delta Kappa International. MAMFT students may be eligible for membership after completing at least 12 semester hours in the program and earning a cumulative GPA of 3.75 or higher. Eligible students are notified by the program and invited to apply for membership.

Membership provides opportunities for professional recognition, engagement with other scholars and professionals in the field, and participation in honor society activities. Enrollment typically occurs twice each year, with induction ceremonies recognizing newly admitted members.

Student Leadership, Diversity, and Engagement

JFKSOPSS Social Justice Allyship

The JFKSOPSS Social Justice Allyship supports National University's commitment to fostering a learning environment characterized by respect, inclusion, cultural responsiveness, and appreciation for diverse perspectives and experiences. The committee works to strengthen equity, inclusion, community engagement, and social responsibility across the School by supporting initiatives, activities, and conversations that enhance the educational experience of students, faculty, and staff.

Consistent with the values of the MAMFT profession, the committee promotes opportunities for learning, dialogue, and engagement related to diversity, equity, inclusion, belonging, and community building. Students are encouraged to participate in committee-sponsored initiatives and to contribute their perspectives as part of the School's ongoing commitment to continuous improvement and inclusive excellence.

Students seeking support, resources, or opportunities related to diversity and community engagement should consult current University and program resources for information regarding available opportunities and contacts.

MFT Student Advisory Council

The MFT Student Advisory Council (SAC) serves as a liaison between students, faculty, and program leadership. Membership is open to students enrolled in the Marriage and Family Therapy programs at National University.

The SAC provides students with a formal opportunity to share feedback, identify emerging student needs, and contribute recommendations related to program policies, procedures, and student experiences. Council members work collaboratively with faculty and program leadership to support continuous program improvement, enhance student engagement, and promote awareness of program initiatives and opportunities.

MFT Student Association

The MFT Student Association (MFTSA) promotes connection, engagement, and community among students, faculty, and alumni within the Marriage and Family Therapy programs. Membership is open to all MFT students.

The MFTSA supports student success by creating opportunities for professional networking, peer connection, and community building. Activities may include virtual and in-person events, peer mentoring, student outreach, orientation support for new students, and other initiatives designed to foster connection and engagement throughout the program. The MFTSA plays an important role in helping students build professional relationships, develop a sense of community, and navigate their educational journey as future marriage and family therapists.

Student Support Services

National University offers a variety of academic, professional, and personal support services designed to promote student success throughout the program. Students are encouraged to utilize available resources and work with their Academic and Finance Counselor (AFC) when assistance is needed to identify appropriate services or support options. Students seeking accommodations should contact the appropriate University accessibility services office or speak with their assigned AFC.

Students may have access to a variety of University resources and services, including:

- Academic support and coaching
- Library and research services
- Career development resources
- Academic and financial advising
- Accessibility and accommodation services
- Student engagement and leadership opportunities
- Technology support services
- Registrar and enrollment services
- Clinical training support resources
- Student wellness and well-being resources
- Equity, inclusion, and support services
- Alumni and professional development resources

Students should consult the current University Catalog and official University websites for the most current information regarding available services, eligibility requirements, contact information, and operating procedures.

In addition to University-wide resources, MAMFT students may participate in program-specific opportunities that support professional development, leadership, networking, and community engagement, including the MFT Student Advisory Council, MFT Student Association, and Delta Kappa International Honor Society.

6 Clinical Training Requirements













6 – Clinical Training Requirements



Stop Before You Start Clinical Training!

NO CLIENT CONTACT UNTIL STUDENT RECEIVES OFFICIAL APPROVAL



☑ COMPLETE YOUR CLINICAL READINESS TASKS

- ☐ Resource Acknowledgement
- ☐ Pre-Requisite Course Review
- ☐ NU International & Relocation Attestation
- ☐ Clinical Readiness Quiz
- ☐ HIPAA Compliance Quiz
- ☐ Clinical Readiness Orientation
- ☐ Confirmation of Background Check
- ☐ Re-Acknowledgment related to criminal and mental health history

☑ INITIAL SITE TASKS

- ☐ Site Proposal
- ☐ MFT Student Location & Licensure
- ☐ MAMFT Employment-Based Form
- ☐ MAMFT Site Agreement
- ☐ Authorized Site Representative Completes Site Profile
- ☐ Site Walkthrough

☑ SUPERVISOR, SITE, & STUDENT TASKS

- ☐ Supervisor Proposal
- ☐ Supervisor Profile
- ☐ Supervisor Uploads Documents
- ☐ Student & Local Supervisor Review Supervisor Check-In Process
- ☐ Student Upload Certificate of Liability Insurance
- ☐ Student Initiates Clinical Placement Agreement
- ☐ Offsite Supervisor Agreement (if applicable)
- ☐ Add University Time Track
- ☐ Final Review & Clearance

☑ OFFICIAL CLEARANCE RECEIVED

- ☐ Receive Clinical Eligibility Letter
- ☐ Eligible to start training
- ☐ Enrolled in a Clinical Course

⃠ WITHOUT CLEARANCE, STUDENTS CANNOT:

- ⃠ See Clients – No shadowing, no intakes, no therapy
- ⃠ Attend Supervision
- ⃠ Record Clinical Hours
- ⃠ Represent Themselves as a Practicum/Internship/Student Therapist

NO APPROVAL = NO CLIENT CONTACT

Clinical Training Readiness and Approval

Prior to enrollment in their first clinical training course, students must successfully complete all required prerequisite coursework, clinical readiness requirements, and Clinical Preparation Process requirements established by the program. Students must also receive approval from the Clinical Administrative Team, including approval of their proposed clinical training site and Local Clinical Supervisor, before beginning clinical training. Students may not enroll in, begin, or participate in clinical training activities until all clinical readiness and approval requirements have been satisfied.

Successful completion of coursework alone does not determine eligibility for participation in clinical training. Students must satisfy all academic, professional, ethical, clinical readiness, site approval, and program readiness requirements. Readiness determinations may include consideration of academic performance, Student Progress Evaluations, adherence to Professional Standards and Expectations, responsiveness to feedback, ethical conduct, clinical skills development, participation in program activities, and other factors relevant to preparation for clinical training.

Students who do not demonstrate readiness for clinical training may be required to complete additional support, remediation, training, or readiness activities before enrolling in or continuing clinical training courses.

MAMFT Clinical Training

Clinical training provides students with applied learning experiences that support the development of clinical competence, professional identity, ethical practice, and readiness for entry into the marriage and family therapy profession. To meet the clinical training requirements for the MAMFT degree, students must complete a minimum of 300 hours of direct client contact, including at least 150 relational therapy hours (e.g., couples, families, parents and children, siblings, or other relational systems) and at least 50 in-person client contact hours. Students must also complete a minimum of 100 hours of clinical supervision, including at least 52 hours of supervision with an approved Local Clinical Supervisor. Of those 52 hours, at least 12 must occur in person. In addition, at least 50 supervision hours must include direct client data (e.g., live observation, video, or audio review). When state or jurisdictional requirements exceed program requirements, students are responsible for complying with the more rigorous standard.

In some cases, students may choose to pay for local clinical supervision. Whether supervision is paid or unpaid depends on the training site and supervision arrangement selected by the student and is not a requirement of National University.

Clinical training is completed through the following sequence of courses:

- MFT Practicum I (2 credits, 12 weeks)
- MFT Practicum II (2 credits, 12 weeks)
- MFT Internship I (2 credits, 12 weeks)
- MFT Internship II (2 credits, 12 weeks)
- MFT Internship & Capstone (1 credit, 4 weeks)
- MFT Internship Extension I (if needed, 1 credit for 4 weeks)
- MFT Internship Extension II (if needed, 1 credit for 8 weeks)
- MFT Internship Extension III (if needed, 1 credit for 12 weeks)

Students who have not completed all required clinical training requirements by the end of the standard clinical sequence may be required to enroll in one or more Internship Extension courses.

To support licensure portability and compliance with COAMFTE standards, students are required to complete a clinical training experience that spans a minimum of one year (52 weeks), including two practicum courses and three internship courses. Students are expected to remain clinically active throughout the clinical training sequence and to continue participating in all required clinical training activities, supervision, coursework, evaluations, and program requirements until they have successfully completed the entire clinical training curriculum. Completion of the minimum required hours before the end of the clinical sequence does not constitute completion of clinical training requirements.

Students and faculty review clinical progress regularly throughout the clinical training sequence. Attendance and active participation in required Program Group Supervision are expected throughout practicum and internship.

Students are required to remain clinically active throughout the entirety of their clinical training courses. Completing hours early does not end clinical training.

Students are encouraged to confirm the requirements of the state or jurisdiction in which they intend to practice and should notify the program of any discrepancies in information provided. Detailed clinical policies, procedures, and operational requirements are described in the MAMFT Clinical Training Handbook.

MAMFT Degree - Practicum Courses

The practicum sequence consists of two 2-credit courses, each 12 weeks in length. During practicum, students begin applying clinical knowledge and skills in an approved clinical training setting while accruing direct client contact hours. Students typically complete approximately 6–8 hours of direct therapy per week while engaging in supervised clinical practice.

In addition to clinical work, students complete course assignments and participate in weekly Program Group Supervision with a Program Clinical Faculty member. Students are also required to receive a minimum of one hour of supervision each week from their approved Local Clinical Supervisor. Practicum is designed to support the development of clinical competencies, professional identity, ethical practice, and readiness for continued progression through the clinical training sequence.

MAMFT Degree - Internship Courses

Upon successful completion of Practicum I and Practicum II, students progress into the internship sequence, which consists of two consecutive 2-credit Internship courses (12 weeks each), followed by a final 1-credit Internship & Capstone course (4 weeks). The internship experience is designed to support continued development of clinical competence, professional identity, ethical practice, and readiness for entry into the profession, while allowing students to complete their remaining clinical training requirements and prepare for the capstone experience.

The internship sequence spans a minimum of 28 weeks and may extend beyond that timeframe if additional time is needed to satisfy clinical training requirements. Prior to enrollment in the Internship & Capstone course, students undergo a clinical audit conducted by the Director of Clinical Training in collaboration with the Program Clinical Faculty member. The clinical audit is used to evaluate progress toward completion of clinical training requirements and determine readiness to advance to the final internship course.

Students enrolled in practicum or internship are required to receive at least one hour of individual supervision each week from their approved Local Clinical Supervisor. Individual supervision is defined as supervision involving no more than two supervisees at a time, unless otherwise defined by applicable state regulations.

Clinical Training Requirements and Expectations

Students are responsible for understanding and complying with all program, accreditation, site, supervisor, state, and federal requirements related to clinical training. Detailed policies, procedures, and operational requirements are provided in the Clinical Training Handbook.

Clinical Readiness, Site Approval, and Enrollment Requirements

Students may not begin clinical work, provide client services, accrue clinical hours, or engage in any client contact activities until they have:

- Successfully completed all required clinical readiness requirements;
- Received approval through the Clinical Preparation Process;
- Obtained approval of their clinical training site and Local Clinical Supervisor from the Clinical Administrative Team; and
- Enrolled in an approved practicum or internship course

Only clinical training sites and Local Clinical Supervisors that have been reviewed and approved by the Clinical Administrative Team are eligible for participation in the program. Clinical hours obtained at unapproved sites or under unapproved supervision will not count toward program requirements and may result in disciplinary action.

Students must remain continuously enrolled in an approved practicum or internship course while engaged in client contact activities. If a student is not enrolled in an active clinical training course, they may not provide clinical services, accrue clinical hours, or represent themselves as participating in clinical training through the MAMFT Program

Clinical Hours and Supervision

Students must satisfy all program clinical training requirements, including required direct client contact hours, supervision hours, competency evaluations, and clinical training coursework. Students are responsible for complying with any state requirements that exceed program minimums.

Telehealth and Tele-Supervision

Students must comply with all applicable laws, regulations, site policies, and program requirements when engaging in telehealth or tele-supervision activities. Additionally, the program does not permit clinical services or supervision to be provided across state lines. The student, client, and supervisor must be physically located in the same state where services are being provided and where all applicable legal, regulatory, and site requirements have been satisfied. Students are responsible for understanding any state-specific and programmatic requirements that may apply to telehealth services.

Recording and Review of Clinical Work

Recording and review of clinical work are required components of the MAMFT clinical training experience. Students must obtain all required permissions and informed consents and must comply with applicable confidentiality, privacy, legal, ethical, and site requirements. Students are responsible for ensuring that recordings are created, stored, transmitted, and destroyed in accordance with program requirements and all applicable laws and policies.

Liability Insurance

Students are required to obtain and maintain student-level professional liability insurance throughout all practicum and internship experiences. Proof of active liability insurance must be provided before a student may begin clinical training activities and must remain current for the duration of the clinical training sequence.

AAMFT Student Membership includes professional liability insurance coverage through CPH Insurance Students are responsible for ensuring that they maintain continuous coverage while participating in clinical training.

Clinical Training Handbook

The Clinical Training Handbook serves as the primary source of information regarding clinical training procedures, site approval processes, supervision requirements, telehealth requirements, documentation standards, hour tracking procedures, recording requirements, and other operational aspects of the clinical training experience. Students are responsible for reviewing and complying with the current version of the Clinical Training Handbook.

MFT Practicum/Internship Supervisor Qualifications

Faculty Members (Program Clinical Supervisors)

Program Clinical Faculty who teach practicum and internship courses meet program, accreditation, and applicable regulatory requirements for providing clinical supervision and instruction. Program Clinical Faculty meet the following criteria:

1. A professional identity as a marriage and family therapist; and
2. Training in relational and systemic supervision through one or more of the following:
   - A graduate course in marriage and family therapy relational/systemic supervision equivalent to at least three semester credit hours;
   - Post-graduate professional education in relational/systemic supervision consisting of at least 30 clock hours;
   - A state-recognized marriage and family therapy supervisor designation that includes training in relational/systemic supervision; or
3. Designation as an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate.

Students should be aware that Program Clinical Faculty provide clinical instruction, group supervision, competency evaluation, mentoring, and professional development throughout the practicum and internship sequence.

Local Clinical Supervisors

During the clinical training portion of the MAMFT Program, students must receive supervision from an approved Local Clinical Supervisor who meets applicable program, accreditation, and jurisdictional requirements. Local Clinical Supervisors must meet or exceed the supervision requirements established by COAMFTE as well as the requirements of the state in which clinical services are being provided. When students intend to pursue licensure in a different jurisdiction, they are responsible for ensuring that their supervision arrangement also meets the requirements of the intended licensure jurisdiction.

Local Clinical Supervisors provide oversight of students' clinical work, support professional development, review clinical documentation, verify clinical hours, and help ensure that students practice ethically and in accordance with applicable laws, regulations, and professional standards

An AAMFT Approved Supervisor who also meets applicable jurisdictional requirements will generally satisfy the program's supervisor qualification requirements. Local Clinical Supervisors must demonstrate:

1. Qualifications that meet or exceed applicable state requirements for supervising marriage and family therapy trainees, interns, or post-graduate associates;
2. Training and experience in systemic marriage and family therapy practice;
3. Training and experience in clinical supervision; and
4. Training and competence in the use of telehealth services when supervising students engaged in telehealth practice.

Students should be aware that some jurisdictions require supervision qualifications that exceed the program's minimum requirements. In these situations, students must comply with the more stringent jurisdictional standard. Detailed supervisor qualification requirements and site approval procedures are provided in the Clinical Training Handbook.

Faculty as Local Clinical Supervisor

To support high-quality clinical training experiences, Program Faculty may serve as Local Clinical Supervisors for MAMFT students when they meet all applicable program, accreditation, and jurisdictional requirements. However, providing local clinical supervision is separate from a faculty member's teaching or administrative responsibilities at National University and is not considered a required faculty duty.

As with any supervisory relationship, faculty members serving as Local Clinical Supervisors are expected to appropriately manage potential dual-role and boundary considerations in accordance with applicable legal, ethical, and professional standards. Any supervision agreement, including supervision fees or other compensation arrangements, exists solely between the faculty member and the student and is not administered, managed, or supervised by the University.

To maintain appropriate separation of responsibilities, a faculty member may not serve as both the student's Local Clinical Supervisor and Program Clinical Faculty member at the same time.

Clinical Training Courses and Program Group Supervision

Students enrolled in practicum and internship courses participate in required synchronous Program Group Supervision led by Program Clinical Faculty. Unlike most academic coursework in the MAMFT Program, clinical training courses include scheduled, real-time supervision meetings that occur on a weekly basis throughout practicum and internship. Active participation is required and is considered an essential component of the clinical training experience.

Program Group Supervision is designed to support the development of clinical competencies, ethical decision-making, professional identity, case conceptualization, and readiness for professional practice. These supervision experiences supplement, but do not replace, supervision provided by the student's approved Local Clinical Supervisor.

Additional information regarding supervision expectations, attendance requirements, make-up procedures, and clinical course policies is provided in the Clinical Training Handbook.



Informed Consent

Students are required to obtain appropriate informed consent from every client receiving services as part of their clinical training experience. Informed consent must include disclosure of the student's status as a therapist-in-training, participation in supervision, and any recording activities required for clinical training.

National University provides a supplemental informed consent document that addresses program-specific supervision and training requirements. This document is intended to supplement, not replace, site-specific informed consent procedures. Students are responsible for ensuring that all informed consent requirements established by the program, clinical training site, and applicable laws are satisfied prior to providing services.

Technology Requirements

Clinical training courses require the use of technology to support synchronous Program Group Supervision, clinical training activities, recording requirements, and clinical documentation processes. Students are responsible for maintaining access to the technology, equipment, and internet connectivity necessary to participate in clinical training and supervision activities.

Students must use approved and secure technology platforms and are expected to manage client information in accordance with the current AAMFT Code of Ethics, HIPAA requirements, site policies, and applicable laws. Detailed technology requirements, platform instructions, and technical guidance are provided in the Clinical Training Handbook.

Logging Hours

Students are responsible for accurately tracking and documenting all required clinical training and supervision hours using the program's approved clinical tracking system. Clinical hours must be reviewed and verified in accordance with program requirements. Failure to maintain accurate and timely clinical records may delay progression through the clinical training sequence, graduation, or future licensure applications.

Detailed instructions regarding hour tracking, documentation, verification, and auditing procedures are provided in the Clinical Training Handbook.

AATBS Practice Test

As part of the internship sequence, students are required to complete an Association for Advanced Training in the Behavioral Sciences (AATBS) Practice Examination. The examination is designed to assess students' knowledge and readiness for future licensure examinations and to identify areas for continued study and professional development.

Students who do not achieve the required benchmark may be required to complete additional study activities, develop a remediation plan, or satisfy other requirements established by the Program Clinical Faculty and Clinical Administrative Team before progressing to the Internship & Capstone course. Students are encouraged to use the results of the AATBS Practice Examination to guide preparation for the AMFTRB National Examination and other applicable licensure examinations.

Capstone Presentation

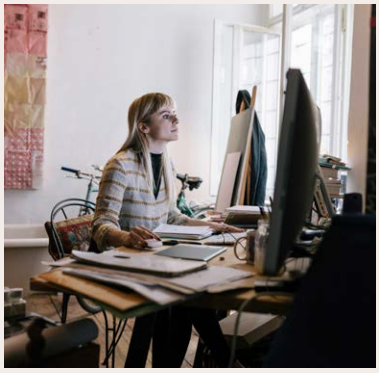
The Capstone Presentation serves as the culminating clinical evaluation for students in the MAMFT Program. During the final internship course, students present their personal model of therapy and demonstrate their ability to integrate systemic theory, clinical knowledge, ethical decision-making, research, and professional practice into a coherent approach to therapy.

The Capstone Presentation provides students with an opportunity to articulate their understanding of problem formation, therapeutic change, case conceptualization, and clinical intervention from a systemic perspective. Presentations are evaluated by Program Faculty using established evaluation criteria and grading rubrics designed to assess students' mastery and application of systemic principles and clinical competencies.

Successful completion of the Capstone Presentation is required for successful completion of the final internship course. Students who do not meet the minimum performance expectations may be provided an opportunity to revise or repeat the presentation, when feasible. Students who do not successfully complete the Capstone Presentation may be required to repeat the course in accordance with program policies. Faculty evaluators will provide feedback and recommendations to support student development and successful completion of program requirements.

7 Pursuing Licensure After Graduation











7 – Pursuing Licensure After Graduation Overview

The MAMFT Program is designed to prepare students to become competent, ethical, and knowledgeable marriage and family therapists and to support students in meeting educational requirements commonly associated with licensure. However, licensure requirements are established by individual jurisdictions and may vary significantly across states and over time. As such, National University cannot guarantee that graduates will be eligible for licensure, qualify to sit for a licensing examination, pass a licensing examination, or ultimately become licensed as marriage and family therapists.

Students are responsible for understanding, monitoring, and complying with the licensure requirements of the jurisdiction(s) in which they intend to practice. While many state licensure requirements are informed by national standards and COAMFTE accreditation requirements, individual jurisdictions may require specific coursework, additional clinical training experiences, post-graduate supervised experience, examinations, or other requirements beyond those required for degree completion.

The MAMFT Program provides resources and information to assist students in planning for licensure; however, students are ultimately responsible for verifying current requirements directly with the applicable licensing board or regulatory authority. Students should review the Program Portability Policy and Licensure Information sections of this handbook for important information regarding state-specific limitations, portability considerations, and professional practice requirements. The following sections provide general information regarding common licensure requirements and considerations for students pursuing licensure after graduation.

Educational Requirements

Most jurisdictions require applicants for marriage and family therapy licensure to complete a qualifying master's degree in marriage and family therapy or a closely related field, along with specific educational content areas. While many requirements are influenced by national standards and COAMFTE accreditation requirements, individual jurisdictions may require additional coursework or training in specific content areas as part of the licensure process. Some jurisdictions may require COAMFTE accreditation for MFT licensure. The MAMFT Program is COAMFTE accredited.

Because licensure requirements vary and may change over time, students are responsible for reviewing and complying with the requirements of the jurisdiction(s) in which they intend to seek licensure. The MAMFT Program provides state-specific licensure resources to assist students in planning for licensure. Current state-specific information can be found through the MAMFT State Specific Information resource.

Clinical Experience Prerequisites

Most jurisdictions require applicants for licensure to complete supervised clinical training as part of their graduate degree program. These requirements often include a practicum and/or internship experience consisting of a specified number of months, direct client contact hours, supervision hours, and other clinical training activities. The MAMFT Program requires students to complete a minimum of 300 direct client contact hours as part of their clinical training experience. Students are responsible for determining whether the clinical training completed through the MAMFT Program satisfies the requirements of the jurisdiction(s) in which they intend to seek licensure.

Post-Graduate Supervised Experience

Most jurisdictions require additional supervised clinical experience after graduation and prior to independent licensure. Requirements vary by jurisdiction and may include a specified number of post-graduate clinical hours, supervision hours, examinations, and other licensure-related requirements. In many jurisdictions, completion of post-graduate requirements may take approximately two to three years of full-time clinical work, although actual requirements and timelines vary.

Graduates are responsible for securing post-graduate employment and supervision opportunities, tracking and documenting post-graduate experience hours, and complying with all requirements established by their licensing jurisdiction. National University does not arrange, supervise, monitor, verify, or maintain records related to post-graduate supervised experience completed after graduation.

Graduates should also be aware that some post-graduate supervision arrangements may involve costs. While some employers provide supervision as part of employment, other settings require associates, interns, or pre-licensed clinicians to obtain and pay for supervision independently. Students are encouraged to familiarize themselves with the post-graduate licensure process in their intended jurisdiction and to begin planning for supervision, employment, and licensure expenses before graduation.

Associate, Intern, or Supervised Licensure Status

The path to independent licensure varies by jurisdiction. After graduation, many jurisdictions require graduates to obtain a supervised or associate-level registration, certification, permit, or license before they may begin accruing post-graduate supervised experience hours. Depending on the jurisdiction, this credential may be referred to as an associate license, intern registration, provisional license, temporary license, or another similar designation.

Students should be aware that not all jurisdictions require a separate associate-level credential. In some jurisdictions, graduates may begin accruing supervised post-graduate experience hours immediately after graduation, provided they are practicing under the supervision of a qualified supervisor and in compliance with applicable laws and regulations. Once all post-graduate experience, supervision, examination, and other requirements have been completed, the graduate may then apply directly for independent licensure.

Jurisdictions also differ in when licensing examinations must be completed. Some jurisdictions require applicants to pass one or more examinations before beginning post-graduate supervised experience, while others require examinations after post-graduate experience requirements have been completed. Graduates are responsible for understanding the sequence of requirements established by their licensing jurisdiction and for ensuring that all registration, supervision, examination, and application requirements are satisfied.

Licensure Application, Fees, and Exams

The licensure process in most jurisdictions involves completion of a formal application process and payment of one or more licensing, registration, examination, or credentialing fees. Graduates are responsible for meeting all eligibility requirements, submitting required documentation, completing application materials, and paying all applicable fees established by their licensing jurisdiction

Most jurisdictions also require applicants to pass one or more licensing examinations before obtaining independent licensure. The national examination used by most marriage and family therapy licensing boards is developed by the Association of Marital and Family Therapy Regulatory Boards (AMFTRB). However, examination requirements vary by jurisdiction, and some jurisdictions may require additional or alternative examinations as part of the licensure process.

Graduates are responsible for determining the examination requirements of their licensing jurisdiction, preparing for and completing all required examinations, and paying any associated fees. National University cannot guarantee that graduates will qualify for, pass, or obtain licensure through any licensing examination. However, the MAMFT curriculum is designed to support student development in the knowledge and competencies commonly assessed in marriage and family therapy licensing examinations.

Licensure Records and Documentation

Graduates should retain copies of all records that may be required for future licensure applications, licensure upgrades, licensure renewal, endorsement, reciprocity, portability reviews, or applications for licensure in additional jurisdictions. Depending on the jurisdiction, applicants may be required to provide documentation such as official transcripts showing degree conferral, verification of clinical training experiences, verification of supervision, examination results, employment records, or other supporting materials.

Graduates are strongly encouraged to maintain copies of all supervision and clinical training records and to keep current contact information for Local Clinical Supervisors, employers, and other individuals who may be asked to complete verification forms in the future. Some jurisdictions require verification of supervised experience many years after the experience occurred.

While the University may be able to provide certain educational records and program verification documents, graduates are responsible for maintaining all records related to post-graduate supervision, employment, and licensure activities.

Licensure Resources

Licensure requirements vary by jurisdiction and may change over time. While each licensing board is the ultimate authority regarding its own requirements, the MAMFT Program provides resources to assist students and graduates in planning for licensure. State-specific information, licensure resources, and additional guidance can be found through the MAMFT State Specific Information resource and the Clinical Administrative Team. Questions regarding licensure planning may be directed to MFSDepartment@nu.edu. A directory of marriage and family therapy licensing boards is also available through AMFTRB and the AAMFT website.

8 Appendices









Appendix A – Frequently Asked Questions

1. How can I learn more about the profession of Marriage and Family Therapy?

Marriage and family therapy (MFT) is a distinct mental health profession that uses a systemic and relational perspective to assess and treat behavioral, emotional, mental health, and relationship concerns. Marriage and family therapists work with individuals, couples, families, and other relational systems in a variety of settings, including community mental health agencies, healthcare systems, schools, military and veterans' services, nonprofit organizations, and private practice.

Students who would like to learn more about the profession are encouraged to review the resources available through the American Association for Marriage and Family Therapy (AAMFT), state and regional MFT associations, and other professional organizations.

2. When can I begin seeing clients?

Students may begin clinical training only after successfully completing all clinical readiness requirements established by the program and receiving approval to enter practicum. Clinical readiness requirements and approval processes are described in the Clinical Training Handbook.

Once enrolled in practicum and internship, students are expected to remain clinically active and continue participating in clinical training until all required clinical training requirements have been completed.

3. How is clinical training completed in an online program?

The MAMFT Program utilizes a hybrid clinical training model. Students complete clinical training within their local communities at approved training sites under the supervision of qualified Local Clinical Supervisors. Students also participate in Program Group Supervision and clinical training courses led by Program Clinical Faculty.

This model allows students to complete clinical training requirements while remaining in their local area and engaging in regular supervision and support from both local supervisors and Program Clinical Faculty.

4. Can the program help me find a clinical training site or supervisor?

The Clinical Administrative Team provides resources, guidance, and support related to identifying potential training sites and qualified Local Clinical Supervisors. Students may also have access to information regarding previously approved training sites.

However, students are ultimately responsible for securing an approved clinical training site and a qualified Local Clinical Supervisor that meets program, accreditation, and applicable jurisdictional requirements.

5. Can I receive payment while completing practicum or internship?

Possibly. Some students volunteer at their clinical training sites, while others receive compensation through employment or paid training positions. Compensation policies vary by site, employer, and jurisdiction.

Students are responsible for ensuring that any paid or volunteer clinical training arrangement complies with program requirements and applicable jurisdictional regulations.

6. Does my Local Clinical Supervisor have to be an AAMFT Approved Supervisor?

No. Local Clinical Supervisors are not always required to be AAMFT Approved Supervisors. However, they must meet all program requirements, accreditation requirements, and any supervisor qualifications required by the applicable licensing board or jurisdiction. Individual jurisdictions may require the AAMFT Supervisor Credential.

Additional information regarding Local Clinical Supervisor qualifications can be found in the Clinical Training Handbook.

7. How do I find a qualified Local Clinical Supervisor?

Students may identify supervisors through approved clinical training sites, professional networking, state or regional professional organizations, professional directories, state licensing board resources, and referrals from qualified professionals within their communities.

Students should work closely with the Clinical Administrative Team to ensure that any proposed supervisor meets applicable program and jurisdictional requirements before beginning clinical training.

8. What is COAMFTE accreditation?

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is the specialized accrediting body for marriage and family therapy education programs. COAMFTE establishes standards related to curriculum, clinical training, assessment, faculty qualifications, student outcomes, and program effectiveness. COAMFTE

9. Is the MAMFT Program COAMFTE accredited?

The MAMFT Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Students should consult the program website for the most current accreditation information.

10. After I graduate, will I be eligible to pursue licensure?

Licensure requirements vary by jurisdiction. The MAMFT Program is designed to support students in meeting educational requirements commonly associated with marriage and family therapy licensure; however, completion of the program does not guarantee licensure eligibility.

Students are responsible for understanding and complying with the requirements of the jurisdiction(s) in which they intend to practice. Additional information is provided in the Licensure chapter, Program Portability Policy, and MAMFT State Specific Information resources.

11. Will I be licensed when I graduate?

No. Graduation from the MAMFT Program does not result in independent licensure.

Most jurisdictions require additional steps after graduation, which may include registration with a licensing board, post-graduate supervised experience, examinations, applications, fees, and other requirements before independent licensure can be obtained.

12. What is an associate, provisional, intern, or supervised license?

Many jurisdictions require graduates to obtain a supervised or associate-level registration, certification, permit, or license before beginning post-graduate supervised experience. Depending on the jurisdiction, this credential may be referred to by different names, including associate, intern, provisional, temporary, or supervised licensure status.

Not all jurisdictions require a separate associate-level credential. Students and graduates should review the requirements of their intended licensing jurisdiction.

13. How long does it typically take to become licensed after graduation?

Requirements vary by jurisdiction. In many jurisdictions, completion of post-graduate supervised experience requirements may take approximately two to three years of full-time clinical work before eligibility for independent licensure is achieved.

Students should review the requirements of their intended licensing jurisdiction and begin planning for post-graduate supervision and licensure well before graduation.

14. What records should I keep after graduation?

Graduates should maintain copies of all records that may be needed for future licensure applications, endorsement, portability reviews, or licensure in additional jurisdictions.

Depending on the jurisdiction, this may include official transcripts, documentation of clinical training experiences, verification forms completed by Local Clinical Supervisors, licensure documentation, examination records, employment records, and other supporting materials.

Graduates are also encouraged to maintain current contact information for Local Clinical Supervisors and employers, as verification may be required many years after graduation.

15. What happens if I move during the program?

Students are required to notify the program before relocating or changing their state or country of residence. Relocation may affect a student's eligibility to remain enrolled, participate in clinical training, or continue progressing through the program.

Students who are considering relocation should consult with the program before moving so that authorization, clinical training, and licensure implications can be reviewed.

16. After graduating from the MAMFT Program, will I qualify for AAMFT membership?

AAMFT determines eligibility requirements for membership categories. Students and graduates should consult the AAMFT website for the most current membership eligibility requirements and application information.

Appendix B – MAMFT Program Curriculum Map

MAMFT FCAs, SLOs, and DCCs	SLO	FCA	Knowledge of Profession (#3)	Practice of Therapy (#2)	Human Diversity and Social Structures (#1)	Professional Ethics, Law, and Identity (#4)	Research and Evidence-based Practice (#5)	State Regulations	Teletherapy Integration	Group Content	Crisis Management	Suicide Prevention Intervention	AATBS Material
Foundation Courses													
MFT 5101- MA Foundations	2	1		×									
MFT 5104 - Traditional MFT Models	3	1	×										
MFT 5105 - Postmodern MFT Models	3	1	×					CA - Recovery-Oriented Care					
Foundation Courses													
MFT 5102 - Law and Ethics	1, 4	5, 10	×		×	×			×	×			×
MFT 6201 - CA Law and Ethics	1, 4	5, 10	×		×	×			×	×			×
MFT 5103 - Systemic Evaluation and Case Management	3	7, 10	×					CA - Case Management	×	×	×	×	×
MFT 5106 - Research Methods and Evidence Based Practice	4, 5	4				×	×						
MFT 6101 - Human Development	1	6. 10			×				×	×			
MFT 6102 - Psychopathology	2, 5	1, 7		×			×						×
MFT 6103 - Cultural Diversity	1	3, 10			×				×	×			
MFT 6105 - Couples and Sex Therapy	2	2, 6, 10		×				CA - Sex Therapy/ Human Sexuality FL - Human Sexuality	×	×			×
Specialization - General Family Therapy													
MFT 6104 - Family Therapy with Children	2	9		×				CA - Assessment of Child Abuse					
MFT 6106 - Families in Crisis	2	2		×							×	×	
Specialization - Couple Therapy													
MFT 6510 - Couple Therapy: Historical and Theoretical Foundations	1, 2, 3	1	×	×	×								
MFT 6511 - Couple Therapy: Clinical Applications	1, 2, 3, 4	2	×	×	×	×							
Specialization - Military Family Therapy													
MFT 6520 -Therapy with Military Families - Historical and Theoretical Foundations	1, 2, 3	8, 9	×	×	×								
MFT 6521 - Therapy with Military Families - Clinical Applications	1, 2, 3, 4	8, 9	×	×	×	×							
Specialization - Medical Family Therapy													
MFT 6530 - Medical Family Therapy: Historical and Theoretical Foundations	1, 2, 3	6, 8, 9	×	×	×								
MFT 6531 - Medical Family Therapy: Clinical Applications	1, 2, 3, 4	6, 8, 9	×	×	×	×							
Specialization - LGBTQ Couple and Family Therapy													
MFT 6540 - Therapy with LGBTQ Couples and Families: Historical and Theoretical Foundations	1, 2, 3	3, 8	×	×	×								
MFT 6541 - Therapy with LGBTQ Couples and Families: Clinical Applications	1, 2, 3, 4	3, 8	×	×	×	×							
MFT-6542 - Transgender Individuals in Families	1, 2, 4	3, 8		×	×	×							
Specialization - Child and Adolescent Famiy Therapy													
MFT 6550 - Child and Adolescent Therapy: Historical and Theoretical Foundations	1, 2, 3	2, 3	×	×	×								
MFT 6551- Child and Adolescent Therapy: Clinical Applications	1, 2, 3, 4	2, 3	×	×	×	×							
Specialization - Systemic Sex Therapy													
MFT 6710 - Systemic Sex Therapy: Historical and Theoretical Foundations	4	7				×							
MFT 6711 - Systemic Sex Therapy: Clinical Applications	2, 4	2, 7		×		×							
MFT 6109 - Sex Therapy in MFT	2, 4	2, 8		×		×		ME, RI, WY					
MFT-6712 Diversity of Sexual Expression and Lifestyles in MFT	1, 2	2, 3, 8		×									
MFT-6713 Techniques for Treating Sexual Functioning and Behavior in MFT	1, 2	2		×									

(Continued on next page)

(cont'd) **MAMFT FCAs, SLOs, and DCCs**	SLO	FCA	Knowledge of Profession (#3)	Practice of Therapy (#2)	Human Diversity and Social Structures (#1)	Professional Ethics, Law, and Identity (#4)	Research and Evidence-based Practice (#5)	State Regulations	Teletherapy Integration	Group Content	Crisis Management	Suicide Prevention Intervention	AATBS Material
Specialization - Systemic Treatment of Addictions													
MFT 6810 Addictions: Historical and Theoretical Foundations	2	2, 7		×									
MFT 6811 - Addictions: Clinical Applications	2, 3	2, 7	×	×									
MFT 6812 - Systemic Treatment in Co-Occuring Disorders	1, 2	4, 7, 9, 10		×	×				×				
Specialization - Trauma Informed Systemic Therapy													
MFT 6610 - Trauma and Family Therapy: Historical and Theoretical Foundations	2	1, 4		×									
MFT 6611 - Trauma and Family Therapy: Clinical Applications	3	1	×										
Clinical Courses													
MFT6930 - Practicum I	1, 2, 3, 4	1, 2, 10	×	×	×	×		CA - Mandated Reporting	×				
MFT6931 - Practicum II	1, 2, 3, 4	2, 3, 5, 10	×	×	×	×			×	×			
MFT6938 - Practicum III	1, 2, 3, 4	2, 3, 5, 10	×	×	×	×		RI	×				
MFT6932 - Internship I	1, 2, 3, 4	2, 3, 5, 10	×	×	×	×	×		×				×
MFT6933 - Internship II	1, 2, 3, 4, 5	2, 4, 5, 10	×	×	×	×	×		×				×
MFT6934 - Internship III and Capstone	1, 2, 3, 4, 5	2, 4, 5, 10	×	×	×	×	×		×				×
Elective and/or State Specific Courses													
MFT-6107 - Adult Psychopathology and Systems Thinking	2	7		×				LA, OK, SC, AR					
MFT 6111 - Systemic Interventions in Addictions	2, 3	1, 9		×				CA - Substance Abuse, FL, MD, MA, NV, IL, IA, MT, NV, OR, PA, RI, SC, SD, VT, VA, WY					
MFT 6112 - Fundamentals of Psychopharmacology	2, 5	8, 9					×	AR, CA, DC, IA, MD, MA, OR, PA, RI, SC, VA					
MFT 6113 - Assessing and Treating Family Violence	1, 3, 4	1, 2, 8	×		×	×		CA - Assessment and Treatment of Child Abuse and Neglect, Assesment and Treatment of Elder Abuse, RI, SC			×		
MFT 6114 - Families with Severe Chronic Illness	1, 2, 3, 4	6, 8, 9	×	×	×	×							
MFT 6115 - Emotionally Focused Couple Therapy	1, 2			×	×								
MFT 6116 - Systemic Treatment of Infidelity and Sex Addiction	1, 2, 4	1, 3, 8		×	×	×		SC					
MFT 6118 - Gerontology and Systemic Intervention	1, 2	2, 9		×	×			CA - Treatment of Elder Abuse, RI					
MFT-6203 Human Sexuality	1, 2, 4	6		×	×	×		CA - Gender Dysphoria (as of 2023)					
PSY5109 - Theories of Personality (Replaced MFT-8105)								TN					



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