



DEPARTMENT
OF EDUCATIONAL
PSYCHOLOGY

MS COUNSELING PSYCHOLOGY

PROGRAM HANDBOOK

Marriage and Family Therapy Option

California State University, East Bay

CORE FACULTY

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THE CONCEPTUAL FRAMEWORK OF THE MARRIAGE AND FAMILY THERAPIST PROGRAM

Welcome!

Welcome to the Marriage and Family Therapy Program! We are part of the Department of Educational Psychology within the College of Letters, Arts, and Social Studies (CLASS). We, the Faculty and Staff, are here to support and encourage you throughout your 2 year program. If you have any need of guidance and support please reach out at any time.

Department of Educational Psychology

M.S. in Psychology, option in Marriage and Family Therapy

Philosophy and Principles of Training

The faculty of the program in Marriage and Family Therapy is committed to training marriage and family therapists and mental health specialists in a variety of settings, such as social service agencies, schools, colleges and universities, government programs, business, industry, and private practice. The central guiding concept for the program is respect for and appreciation of diversity. Cross-cultural issues are addressed in every course and training seminar. The main focus of this program is on the training of professionals who eventually want to obtain their Marriage and Family Therapy License and practice individual, child, couple and family therapy and/or further their education toward a Doctoral program.

We are concerned that each student develops professional ethics and values, knowledge in the disciplines of Psychology, Counseling and Psychotherapy, and related clinical skills, including evaluation, intervention, and collaboration. We are committed to training students who are knowledgeable about social issues and will advocate for social justice. Each course is designed to provide specific areas of knowledge as well as clinical applications of that knowledge. Together with other programs within our department, we are committed to the development of an integrated services training model, in which students from different specializations learn to communicate and collaborate with one another.

Students are trained to work systemically with individuals and families who are struggling with normal life problems and those with more difficult pathologies. The combination of coursework in diverse theories of individual, child and family therapy with actual practice in fieldwork prepares students well for advanced postgraduate internship work in specializations of their choice.

THE MARRIAGE AND FAMILY THERAPIST PROGRAM AND THE MISSION OF THE COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

College of Letters, Arts, and Social Sciences

The program in Marriage and Family Therapy in the Educational Psychology Department is part of the College of Letters, Arts, and Social Sciences. Values determined by the faculty of the College have been integrated into the MFT program.

College Mission: To prepare collaborative leaders who will influence and serve a highly technological and diverse world.

College Vision: We will be a College exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching, vibrant programs, and graduates who are powerful forces in their communities.

College Theme: Preparing leaders committed to social justice and democracy.

THE MISSION AND GOALS OF THE MARRIAGE AND FAMILY THERAPIST PROGRAM

Mission

The MFT Program is committed to training competent, ethical and empathetic psychotherapists to work effectively in agencies, clinics, schools, and other clinical settings. Program graduates are expected to go on to obtain the Marriage and Family Therapist license.

The guiding principle of the program is respect and understanding for diversity and inclusion. This includes, but is not limited to, respect for the uniqueness of individuals, relationships, ethnic and cultural diversity, gender, sexual orientation and disabilities. We believe in and emphasize the importance of understanding and working with the cultural, racial, class, abilities, gender expression, and sexual orientation aspects of people and their problems. An important goal is to train clinicians who can work within a client's cultural context. We are committed to assisting our graduates to help people directly, as well as indirectly through institutional and governmental change toward the goals of increased social justice and democracy.

The faculty presents a wide diversity of theories and clinical applications organized into five major approaches: psychodynamic, humanistic/existential, cognitive/behavior, and family systems and postmodern approaches.

Goals

1. To produce professional marriage and family therapists who have knowledge of theory and research in the following areas:
 - Family Therapy; Family Systems
 - Child Therapy
 - Substance Use Disorders
 - Gender, Identity, & Human Sexuality
 - Clinical Interventions and Practice
 - Multicultural Issues in Counseling
 - Aging and Long-Term Care
 - Recovery Orientated Care
 - Community Mental Health
2. To produce professional marriage and family therapists who have clinical skills, knowledge and attitudes such as:
 - Skill in assessing and intervening with clients' psychosocial issues; the ability to fit theories to clients' needs.
 - Commitment to lifelong professional and personal development.
 - Commitment to initiating and maintaining connections with professional communities.
 - Skill in avoiding gullibility and "fads" in the field; avoiding "true believer" behavior.
 - Skill in marketing themselves as professional Marriage and Family Therapists; skills with resumes, job interviews, professional proposals, etc.
 - Ability in professional writing, data collection, research, symposium presentations, etc.
 - The attitude of professional, proactive assertiveness.
 - Communication expertise.
 - Skill in relationship building.
 - The ability to conceptualize individual and group clinical/psychological issues.
 - The ability to form clinical hypotheses.
 - Judgment, decision making and planning.
 - Self-awareness, as people and as therapists.
 - Professional and ethical behavior.
 - Skills in development and implementation of treatment plans.
3. To produce professional marriage and family therapists who can perform competently in the roles of:
 - Clinician/counselor/psychotherapist; relationship expert.

- Teacher/educator about clinical and psychosocial issues.
 - Consultant to individuals and systems to manage change and resolve problems.
 - Advocate for proactive positions and programs on psychosocial, ethical and professional issues.
4. To produce professional marriage and family therapists who share the values of the program, the Department and the College including:
- Self-awareness.
 - Recognizing, honoring and knowing how to manage diversity.
 - Sensitivity to the psychosocial and cultural bases of the human condition.
 - Continual professional development.
 - Respect for all people.
 - The importance of an integrated set of values which are congruent with their behavior.
5. To produce marriage and family therapists who can provide services in a wide variety of agencies and schools including, but not limited to:
- Substance Use Disorders counseling.
 - Family therapy in school-based programs.
 - Advocacy for the mentally ill.
 - Child therapy in agencies and nursery schools.
 - Information and referral.
 - Employee Assistance Programs.
 - Crime Victim Counseling.

**SAMPLE COURSE SEQUENCE FOR
THE MARRIAGE AND FAMILY THERAPIST PROGRAM
CSUEB Hayward Campus – 2025-2026**

Note: Sequence of classes and semesters may vary depending on faculty availability. The schedule is under administrative review for each semester pending sufficient availability of budget funding to offer all classes listed. Availability of all classes is subject to change.

Fall 2025	First Year Fall (1st Semester)	Units
EPSY 630	Law, Ethics & Professional Issues	3
EPSY 635	Pre-Practicum Micro Counseling Skills in Relational Practice 1	2
EPSY 636	Counseling Theories	3
EPSY 634	Family & Life Cycle Development	3
EPSY 638	Adult & Child Psychopathology	3
EPSY 637	Multicultural Counseling	3
	Total -	17

<u>Spring 2026</u>	<u>First Year Spring (2nd Semester)</u>	<u>Units</u>
EPSY 648	Assessments	3
EPSY 633	Substance Use Disorders and Recovery Models	3
EPSY 641	Child and Youth Psychotherapy	3
EPSY 643	Family Therapy	3
EPSY 642	Family Violence and Trauma Therapy	2
EPSY 644	Micro Counseling Skills in Relational Practice 2	2
	Total -	16
<u>Fall 2026</u>	<u>Second Year Fall (3rd Semester)</u>	<u>Units</u>
EPSY 696	Advanced Practicum - Internship Fieldwork	3
EPSY 650	Group Counseling: Theory and Practice	3
EPSY 651	Relational Research Methods	3
EPSY 639	Community Mental Health Counseling & Advocacy	3
EPSY 654	Career Development	3
	Total	15
<u>Spring 2027</u>	<u>Second Year Spring (4th Semester)</u>	<u>Units</u>
EPSY 696	Advanced Practicum - Internship Fieldwork	3
EPSY 653	Couples Therapy	3
EPSY 652	Gender, Identity, & Sexuality: Development & Relationships	3
EPSY 647	Psychopharmacology	3
EPSY 693A	Capstone - Final Project	4
	Total -	16
	Total Units for Degree -	64

***Scope and Sequence of Courses are open to the possibility of change.**

Critical Deadlines and Related Forms for Students in the MFT Program

The Basics

The program leads to the Masters in Counseling Degree, Option in Marriage and Family Therapy. Course work includes: Fulfilling prerequisites to the degree, Core Course Requirements, Faculty selected classes, Fieldwork, Final Capstone Project, and MFT Course Requirements. You are required to complete 2 semesters of Fieldwork during Fall and Spring of second year, and a Capstone Project.

Regulations for the MFT License are set by the Board of Behavioral Sciences. The MFT program is accepted by the BBS as meeting the academic requirements for licensure. You are automatically an MFT Trainee when you begin the program.

Your clinical work may be called traineeship, practicum, fieldwork, internship or field placement, depending on your setting. The language used by the Board or other universities may differ, but these are all terms for clinical work. The BBS requires that you have 225 hours (plus) of actual clinical work experience before you graduate.

Prior to Starting Year One of the Program

1. Complete Program Prerequisites.

You **MUST** complete all prerequisites prior to starting any coursework in the program. Students **MUST** complete a minimum of statistics and two other prerequisites before Fall Semester begins.

Without exception, you must complete all the prerequisites before you can be advanced to candidacy in the Spring Semester of your first year. Without advancement to candidacy, you will not be able to begin fieldwork.

Year One of the Program

FALL SEMESTER

1. Complete any remaining prerequisites.
2. Download information and Application forms for the MFT license from the Board of Behavioral Sciences' Website: www.bbs.ca.gov

or

Request the Application Forms and Information packet in writing from:

[Board of Behavioral Sciences](http://www.bbs.ca.gov)
1625 N. Market Blvd. Suite S-200
Sacramento, CA 95834
(916) 574-7830

SPRING SEMESTER

1. Begin thinking about your clinical interests and investigating possible fieldwork placement sites. Review the university trainee/agency contract printed in the attachments. Finding a site that provides licensed supervision is required. As a guideline students are expected to complete 5 client contact hours weekly.
2. Refine your resume for use in applying to fieldwork placement sites.
3. Interview for fieldwork placement sites.
 - a. An agency must provide you with access to clients and a licensed supervisor who is eligible to provide supervision. Some agencies also provide in-service training as well. The faculty highly recommends you obtain trainee site permission to audio or video tape sessions for training purposes.

BE SURE TO OBTAIN YOUR ADVISOR'S APPROVAL OF A PLACEMENT BEFORE YOU COMMIT YOURSELF.

4. Read about the requirements for Advancement to Candidacy in the CSUEB Catalog.
5. Check with your Advisor about meeting requirements for Advancement to Candidacy.
6. Finish interviewing and applying for fieldwork placement sites.
7. After obtaining your advisor's approval of the site of your choice, confirm your acceptance as a trainee at that site. Students cannot commence your traineeship until the start of Summer Quarter in June.
8. If you are planning to begin fieldwork in the summer quarter, you must enroll for a Summer Extension Division class, Clinic Rounds, in consultation with the Coordinator of the MFT program. Information will be shared by program faculty during Spring Semester.

Year Two of the Program

FALL SEMESTER

1. Your department instructor for fieldwork/internship will become your academic advisor for your second year.
2. Obtain and complete the proper forms for your fieldwork placement site.
 - a. Fieldwork Agreement (see Attachment B: MFT Trainee Fieldwork Agreement)
 - b. Supervisor responsibility form (see Attachment C: Responsibility Statement for Supervisors of a Marriage & family Therapy Intern Trainee)
3. Register for and attend the Advanced Practicum section you have been assigned to.
4. Complete your Major Check Form, necessary for graduation. Your advisor will assist with its preparation at the end of the Semester (see Attachment D. CSUEB Major Check).
5. Begin working on your capstone project. Guidelines may be individualized with your advisor.

Fall Semester

By the end of the Fall Semester the student should have completed a first draft of the Introduction to the capstone, an outline of the Literature Review of the thesis, and a bibliography of the minimum of 20-30 current referred/peer reviewed articles that will serve as the foundation of the capstone. Your advisor will work with you to set goals to complete requirements for Fall Semester progress.

Spring Semester

Within the first month the student should have completed the Literature review. What this includes depends on the Capstone Project chosen by the student. The final draft of the capstone should be completed by the middle of the spring term to allow for all the necessary paperwork and reviews to be completed so that the student will be able to have the capstone completed by the end of his/her academic journey.

FALL (November) SEMESTER

1. In the Department Office, file your Major Check and apply for graduation by completing the Degree Candidacy Form. Both of these forms are available in the Department Office.
 - a. File the forms for graduation by the date posted in the Department Office.
 - b. IF YOU MISS THIS DEADLINE, YOU WILL NOT BE ABLE TO GRADUATE IN THE SPRING QUARTER!

SPRING SEMESTER

1. Remember: Because of BBS regulations, you will need 225 client contact hours before graduation in order to have your degree qualify you for the MFT License Exam.
2. Therefore, DO NOT GRADUATE UNTIL YOU HAVE THESE 225 CLIENT CONTACT HOURS SIGNED OFF BY A QUALIFIED SUPERVISOR.
 - a. The easiest way to delay graduation is to NOT file your Capstone. Once you file your signed Capstone with the Department Office, we cannot stop the graduation process.
3. If you have 225 client contact hours, file your signed Capstone Project with the Department Office. If you do not obtain the required 225 hours by the end of Spring Semester in May, the grade of “I” is assigned and you must consult with your advisor to develop a plan for completion of the hours and submission of required paperwork to your advisor for removal of the “I” grade. You will not have to enroll in additional Internship classes unless required to do so by your advisor to fulfill university requirements.
4. Obtain the application forms for MFT Internship status from our office and from the BBS. Fill out the Departmental form and return it to us. We will complete the form and return it to you in a sealed envelope. DO NOT give us a blank BBS Program Verification Form. We cannot process your application until you fill out the Department’s form.

STATEMENT OF MFT TRAINEE RESPONSIBILITIES FOR STUDENTS IN THE MFT PROGRAM

1. The BBS states that a trainee must complete at least 15 semester units before commencing MFT fieldwork experience. HOWEVER, our program policy is that students will not begin fieldwork until they have completed their first year of study.
2. The trainee must ensure that all hours accumulated toward licensure are gained in a fieldwork setting that has been approved by the faculty advisor. This is part of the MFT Fieldwork Agreement.
3. The trainee must secure a signed MFT Fieldwork Agreement which describes the type of setting (school, college or university; non-profit or charitable; licensed health facility) in which the trainee is accumulating hours of supervised experience.

4. The trainee must secure a signed “Responsibility Statement for Supervisors” prior to commencing MFT fieldwork experience.
5. The trainee must ensure that all paid hours of experience are gained as an employee (IRS Form W-2) and NOT as an independent contractor (IRS Form 1099)
6. The trainee must retain a W-2 statement (or copy) for each employment setting, and for each year in which the trainee is receiving pay and accumulating hours of supervised experience.
7. The trainee must accumulate a minimum of 225 hours of face-to-face client contact hours for AMFT in accordance with BBS regulations prior to graduation from the MS Counseling, Option in MFT Program. If the student is pursuing the LPCC associateship then they will need 280 face-to-face clinical hours.
8. The trainee must ensure that separate “units” of supervision (i.e. one hour of individual or two hours of group supervision) are provided for each work setting in which the trainee is gaining hours. For each unit of supervision, no more than 5 hours of experience may be accumulated.
9. The trainee must maintain weekly logs for all hours of experience gained toward licensure. Weekly Summary of Hours of Experience
10. The trainee must cooperate in the periodic evaluation of his/her/their performance in the fieldwork experience, and must provide copies of these evaluations to the faculty advisor. MFT in Clinical Fieldwork Supervisor’s Evaluation).
11. All trainees will also be evaluated by their University Supervisor once a semester. The Supervisor will utilize the Disposition Rubric and give the trainee a passing or failing grade according to their performance in the field and in the supervision classroom.
12. The trainee must complete all MFT coursework prior to graduation from the program, and must file a Major Check in accordance with University deadlines.
13. The trainee must accept independent responsibility for maintaining a complete file of all logs, statements, agreements, and documentation required for licensure.
14. The trainee must notify the faculty advisor in a timely manner of any professional or personal difficulties which might affect the trainee’s ability to comply with trainee duties or responsibilities.
15. The trainee must abide by all current laws and ethics related to counseling/psychotherapy.

PROFESSIONAL ETHICAL BEHAVIOR EXPECTATIONS

MFT EXPECTATIONS FOR ETHICAL PROFESSIONAL BEHAVIOR

California State University, East Bay

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving families, adults, and children in communities. Professional behavioral expectations begin with instruction and carry through to successful practice as licensed Marriage and Family Therapists. The behavioral expectations in Educational Psychology at California State University, East Bay are divided into two categories: one, a global Program Policy Statement of Understanding, and two, Behavior and Disposition statements that describe important ways professionals-in-training demonstrate their emerging professional behavior. **The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and evaluation for associate license recommendation.**

Program Policy Statement of Understanding: The counseling and psychology professions require a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated at CSU East Bay is expected to be translated into ethical, competent, and caring practice in all settings: placements and classroom.

Behavior and Disposition: Course Attendance Disposition/Aptitude: Integrity
Professionals-in-training are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with a class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

We seek to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All professionals-in-training are expected to participate in constructing a respectful learning environment in the classroom. We encourage and support timeliness as a critical and respectful professional behavior. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

Academic/Professional Communication Disposition/Aptitude: Supporter/Leader; Awareness of Impact

We support dialogue. Professionals-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

Direct and Ethical Communication Disposition/Aptitude: *Collaboration*

We support direct and ethical communication that promotes a positive and professional learning community. As with professional steps toward resolution of ethical dilemmas, professionals-in-training seek the following: (1) honest, constructive conversation with persons most directly related to concerns (e.g., peers and instructors) and (2) sensitive consideration for privacy when direct communication with most relevant parties (e.g., peers and instructors) has not resulted in desired outcomes. Students may seek support from their program coordinator in developing strategies for direct communication. Students and faculty will restrain from pernicious gossip, “splitting” one party against another party, speaking for others, or other breaches in direct and ethical communication.

Trainee Evaluation Disposition/Aptitude: *Openness to Feedback*

We are committed to the professional development of all candidates. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty and by field supervisors throughout your time in the program in order to assess each professionals-in-training’s development.

Additionally, throughout training, concerns and deficiencies will be brought to the Professionals-in-training’s attention and used by faculty in assessing academic as well as professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning. A Student Improvement Support Plan will be developed for students demonstrating difficulties.

***BBS Statutes and Regulations**

<https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>

See § 4982. UNPROFESSIONAL CONDUCT

*Professionals-in-training are familiar with their discipline’s ethical standards.

STUDENT EVALUATION

Evaluating Student Trainees behavior in the field is a very important process. A process that includes integrity and respect for the laws and ethical consideration to protect the Student Trainee as well as the public at large. Student Trainees will be evaluated each semester utilizing (2) specific documents. The 1) first Student Evaluation is to be completed by their Supervisor in the Field and will impact how the University Supervisor fills out their evaluation tool [MFT Handbook and Program Documents - MFT Program Planning - Google Drive](#)

The [University Supervisor Disposition Evaluation Disposition Rubric1006 - Google Docs](#) will utilize the Disposition Rubric based on the Trainees behavior in the supervision class and influenced by the MFT Clinical Fieldwork’s expectations and performance evaluation. Both Evaluation tools must have passing scores in order to continue on to the next semester of Clinical Placement.. If a student does not pass, a

Student Performance Committee will be convened to discuss whether the student will be placed on probation, or if the behavior is egregious enough, the student may be declassified from the MFT Program.

Students will also be evaluated through having a successful Capstone Final Project. Students will be supported through their Final Capstone Project by an Instructor who oversees each step of the process to a successful conclusion. This project is a demonstration of clinical skill readiness for attaining your Associate number for MFT and/or PCC.

STUDENT PROGRAM UNDERSTANDING AND AGREEMENTS

(A link to this agreement will be sent to all students for online affirmation.)

I have received the MFT Program Student Handbook.

I understand that the program has academic as well as professional performance and professional ethical behavior expectations (listed in the Handbook) to be demonstrated as requirements for recommendation for Associate MFT Registration.

I understand that the program will provide feedback, support, and resources in my training, and I have read the program expectations in the MFT Program Student Handbook.

These expectations are consistent with University policy: [Standards for Student Conduct](#) and [Graduate Student Handbook](#).

I attest to having read the MFT Program Expectations for Professional/Ethical Expectations and am aware that I am held to comply with these standards for the profession throughout all of my interactions and activities in the program, including, but not limited to practicum/placements, in person and online classes, email and phone communications, co-curricular events, and meetings with faculty, staff, and fellow students. I am aware that an accommodation may be made available to me through Accessibility Services located on the CSUEB campus to help me reach or maintain these standards.

I understand that if I am unable to meet these standards after being provided with feedback, support, and any approved accommodations, the department chair, upon review of the recommendation from the Student Performance Committee, may initiate discontinuance procedures in accordance with CSUEB's policies and procedures for academic probation and disqualification. I understand I may be declassified from the

MFT program, even if I am meeting the academic requirements for the program if there are unresolved behavioral or professional ethics that are not resolved.

STUDENT IMPROVEMENT SUPPORT PLAN

We, as a department, are here to help support you. If you get off track or make some mistakes we will develop a support plan to help you get back on track.

CSUEB MFT Program Student Improvement Support Plan

Student _____ Training Year _____ (1, 2)

Course or Placement Setting _____

Date _____

Faculty _____

General Area(s) of Concern. <i>List relevant program expectations, Dispositions, or skills.</i>	Specific Event/Behavior Description of Event (include dates).	Action Plan/ Resources Include at least 2 positive goals
[Note: stated <i>general</i> areas of concern may include but not be limited to problems with: specific student competencies/objectives, ethics guidelines, or professionalism.]		
		Follow Up Details (especially if other than during routine evaluation)
Student Comments:		

Attach additional documents/summaries if necessary.

Student Signature _____ **Date** _____

Note: The student's signing the form indicates having received the information. See student handbook for more details.

Instructor/ Coordinator Signature _____ **Date** _____

CC: Student File

DECLASSIFICATION FROM PROGRAM & ACADEMIC DISHONESTY POLICY

1.0 A candidate shall be declassified (also known as dismissed) for failing to meet and provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Program to be considered at the next admissions period.

2.0 A candidate may be declassified for more than one grade below a "B" in required program classes. Academic Probation will follow the first grade below a "B."

3.0 Grades of Incomplete (I) shall not be counted in the candidate's GPA; however, two grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification.

4.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

5.0 A candidate shall be declassified for failing to achieve the required satisfactory level of performance in required field experience.

6.0 A candidate shall be either declassified if a placement requests that the candidate be removed from the placement for their behavior.

7.0 A candidate shall be declassified for failing to demonstrate professional conduct (Dispositions, Aptitudes, Behavior) toward any participant in the program; including University administrators, University faculty Coordinators, University faculty, University staff, University students, placement clients, staff, administrators, or others related to training experiences.

8.0 A candidate shall be declassified for academic dishonesty (e.g., plagiarism, fabrication of data, and falsification of records or report writing).

9.0 A candidate shall be declassified for failing to (a) demonstrate effort and progress toward faculty-identified areas of weakness in Professional Dispositions and Clinical Aptitudes or (b) failing to maintain conditions for Professional/Ethical Behavior.

10.0 A candidate may be declassified for unethical conduct as defined by their professional organization.

11.0 A candidate may be declassified from the program for cause **any time** up until the application for the BBS MFT-A registration has been approved.

12.0 The Faculty Coordinator shall notify a candidate subject to declassification in writing. The notification shall

1. cite the appropriate section of this policy,
2. detail the specific behaviors that led to the declassification, and
3. notify the candidate that he/she may appeal within 10 calendar days.

Candidates may appeal declassification only once during their time in the program.

13.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair who will review the decision and uphold the declassification or re-instate the candidate with or without conditions.

For more information regarding student rights and grievance, please contact Heather Gardley, Director, Student Conduct, Rights & Responsibilities, as a student resource, heather.gardley@csueastbay.edu

I understand and agree to these conditions.

/		
_____ <i>Candidate Print Name</i>	_____ <i>Signature</i>	_____ <i>Date</i>