

MFT Program Policy on Grading, Assessment, Academic Standards & Regulations

Policy Availability

This policy is available to the public via the [Program Handbook and Policies](#) link on the [MFT website](#).

Policy on Grading, Assessment, and Academic Standards & Regulations

Consistent with its mission, Program Goals, and Student Learning Outcomes, the MFT Program policy adheres to non-discriminatory academic standards and regulations that standardize and regulate university operations so that all students are subject to the same regulations, rules, procedures, and processes:

Academic Dishonesty	Academic Load
Appeal of Dismissal from Graduate School	Application for Graduation
Auditing Classes	Comprehensive Examinations
Course Withdrawal	Cross-Disciplinary Courses
Determination of Credit Hours	Diploma Replacement
Expectations for Satisfactory Graduate-Level Student Performance	Financial Aid
General Requirements for Graduate Degrees	Grade Appeal
Grading System	Graduate Assistantships
Graduate Course Numbering	Graduate Student Classifications and Admission Criteria
Hardship Withdrawal	Maximum Course Loads and Other Restrictions
Medical Withdrawal	Mental Health Withdrawal
Plagiarism	Request for Extension of Seven-Year Rule
Satisfactory Academic Progress	Second Master's Degree Program of Study
Student E-mail Responsibilities	Theses and Dissertations
Transfer Credit	

Monitoring Student Progress

MFT faculty pay close attention to each student as they make their way through the program. We do this for the purpose of increasing the possibility of early intervention whenever necessary. Faculty monitor student progress in didactic and practicum courses in the following ways:

- Quantitative evaluation via the Practicum Evaluation form at the end of each semester.
- Clinical reports from Clinic Manager regarding students' case files, which are audited for completion and timeliness, satisfactory progress toward completion of required clinical hours.
- Review of academic progress over the course of the semester as student assignments are submitted and graded.
- End of semester grades for all courses. These grades reflect satisfactory progress toward completing coursework and achieving student learning outcomes.
- One meeting per month is dedicated to the review of students' progress in both didactic and clinical courses. During this meeting, faculty members initiate discussions about students they feel may be having difficulties as evidenced by a low grade on an assignment, poor attendance in class, distractibility in class, etc. Although not the only reason for concerns about a student, whenever any student receives a "C" on a course requirement, faculty members discuss the student. The faculty member begins by identifying the student and the area of concern—supervision, course requirements, coursework, and clinical work, etc.—and explicating his or her observations and reasons for the concern (behavior, poor class performance, etc.). A full-faculty discussion follows as faculty members share similar or dissimilar assessments/observations/experiences of the student. As a means of identifying places where solutions to the problem might be found, faculty look for strengths (although sometimes find additional weaknesses) in other areas:
 - student level of participation
 - timely completion of coursework
 - class/course performance
 - level of contact with faculty members or advisor
 - willingness to initiate communication with program faculty and staff (emails or face-to-face)
 - timely response to faculty efforts to reach out to the student
 - performance in assistantships
 - general reliability, preparedness, ethical-acting in coursework and assistantships

The faculty discusses the specific improvements the student needs to make, determines the degree of difficulty the student is experiencing, decide how to proceed by identifying a course of action. Action ranges from adopting a wait-and-see (doing nothing at the moment) or perhaps arranging an informal meeting between the student and the relevant supervisor/faculty member(s) to more formal action. If faculty decide that formal (documented) measures are warranted, the program follows the process for Professional Improvement as set out by the College of Education and Human Services:

1. Faculty member(s) meets informally with the student to inform him or her that his or her work, behavior, etc., has come to the attention of faculty, discuss the issue or area in need of improvement, learn the student's perspective.

2. Faculty member(s) review the COEHS Professional Improvement Plan form with the student, noting that this meeting is the first of the steps outlined in the Plan.
3. Faculty member and student complete the Instructional Advisement Form, if necessary, and, also if necessary, proceed through the steps of the COEHS Professional Improvement Plan.
4. Follow up in subsequent monthly faculty meetings.

Related information: MFT Program Policy on Addressing Academic Difficulties