

THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED: 10/16/07

PCC LOG NO.

07029

COLLEGE/SCHOOL: School of Public Health

DEPARTMENT/PROGRAM: Department of Family Science

PROPOSED ACTION (*A separate form for each*) ADD X DELETE CHANGE

DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.*)

Create a new Master of Science (M.S.) program in Couple and Family Therapy.

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*)

Establish the existing accredited Marriage and Family Therapy program as a separate M.S. degree program in Couple and Family Therapy, distinct from the Family Science M.S. degree. No new resources are required for this change.

APPROVAL SIGNATURES - *Please print name, sign, and date*

1. Department Committee Chair Leigh Leslie *Leigh A. Leslie* 10/19/07
2. Department Chair Sally A. Koblinsky *Sally A. Koblinsky* 10/19/07
3. College/School PCC Chair Leigh Leslie *Leigh Leslie* 10/31/07
4. Dean Vicki S. Annand *Vicki S. Annand* 31 Oct 07
5. Dean of the Graduate School (if required) [Signature] 3/6/08
6. Chair, Senate PCC _____
7. Chair of Senate [Signature] _____
8. Vice President for Academic Affairs & Provost Thyllis Bess 8/11/08

I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it. [You may want to refer to student demand, market demand for graduates, institutional strengths, disciplinary trends, synergy with existing programs, and/or institutional strategic priorities.]

Goal and Contribution to UMCP Strategic Priorities

Since 1978 the Department of Family Science at the University of Maryland has offered a master's level program in Marriage and Family Therapy (MFT) within its Family Science M.S. degree. The mission of the MFT program is to prepare individuals to be competent, effective therapists in clinical practice, as well as to contribute to the advancement of the couple and family therapy discipline through empirical research, program development, and training of future clinicians. The program seeks to train professionals who demonstrate superior therapeutic skills, ethical integrity, intellectual curiosity, and a strong commitment to working with families from diverse populations. The MFT program provides students with the coursework and supervised clinical training typically required in states with Marriage and Family Therapy licensure. The program has been accredited continuously since 1983 by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

The current MFT program is within the larger Family Science Department. Faculty who are responsible for conducting administration, educational, and clinical training aspects of the program are full-time members of the Department and teach courses in both the MFT program and the general family science curriculum. The current Marriage and Family Therapy M.S. program requires 48 credits for the non-thesis option and 51 credits for the thesis option. Completion of the program, which includes the 2-year internship, generally requires 2 to 2 1/2 years.

The purpose of this proposal is to establish the existing MFT program as a separate M.S. degree program in Couple and Family Therapy, distinct from the Family Science M.S. degree. This change would rectify a longstanding problem of running two master's degree programs with highly distinct curricula, under one program name. Naming the program Couple and Family therapy (CFT) rather than Marriage and Family Therapy is in keeping with a national trend among programs such as this to recognize that not all long-term committed relationships are marital in nature. The Family Science Department consulted with the COAMFTE and they are very comfortable with this program name; indeed, they note that other land grant institutions such as Ohio State have also adopted the name Couple and Family Therapy.

The proposed establishment of the existing MFT program as a separate M.S. degree in Couple and Family Therapy supports a UMCP strategic initiative "to build a strong, university-wide culture of graduate and professional education, research, (and) scholarship." The program directly benefits residents of the state, region, and nation through its emphases on education, clinical training, service to distressed families, and applied research on couple and family relationships and treatment efficacy. It also addresses social and cultural factors influencing the

mental health of children and their families, including disparities in access and utilization of mental health services.

Market Demand for Graduates

The profession of marriage and family therapy is well established and rapidly growing nationally. At present, 48 states license marriage and family therapists, and increasingly Medicare and other health insurance providers reimburse for family therapy services. Further evidence of the demand is that the state of Maryland has designated marriage and family therapy as a field in which demand for qualified practitioners outstrips availability of professionals. Consequently, every year since 2003, our MFT program has received funding support through The Maryland Health Personnel Shortage Incentive Grant (HPSIG) which designates monies for mental health programs that lead to licensure in health occupations that are in short supply within the state of Maryland.

Student Demand

The existing 2-year MFT program typically attracts an average of 80 applicants each year and accepts an average of 10 new students. In 1978 the MFT program was formalized as a curriculum within the Department, which was recently re-named the Department of Family Science. The first official class entered in 1978, and a new class has matriculated each Fall semester since then. To date 30 classes have matriculated and 28 have completed the program. The program draws a diverse pool of outstanding applicants from across the country, including both those who recently completed their undergraduate education and returning students who are starting second careers. The program consistently has attracted a high number of applicants, and we typically have a waiting list as long as twenty students who defer their acceptance into other programs that have offered them admission while they wait for possible openings in our program. The program at UMCP is the only accredited MFT program in Maryland, so there is especially high demand for admission among Maryland students. However, we also attract applicants from across the United States, who have earned bachelor's degrees from major institutions such as the University of California, Harvard University, the University of Michigan, Duke University, Purdue University, the University of Minnesota, and the University of North Carolina at Chapel Hill.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

As noted above, the existing 2-year MFT program typically attracts an average of 80 applicants each year and accepts an average of 10 new students. Thus, during each academic year the program consists of an average of 20 students. The program draws a diverse pool of applicants (in terms of race, ethnicity, age, and socioeconomic status) from across the country, including both those who recently completed their undergraduate education and returning students who are starting second careers. Because our program has been accredited for many years and has faculty

members with national and international reputations as scholars and teachers, it attracts applicants from all regions of the U.S.

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

Below is a description of the proposed program; it is identical to the description of the current MFT program in the University of Maryland Graduate Catalogue except for the change in name from “marriage” to “couple.”

The M.S. program in Couple and Family Therapy is accredited by the COAMFTE of the AAMFT. The program provides students with the counseling work and supervised clinical training typically required in states with marriage and family therapy licensure. The curriculum is based on an integrative approach to family therapy. From a general systems perspective, students acquire a broad knowledge of family therapy approaches and related theory. Didactic course material is continuously applied in supervised clinical practice in order to integrate theory and practice into a total learning experience.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Curriculum Overview

The Couple and Family Therapy curriculum has three parts: didactic coursework, clinical practica, and supervised client contact. The minimum total credits required are 48 for the non-thesis option and 51 for the thesis option. Didactic coursework is taken in conjunction with 15 credits of clinical practicum seminars and 9 credits of supervised clinical work. In the clinical practicum, theory is applied to specific case material, with faculty supervision providing support and oversight of assigned cases.

Clinical Experience

Supervised client contact begins in the student’s first semester. Clinical students are required to earn 500 hours of face-to-face client contact, and 250 of these hours must be relational, meaning with couples or families. The Center for Healthy Families, the couple and family therapy clinic operated by the Department, provides students with an opportunity to obtain these clinical hours. Students receive at least 100 hours of supervision, both individual and group, for their client contact hours. Supervision in the Department’s clinic is provided through a range of techniques including case discussion, one-way mirror observation, videotape review, co-therapy, and telephone consultation during live sessions. Students may choose to do some of their clinical

work in a variety of available externship sites in the local area where there is an approved AAMFT supervisor.

Thesis/Non-Thesis Options

Couple and Family Therapy students may pursue the thesis or non-thesis option. For thesis option students, 6 semester hours are thesis research credits taken as FMSC 799. The thesis proposal must be approved in advance, and the completed thesis is defended in an oral examination. Non-thesis option students take the 3 credit FMSC 789, Non-Thesis Research. Non-thesis students must complete a written and oral therapy case presentation.

Course Requirements

All of the courses listed below are existing University of Maryland courses and have catalog descriptions. This list also presents the sequence of courses taken by students over a two-year period.

Semester I (Fall)

FMSC 600 Family Theories (3 credit hours)

FMSC 640 Family Therapy: Theory and Technique (3 credit hours)

FMSC 650 Ethical, Legal, and Professional Principles in Marriage and Family Therapy (3 credit hours)

FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credit hour)

Semester II (Spring)

FMSC 641 Couples Therapy (3 credit hours)

FMSC 651 Psychopathology in the Family Context (3 credit hours)

FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credit hour)

FMSC 745 Gender and Ethnicity in Family Therapy and Service Delivery (3 credit hours)

Summer Session I

FMSC 645 Sexuality: Issues in Family Therapy and Service Delivery (3 credit hours)

FMSC 654 Clinical Marriage and Family Therapy Practice (3 credit hours)

FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credit hour)

Summer Session II

FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credit hour)

Semester III (Fall)

FMSC 610 Research Methods in Family Studies (3 credit hours)

FMSC 642 Normal and Abnormal Individual and Family Development (3 credit hours)

FMSC 652 Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems (3

credit hours)

FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credit hour)

Semester IV (Spring)

Elective course (3 credit hours)

FMSC 653 Advanced Application of Marriage and Family Therapy Models and Techniques (3 credit hours)

FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy (1 credit hour)

Thesis Option (6 credit hours)

FMSC 799 Master's Thesis Research

Thesis and Oral Examination of Thesis, or

Non-Thesis Option (3 credit hours)

FMSC 789 Non-thesis Research

Written and Oral Case Presentation

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Admission standards for the Master's in Couple and Family Therapy include: a minimum 3.0 undergraduate grade point average, a minimum score of 1000 on the GRE for the verbal and quantitative combined, three strong letters of recommendation (usually from the applicant's former professors who are able to give an in-depth evaluation of the applicant's academic work; additional recommendations may come from employers or supervisors who are familiar with the applicant's work experience), and a statement of personal and professional objectives. The quality of the applicant's previous undergraduate and any prior graduate course work; the relevance of prior work, research experience, and second language skills (e.g., Spanish); and the congruence of the applicant's professional goals with those of the program are considered in admission decisions.

D. How will the program increase students' technology fluency?

Through their didactic coursework and in their roles as therapists in training within the program's outpatient clinic, the Center for Healthy Families, students in the program gain significant knowledge and competence relating to technology skills. These include retrieving, storing, analyzing, and presenting mental health information and data for research and practice, as well as use of state-of-the-art video equipment for recording therapy sessions for supervision purposes. In their required Research Methods course and thesis research, students also acquire skills in using both quantitative and qualitative software packages (e.g., SPSS, SAS, QSR NUDIST).

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

List the program's learning outcomes and explain how they will be measured and assessed.

Outcome 1: Practice with competence and professionalism in a clinical setting.

Measure: Clinical supervision ratings by faculty clinical supervisors of professional practice competence.

Criterion: 80% of CFT students will receive a good or better rating for 6 of the 7 professional practice competencies listed on the Supervisor Evaluation of Student Form (e.g., case management competencies, structuring competencies) in their clinical supervision class, FMSC 658 (Supervised Clinical Practice of Marriage and Family Therapy). These professional competencies are among the central ones identified by our accrediting body, the COAMFTE.

Assessment: Ratings are analyzed every semester, beginning in Fall 2006.

Outcome 2: Acquire specific content knowledge of couple and family therapy.

Measure: The measure is a final written project, in the form of a written examination, in which students demonstrate knowledge of specific theories and interventions to standard written case scenarios, in FMSC 640 (Family Therapy: Theory and Techniques). The students' written responses to questions in three sections of the exam that assess: (a) use of a genogram in family assessment and treatment planning, (b) appropriate application of specific therapy interventions from family therapy theoretical models to a case study, and (c) comparative analysis of alternative family therapy theoretical models that are evaluated according to a content-specific rubric listed in the FMSC 640 course syllabus project description. The specific questions included in the examination already have been written, as have the criteria for satisfactory student responses to the three sections. Each student's written response is evaluated according to the criteria by a different clinical faculty member, and 50% of the responses also will be evaluated by a second faculty member in order to determine reliability of the ratings.

Criterion: 100% of CFT students will obtain a "satisfactory" evaluation on each of the three sections of the examination. Out of 6 possible points in section A, the criterion for "satisfactory" will be 4 points; out of 7 possible points in section B, the criterion for "satisfactory" will be 5 points; out of 12 possible points in section C, the criterion for "satisfactory" will be 8 points.

Assessment: First-year students in each CFT cohort typically take FMSC 640 during the Fall semester, their first semester in the program. The FMSC 640 final written examination will be evaluated for each new CFT student cohort at the end of the Fall semester.

Outcome 3: Make significant scholarly contributions to the field of marriage and family therapy.

Measure: Number of CFT students participating in research and clinical presentations at professional meetings.

Criterion: Prior to completing the program, 80% of CFT students will make at least one research or clinical presentation at a local, state, national, or international conference.

Assessment: Number of student presenters is recorded every year, beginning in Fall 2007.

Outcome 4: Demonstrate knowledge of and sensitivity to racial, cultural, gender, and sexual orientation diversity in family therapy service delivery.

Measure 1: A final written paper and class demonstration project in FMSC 745 (Gender and Ethnicity in Family Therapy and Service Delivery) focusing on racial, ethnic, and gender diversity; projects will be evaluated with rubric assessing student's application of diversity principles covered in course readings and discussions.

Criterion: 90% of students will receive a satisfactory or better evaluation on this project.

Assessment: Rubric will be developed and implemented in Spring 2007. FMSC 745 projects will be evaluated every year beginning Spring 2008.

Measure 2: Clinical supervision faculty member's ratings of student's multicultural sensitivity and competence on Supervisor Evaluation of Student Form assessing student's clinical performance.

Criterion: 100% of CFT students will receive a satisfactory or better rating by clinical supervision faculty on Supervisor Evaluation of Student Form, for multicultural competencies in clinical work with families who exhibit diversity in family structure, gender, culture/ethnicity, socioeconomic status, and/or sexual orientation.

Assessment: Ratings are recorded every semester beginning in Spring 2008.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program? [This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

There are presently 14 tenured/tenure track/job secure faculty in Family Science, and four of those are the clinical faculty who provide academic direction and oversight for the MFT program. The four tenured/job secure, full-time, clinical faculty members teach the vast majority of the couple and family therapy courses in the existing MFT program as their standard teaching assignments in the Department of Family Science. Occasionally adjunct faculty members are hired to teach courses. These adjunct faculty are selected based on their background in the field of couple and family therapy (e.g., a former graduate of the MFT program who completed the Ph.D. program in Family Studies). In all cases the full-time clinical faculty members have taught the FMSC 650-654 series of courses which are restricted exclusively to the MFT students.

The four clinical faculty members who teach existing MFT courses have Ph.D. degrees in Family Science, Human Development, or Psychology and have extensive training and teaching experience in couple and family therapy. The non-clinical faculty members from the Department who teach courses in the required curriculum also are Ph.D. level tenure-track faculty with extensive training and experience in graduate level teaching.

The total FMSC faculty members hold doctoral degrees in family science, human development, child development, demography, sociology, developmental psychology, clinical psychology, social work, economics, family finance, and related social and behavioral science disciplines. In addition, Family Science has two adjunct faculty members with Ph.D. degrees in the behavioral sciences, as well as several clinical adjunct faculty members with master's degrees in Marriage and Family Therapy. Family Science has a diverse tenured/tenure track and adjunct faculty, including African American, Asian, Latino, and Middle Eastern faculty members. Ten of the 14 tenured/tenure track/job secure faculty (and three of the four MFT program clinical faculty) are women.

Family Science Clinical Faculty Who Teach in the MFT Program

Norman B. Epstein, Ph.D., Professor, FMSC (Director of the current MFT Program)

Teaching/research focus: family systems, mental health issues and families, couple and family therapy, research methods, family stress and coping, domestic violence, sexual issues in family therapy and service delivery, cross-cultural family research.

Leigh A. Leslie, Ph.D., Associate Professor, FMSC

Teaching/research focus: gender and ethnicity factors affecting families, couple and family therapy, interracial couple relationships, social support in family relationships, diagnosis and assessment in couple and family therapy, community factors affecting Latino families

Jaslean J. LaTaillade, Ph.D., Assistant Professor, FMSC

Teaching/research focus: developmental psychopathology, couple and family therapy, racial/ethnic factors in family functioning, African American and inter-racial couple relationships, domestic violence, family therapy outcome research.

Carol A. Werlinich, Ph.D., Instructor, FMSC (Director, Center for Healthy Families, FMSC)

Teaching/research focus: couple and family therapy; family therapy theories; practice of family therapy supervision; ethical, legal, and professional principles in couple and family therapy; domestic violence.

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

Not applicable. All classes are housed and administered within the Department of Family Science.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

Not applicable. All classes are offered on the UMCP campus.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

Not applicable. No part of the program is offered via distance education.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

The Center for Healthy Families (CHF) is the Department of Family Science site for the vast majority of the MFT program students' clinical training. Dr. Carol Werlinich of our faculty is the Director of the Center and has primary responsibility for its administration, although Dr. Sally Koblinsky, the Department chair, has overall responsibility for oversight of the Center as a subunit of the Department of Family Science. The current MFT program has sole responsibility for supervision and clinical practice at the CHF, and the clinic's services are offered to the public. The clients at the CHF are from the communities surrounding the University's campus and also occasionally include some University students and staff.

Some MFT students broaden their clinical training experience through part-time (no more than several hours per week) externships in one of a few outside sites with which our program has established ongoing relationships. These sites include Greenbelt CARES Youth and Family Services Bureau (one of the State of Maryland system of Family Services Bureaus), Bowie Youth and Family Services Bureau (another of the State's Family Service Bureaus), Vesta, Inc. (a mental health services community agency that provides a variety of treatment, vocational training, and other services to clients with major mental disorders), and House of Ruth (an agency serving abused and homeless women and their children). Each student who wishes to work in one of these sites must complete a contract that details client contact and associated activities, as well as on-site supervision. Signatures of the on-site supervisor and the MFT Program Director are required. The MFT faculty members have conducted site visits to these agencies and have confirmed that our students obtain clinical experience consistent with the program's accreditation standards, and supervision is provided either on-site or by one of our MFT faculty who is an Approved Supervisor. For example, Dr. Norman Epstein, the director of the MFT program, provides weekly on-site supervision of the MFT students at both Greenbelt CARES and Vesta, Inc. Thus, the MFT program has broad responsibility for supervision at those sites as well.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

As described above, the MFT program has been accredited by the COAMFTE of the AAMFT continuously since 1983. The program underwent a re-accreditation review, including a self-study and site visit by COAMFTE during 2007, and it was re-accredited for six more years. The 2007 re-accreditation review by COAMFTE confirmed that the program meets all of the academic and clinical training requirements for accreditation.

As an accredited program, the MFT program provides the academic coursework and pre-degree supervised clinical training required for licensure as a marriage and family therapist. Students who complete the program and pass the national licensure examination achieve the "licensed

graduate” status (see below); after completing additional supervised clinical practice (with the required number of hours depending on each state’s licensure requirements), the individual is eligible for full licensure as a marriage and family therapist.

The MFT Program gathers information regarding state licensure rates from the Maryland state licensure board and from graduates’ responses to our annual alumni survey. For example, from 1999, the first year of Maryland licensing to the present, there have been 205 individuals fully licensed in Maryland as a Licensed Clinical Marriage and Family Therapist (LCMFT), and 52 of those individuals are graduates of our program. During the past year, 8 of our graduates became LCMFTs. In addition, beginning in 2003 the status of Licensed Graduate Marriage and Family Therapist (LGMFT) was established in Maryland for individuals who had completed the required 60 credits of coursework, had passed the national examination, and were currently accruing additional supervised client contact hours for full licensure as a LCMFT. A minimum of two years of supervised clinical work is required following the master’s degree in order to be eligible for the LCMFT status. To date 37 individuals have achieved the LGMFT status, and 29 of those individuals are graduates of our program. All of our graduates (100%) who have taken the national licensing examination have passed.

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The Family Science Department has long been recognized on campus and nationwide for its commitment to diversity, and was named the Outstanding Academic Unit by the UMCP President’s Commission on Ethnic Minority Issues in 2004, 1997 and 1992. The Department has a diverse faculty, which includes African American, Asian, and Middle-Eastern tenured faculty members and a Latina adjunct professor. The chair and approximately 70% of current faculty members are women. In Fall 2007, 50% of the Department’s undergraduate student body and 33% of the graduate student body were students of color. The majority of Family Science courses address diversity within their curricula, and faculty frequently focus on diversity issues in their research (which is widely disseminated in major professional journals and books that prospective students read in the course of their undergraduate studies). Current research projects address ethnic families, low income families, gender issues, interracial couples, gay and lesbian families, mental illness and families, and other aspects of family diversity. The Department is strongly committed to improving the understanding of human diversity and health disparities, as well as addressing the needs of traditionally under-represented families and communities.

The reputations of ethnic minority and women faculty members in FMSC will help us to recruit and retain a diverse student body for the CFT program. In addition, required courses in the program specifically address understanding and respect for diversity and non-discrimination. For example, FMSC 745 (Gender and Ethnicity in Family Therapy and Service Delivery) is entirely devoted to these issues; FMSC 640 (Family Therapy: Theory and Techniques) covers the degree to which various marriage and family therapy theories are culturally sensitive and also emphasizes therapy with diverse family structures (e.g., single-parent families, stepfamilies); FMSC 641 (Couples Therapy: Theory and Techniques) covers therapy with couples of diverse races, cultures, ages, and sexual orientations; FMSC 642 (Normal and Abnormal Individual and

Family Development) addresses potential biases in clinical assessment and therapy based on ethnic, racial, sexual orientation, and age differences between therapist and clients; FMSC 645 (Sexuality: Issues in Family Therapy and Service Delivery) covers sexual orientation and cultural sensitivity in clinical assessment and treatment; FMSC 610 (Research Methods in Family Science) emphasizes strategies for conducting research that is culturally sensitive and free of bias; and all of the core clinical seminars associated with students' practicum training include readings and class discussions of non-discrimination and respect for diversity.

The website description of our Center for Healthy Families clinical training site indicates that it serves a client population that is diverse in terms of age, race, ethnicity, religion, sexual orientation, and socio-economic status. Many applicants to our existing MFT program tell us that one of the reasons why they were attracted to our program was its focus on diversity and its location in the highly diverse Washington, DC metropolitan area.

The degree of diversity has varied somewhat from one MFT class to another, given that we admit an average of only ten students each year, but classes routinely include racial, ethnic, religious, gender, and age diversity. For example, our current first-year class of ten students includes 7 women and 3 men, and 4 students of color and 6 Caucasian students.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program.

The attached memorandum from the Library's Collection Management Team and the FMSC Librarian indicate that library holdings are adequate to support the proposed program. FMSC faculty and graduate students have been very satisfied with the level of collection support for this Master of Science program.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

The Department has adequate space in Marie Mount Hall to house the faculty and students of the CFT program. The faculty members all have individual offices in the suite of faculty offices in 1204 and 1210 Marie Mount Hall. The Center for Healthy Families located in Marie Mount Hall includes a large clinic office, a separate off-master keyed storage room for client files, a waiting room for clients, a play room for children, seven therapy rooms equipped with video recording equipment and one-way mirrors and observation rooms for live supervision by faculty clinical supervisors, and a larger clinic room for therapy with groups and larger families. The Center also has computers for client data entry and data analysis, report preparation, and other clinic functions. No additional laboratories or computer labs are needed to operate the program.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

See response to VIII.B above.

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

All of the courses of the existing MFT program have been taught for many years within the Department of Family Science, and no new courses are needed. The existing Department faculty members teach these courses. The Director of the MFT program administers the program.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

No new faculty, staff, or teaching assistants are needed for this existing program.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

As described above, all of the teaching, advising, and administrative duties for the MFT program already are handled by existing faculty members, and no new faculty and staff are needed.

D. Identify the source to pay for the required physical resources identified in Section XII above.

Not applicable because no new physical resources are needed.

E. List any other required resources and the anticipated source for them.

Not applicable because no new resources are needed.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).

MHEC Table 1: Resources for M.S. in Couple and Family Therapy Program

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$40,960	\$42,598	\$44,302	\$46,074	\$47,917
a. Department	\$32,000	\$33,280	\$34,611	\$35,995	\$37,435
b. HLHP	0	0	0	0	0
c. Total Benefits*	\$8,960	\$9,318	\$9,691	\$10,079	\$10,482
d. UMCP Graduate School/Provost	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$200,400	\$208,420	\$216,760	\$225,420	\$234,440
a. # Full Time Students	20	20	20	20	20
b. Annual Tuition/Fee Rate**	\$10,020	\$10,421	\$10,838	\$11,271	\$11,722
c. Total Full Time Revenue (a x b)	\$200,400	\$208,420	\$216,760	\$225,420	\$234,440
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	\$526	\$547	\$569	\$592	\$615
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, and Other External Sources	\$38,130	\$39,655	\$41,241	\$42,891	\$44,607
a. Clinic Revenue(client visits)	\$50,000	\$52,500	\$54,600	\$56,784	\$59,055
4. Other Sources: UMCP Provost - Library	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$329,490	\$343,173	\$356,903	\$371,169	\$386,019

*Benefits calculated at 28%

* Annual tuition based on 80% in-state plus 20% out-of-state rates for an average of \$526/credit. Using data from previous years, of 10 first year students, 7 will pay for 18 credits (with half assistantship) and 3 will pay for 28 credits; of 10 second year students 5 will pay for 13 credits (with half assistantship), 2 will pay for 23 credits (thesis), and 3 will pay for 20 credits (non-thesis).

MHEC TABLE 2: Expenditures for M.S. in Couple and Family Therapy Program

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$269,329	\$280,102	\$291,306	\$302,958	\$315,077
a. FTE	2.7	2.7	2.7	2.7	2.7
b. Total Salary	\$210,413	\$218,830	\$227,583	\$236,686	\$246,153
c. Total Benefits*	\$58,916	\$61,273	\$63,724	\$66,272	\$68,923
1a. Adjunct Faculty (b+c below)	\$18,000	\$18,720	\$19,469	\$20,248	\$21,057
a. FTE	2.0	2.0	2.0	2.0	2.0
b. Total Salary	\$18,000	\$18,720	\$19,469	\$20,248	\$21,057
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin Staff (b+c below)	\$29,450	\$30,628	\$31,853	\$33,127	\$34,452
a. FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$18,040	\$18,762	\$19,512	\$20,293	\$21,104
c. Total Benefits**	\$11,410	\$11,866	\$12,341	\$12,835	\$13,348
3. Support Staff (b+c below)	\$5,573	\$5,796	\$6,028	\$6,269	\$6,520
a. FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$4,354	\$4,528	\$4,709	\$4,898	\$5,094
c. Total Benefits	\$1,219	\$1,268	\$1,318	\$1,371	\$1,426
4. Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other/Accreditation	\$350	\$350	\$350	\$350	\$3,000
TOTAL (Add 1-7)	\$327,702	\$340,596	\$354,006	\$367,952	\$385,106

* Benefits calculated at 28% for Faculty

** Half-time administrative staff member receives full benefits.

MEMORANDUM

October 12, 2007

TO: Dr. Sally Koblinsky
Chair
Department of Family Science

FROM: Glenn Moreton
Family Science Librarian

Susanna Van Sant
Leader, Collection Management Team

Dr. Desider L. Vikor
Director of Collection Management &
Special Collections

RE: Library Resources for Marriage & Family Therapy

In response to the proposed name change of the M.S. in Marriage and Family Therapy, we conclude that there are no library resource implications. Library holdings have been at least adequate to support the existing Master's program. The name change does not alter the level of collection support needed.