Seattle University Master of Arts in Couples and Family Therapy Policies, Assessment and Procedures - 2026-2027

SEATTLE UNIVERSITY

Mission

The Seattle University Master of Arts in Couples and Family Therapy (MACFT) program prepares systemic therapists to promote healing, growth, and relational connectedness.

Goals

- **Program Goal 1:** Graduate couples and family therapists who integrate systemic theories, skills, and research into clinical practice.
- **Program Goal 2:** Promote inclusion, diversity, and equity in the field of Couples and Family Therapy.
- **Program Goal 3:** Graduate clinicians who are committed to ethical practice as licensed marriage and family therapists.

Outcomes

- **Student Learning Outcome 1:** Students will integrate systemic theories, skills, and research into clinical practice.
- **Student Learning Outcome 2:** Students will provide multiculturally attuned clinical services.
- **Student Learning Outcome 3:** Students will develop legal and ethical competence and adhere to relevant laws and ethical codes.
- **Student Learning Outcome 4:** Students will demonstrate care for self of the therapist and commitment to continued growth.

Diversity Composition of Faculty, Supervisors and Students

- **Faculty:** 5 Faculty, 6 Extended Faculty
    - Core and extended faculty are: 67% female and 33% identify as male. No faculty reported as non-binary or transgender.
    - Our faculty self-report as: 9% Black, 9% Latinx, and 82% White.
- **University and Off-Site Supervisors:** 77 Supervisors. All University Supervisors are AAMFT-Approved Supervisors.
    - 34% identify as female, 3% identify as male, 1% identified as non-binary, 3% identified as transgender, and 61% of supervisors did not report a gender identity.
    - Supervisors self-reported ethnicity is 3% Black, 29% White, 4% Latinx, 3% Multiethnic, , and 61% did not report race/ethnicity.

- **Students:** 76 Students Enrolled in MACFT
  - 70% identify as female, 9% identify as male, 5% as nonbinary or gender fluid, 3% as transgender, and 13% did not report a gender identity.
  - Students self-identify as 1% international, 13% Asian or Pacific Islander, 5% Black, 5% Hispanic or Latino, 54% White, and 12% Multiethnic, and 10% did not report race/ethnicity.

Accreditation

The Marriage and Family Therapy Program at Seattle University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The MACFT Program received initial accreditation from COAMFTE on 05/01/2015. The program's accreditation was renewed on 11/06/2020 for seven (7) years.

Seattle University's accreditations can be found on this page.

Academic Calendar

The MACFT program follows the Seattle University Academic Calendar.

Degree Completion Requirements; Transfer of Credit

Degree requirements can be found on this page. A maximum of ten graduate credits can be transferred. The course descriptions must match the MACFT equivalents. See on this page for transfer of credit policy.

Tuition and Fees, Total Based on 2-Year Schedule

Tuition/Fee Type	Cost
56 credits	Graduate Tuition Fees **institutional aid and scholarships may be available*
SU Wellness, Technology and Activity Fees	SU Graduate Fees
Books at SU's Bookstore	$2,000 (estimate for new books)
ARMFTB Practice Exam	Included in book price
AAMFT Student Membership	$82/year and WAMFT state chapter memberships $10/year
Device or platform to record clinical sessions	$100 (approximate)
16 sessions of personal therapy	Varies; may use services provided for Seattle University students
Experiential Learning Cloud Subscription	$215 subcription fee included in MCFT 5000 course fee.

*Price per credit hour and other fees are subject to change. University fees subject to change. Consult with Student Financial Services and check refund policies.

Degree Completion Timelines

The program is designed to be completed in two years (fall start only). Students may take up to six years to complete the program.

Graduation Achievement Data (GAD)

Graduate Achievement Data is posted on our landing page and graduate stories can be found on this page.

Faculty Roles

MACFT faculty are committed to teaching, scholarship, service, and practice related to the program's mission and educational outcomes.

Core Faculty

- **Christie Eppler**, PhD, LMFT, AAMFT Approved Supervisor, Professor
- **Rebecca Cobb**, PhD, LMFT, AAMFT Approved Supervisor, Associate Clinical Professor
- **LaDonna Smith**, MA, LMFT, AAMFT Approved Supervisor, Clinical Coordinator and Interim Program Director
- **Tamara Turney, MS, LMFT, AAMFT Approved Supervisor**
- **Stacy Keogh, MA, LMFT**

Extended SU and Adjunct Faculty

- **Rosy De Prado Gonzalez**, MA, LMFT, AAMFT Supervisor Candidate
- **Mike Fitzpatrick**, MEd, LMFT, AAMFT Approved Supervisor
- **Charity Laughlin**, MA, LMFT, AAMFT Supervisor Candidate
- **Ethan Schwab**, PhD, LMFT, AAMFT Approved Supervisor
- **Kate Reeves, MA, LMFT, AAMFT Approved Supervisor**
- **Daniel Henry, MA, LMFT**
- **Tiffany Leal, MA, LMFT**

Student Recruitment

Students are recruited through SU's website, Seattle University recruitment fairs, adverts placed on social media and mental health and clinical sites in the Seattle area. In addition, students are recruited at national conferences (e.g., AAMFT, NCFR) and regional recruitment fairs. Campaigns include diversity in representation of gender and race/ethnicity; students and graduates are featured in pictures and narratives.

Anti-Discrimination Policy

The MACFT program affirms Seattle University's non-discrimination policy and COAMFTE's anti-discrimination statement, which explicitly prohibits discrimination based on "race, age, gender, ethnicity, sexual orientation, relationship status, gender

identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff."

Definition of Diversity

The MACFT program honors the rights, safety, dignity, and well-being of all. The program respects the intersections of social locations; we commit to anti-racist education and training culturally responsive therapists.

Definition of Safety

The MACFT program defines safety as bringing one's whole self into conversation without retaliation. Students, staff, supervisors, and faculty will not be discriminated against based on ethnicity, class, gender, sexuality, faith or spirituality, age, or social location. The MACFT program prioritizes the necessary personal and professional growth development needed for community members to sustain the program's mission and educational outcomes. The MACFT program's commitment to safety includes addressing feelings of discomfort that may arise as a part of this process.

Admission

Find MACFT admission information and resources here.

Retention and Graduation

Upon confirmation of enrollment, all new students receive a program plan and are assigned to an advisor. Throughout the program, students collaborate with their academic advisor, clinical coordinator, and program director. Each year, students confirm or adapt their plans. When faculty are concerned about a student's progress, they refer them to the program director for support and remediation.

The process of developing systemic case conceptualizations begins in the first year and continues throughout the clinical sequence. Clinical I prerequisites and all preclinical procedures as described in the Clinical Handbook must be completed by students before starting internship. In MCFT 5720: Assessment and Conceptualization, a case study conceptualization is evaluated, and systemic care skills are assessed during pre- requisite courses (e.g., systemic care skills).

Candidacy occurs during the first term of the clinical sequence. Candidacy can result in three outcomes: the award of candidacy, the deferral of candidacy, and the establishment of a remediation plan with the program director, or the denial of candidacy. If candidacy is denied, students must exit the program.

In the last term of the clinical sequence (Clinical IV), students must pass a Capstone Project.

Each student applies for graduation in their penultimate term in collaboration with the registrar's office. The advisor reviews the student's academic standing. To graduate, all academic and clinical requirements must be met. Students may participate in commencement with six credits remaining.

Complaints and Grievances

The MACFT's complaints and grievances policy is the same as Seattle University's policy. MACFT students may consult with CAS' Associate Dean of Academic Affairs, MACFT's Program Director, or MACFT faculty with informal or formal complaints. Complaints and grievances are stored securely and are reviewed by faculty or the associate dean.

Grading

Grades and grading system policy found here.

Grading/Assessment

GRADE	GPA	RANGE	NOTE
A	4.0	93-100	Superior Performance
A-	3.7	90-92	
B+	3.3	87-89	
B	3.0	83-86	Good performance
B-	2.7	80-82	
C+	2.3	77-79	
C	2.0	73-76	Minimal performance in courses applicable to graduate degree
C-	1.7	70-72	Courses graded C- or below will not count toward graduate degree
D+	1.3	67-69	
D	1.0	63-66	
D-	0.7	60-62	
F	0.0	0-59	

Remediation and Dismissal

The MACFT program follows Seattle University's Degree Completion Policy and Dismissal Policy.

Students must earn a C or better to pass a class. If a student receives a C- or below, the student must re-take the class and earn a passing grade for the class to be counted towards degree requirements. To graduate, students must have a 3.0 or higher.

If at any point in the program, a student's GPA drops below a 3.0, the student is placed on academic probation and must meet with the Program Director and/or CAS' academic advisors to establish a plan for success.

Students must demonstrate developmentally appropriate clinical skills, as assessed by rubrics throughout the program. Students who do not meet benchmarks meet with the director or clinical coordination for remediation.

Code of Conduct

Seattle University's Code of Student Conduct can be found on the policies page of the Office of the Dean of Students website. Information in the Code includes student policies, sexual misconduct information and resources, and information about the Integrity Formation process. Notification of changes reflected in the current version of the Code can be found on the Recent Code Updates page.

Portability of Degree

Requirements to achieve full licensure typically take two to four years to complete. Licensure laws vary by state. Please check the state in which you plan to be licensed to see if our educational requirements are a match. Comparison chart for state licensure available here.

Technology Requirements

Students, staff, and faculty utilize various forms of technology such as Canvas, Experiential Learning Cloud , library databases, and smart classrooms. Students, staff, and faculty demonstrate proficiency in using Word, PowerPoint, and Outlook. Computer labs with printing services are available on campus. While accessing technology from off campus students need sufficient computer equipment and internet accessibility sufficient for online learning.

Telehealth Requirements and Training

All MACFT courses are instructed on campus (in person). Internship clinical hours may be accrued entirely or in part via telehealth. A HIPAA compliant platform will be determined by site supervisors, and students must have access to the necessary technology and private spaces required. A student using telehealth must attest to completing telehealth-specific training before beginning an internship. MCFT 5220 (Identity and Ethics) and MCFT 5230 (Ethics and Law) cover the practice and ethics of telehealth. Telehealth training is incorporated into lectures and case studies throughout the program.

Licensure and Regulatory Alignment

Please see the information on this page.

Authenticity of Student Work

The MACFT program adheres strictly to the Academic Policy concerning Academic Integrity.

Technical Training for Students, Faculty, and Supervisors

Seattle University offers training and support for technology, writing, and other program requirements (e.g., library searches).

Students:

- Student Help
- Learning Commons
- Information Technology Services

Faculty, staff, and supervisors:

- Information Technology Services
- Center for Digital Learning and Innovation (CDLI)

MACFT Educational Outcomes & Benchmarks

Mission

The Seattle University Master of Arts in Couples and Family Therapy (MACFT) program prepares systemic therapists to promote healing, growth, and relational connectedness.

Program Goal 1:

The MACFT program prepares systemic therapists to promote healing, growth, and relational connectedness.

Student Learning Outcome 1: Students will integrate systemic theories, skills, and research into clinical practice.

TARGET	MEASURE
Skills:	**Skills:**
Formative: Students will demonstrate basic systemic therapy skills.	Formative: 80% or more of students will score 85% or higher on their MCFT 5000 Systemic Care Skills rubric.
Middle: Students demonstrate advanced systemic therapy skills.	Middle: 80% or more of students will score a six (6) or higher on #10 on MCFT 5550 Clinical I End of Term Evaluation (Site Supervisor).
Summative: Students will utilize theory and evidence based systemic therapy skills.	Summative: 80% or more of students will score a nine (9) or higher on #10 on MCFT 5580 Clinical IV End of Term Evaluation (Site Supervisor).
Knowledge:	**Knowledge:**
Formative: Students will comprehend major concepts in family therapy theories and models.	Formative: 80% or more of students will score 85% or higher on MCFT 5500 Family Therapy Theories rubric
Middle: Students will recognize the strengths and limitations of systemic therapy treatment as they relate to client context.	Middle: 80% or more of students will score six (6) or higher on #12 on MCFT 5550 Clinical I End of Term Evaluation (Faculty).
Summative: Students will utilize family therapy models to conceptualize cases.	Summative: 80% or more of students will score nine (9) or higher on #15 on MCFT 5580 Clinical IV End of Term Evaluation (Faculty).
Assessment:	**Assessment:**
Formative: Students will create systemic assessments using non-numeric tools (genogram, ecomap, etc.)	Formative: 80% or more of students will score 85% or higher on MCFT 5720 Systemic Assessment and Conceptualization rubric.

Middle: Students will use systemic assessment to inform case conceptualization	Middle: 80% or more of students will score a six (6) or higher on #6 on the MCFT 5550 Clinical I End of Term Evaluation (Faculty).
Summative: Students will conduct relational/mental health assessments.	Summative: 80% or more of students will score a nine (9) or higher on #6 on the MCFT 5580 Clinical IV End of Term Evaluation (Faculty
Research: Formative: Students will identify methodological constructs of clinical research.	**Research:** Formative: 80% or more of students will score six (6) or higher on MCFT 5680 Research Methods rubric.
Middle: Students will utilize current, peer reviewed MFT and behavioral health in clinical practice.	Middle: 80% or more of students will score six (6) or higher on #13 on MCFT 5550 Clinical I End of Term Evaluation (Faculty)
Summative: Students will utilize current, peer reviewed MFT and behavioral health in clinical practice at an advanced level.	Summative: 80% or more of students will score nine (9) or higher on #16 on MCFT 5580 Clinical IV End of Term Evaluation (Faculty). Integration of Knowledge, Skills, and Research. 80% of students will score 85% or higher on MCFT 5580 Capstone Project.

Program Goal 2:

Promote inclusion, diversity, and equity in the field of Couples and Family Therapy.
Student Learning Outcome 2: Students will provide multiculturally attuned clinical services.

TARGET	MEASURE
Diversity: Formative: Students will demonstrate knowledge of anti- racist and culturally responsive therapy.	**Diversity:** Formative: 80% or more of students will score 85% or higher on MCFT 5210 CFT in a Multicultural Context rubric.
Middle: Students will identify contextual and systemic dynamics (e.g., attuned to gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, social context) in their clinical practice.	Middle: 80% of students will score six (6) or higher on #18 on their MCFT 5550 Clinical I End of Term Evaluation (Site Supervisor).
Summative: Students will provide culturally responsive therapy.	Summative: 80% of students will score six (6) or higher on #18 on their MCFT 5580 Clinical IV End of Term evaluation (Site Supervisor).

Program Goal 3:

Graduate clinicians who are committed to ethical practice as licensed marriage and family therapists.

Student Learning Outcome 3: Students will develop legal and ethical competence and adhere to relevant laws and ethical codes.

TARGET	MEASURE
Ethics:	**Ethics:**
Formative: Students will identify ethical dilemmas and use the ethical decision-making tree to create an action plan.	Formative: 80% of students will score 85% or higher on their MCFT 5220 Identity and Ethics case rubric – ethical decision-making tree.
Middle: Students will demonstrate ethical practice in their internship.	Middle: 80% of students will score six (6) or higher on #20 on their MCFT 5580 Clinical IV End of Term Evaluation (Faculty).
Summative: Students will become LMFT/As.	Summative: 80% or more of graduates will report obtaining an LMFTA within a year of graduation.

Student Learning Outcome 4: Students will demonstrate care for self of the therapist and commitment to continued growth.

TARGET	MEASURE
Self-Care/Disposition:	**Self-Care/Growth:**
Formative: Students will identify their self-of the therapist themes related to their growth as a systemic therapist.	Formative: 80% students will score 85% or higher on their MCFT 5200 Systemic Development Rubric.
Middle: Students will demonstrate a commitment to their self-care practices.	Middle: 80% or more of students will reflect on their self care and the impact of their self care on processing trauma treatment 8 out of 10 weeks in MCFT 5750 Systems of Trauma Treatment.
Summative: Students will monitor personal reactions to clients and treatment process (e.g., family of origin, boundaries, triangulation, current stress level, current life situation, cultural context, transference, supervision) and their impact on effective intervention and clinical outcomes.	Summative: 85% of students or higher will score 9 or above on #27 on their MCFT 5580 Clinical IV End of Term Evaluation (Site Supervisor).

Data collected throughout the program:

- Before 1st class students acknowledge that they have been informed and are aware that licensing regulations may differ across states and provinces.
- Gateway to clinical
- Candidacy
- Climate survey
- Mid- and End of Program Evaluation
- Communities of Interest feedback
- Graduate achievement data
- Program Director review of core faculty
- Faculty review of Program Director
- Changes to the program related to SLOs (knowledge, skills, diversity, ethics, and research)
- Pre-intern knowledge of teletherapy
- Review of environmental supports
- Review of benchmark data and curriculum
- Assessing the mission, program goals, student learning outcomes, and assessment cycle

Clinical Forms and Assessment:

- Risk acknowledgement and Release
- Student Clinical Agreement
- Clinical Internship Agreement
- Site Supervisor Form and Information
- Verification of Personal Therapy
- End of Term Clinical Evaluations (Clinical I-IV) for site, faculty, students
- Site Supervisor Evaluation
- Site Supervisor Survey
- Program Survey
- Clinical hours
- Supervision hours
- Clinical Extension Form (if applicable)