Alliant University

2025-26

CFT DOCTORAL EXAM MANUAL

COUPLE AND FAMILY THERAPY GRADUATE PROGRAMS

IRVINE | LOS ANGELES | SACRAMENTO | SAN DIEGO | ONLINE

Table of Contents

I. Pre-requisites 3
III. Purpose 4
IV. Theory of Therapy Paper 4
V. Submission Process 7
VI. Faculty Availability 10
VII. Results 10
VIII. Faculty Doctoral Exam Committee Roles throughout the Course of the Exam 10
IX. Three-Strikes Rule 11
X. Time Limitations on Doctoral Exam Committee Assignments 11
XI. Oral Case Presentation of Clinical Work 12
XII. Details of Video Clips 12
XIII. Details of Oral Presentation 13
XIV. Evaluation of Oral Presentation 14
XV. Appeals Process 14
Appendix A: CFT Written Doctoral Exam Scoring Rubric 16
Appendix B: CFT Doctoral Exam Application 20
Appendix C: Turnitin Instructions 21
Appendix D: Rubric: Video/Oral Portion of the CFT Doctoral Exam 22
Appendix E: Doctoral Exam Completion Form 24
Appendix F: Doctoral Exam Checklist 25
Appendix G: How to Reserve a Room on Campus 29

I. Pre-requisites

a. Completion of the master's degree portion of the curriculum (coursework and practicum).

b. Students may take the exam upon the completion of the three following doctoral theory classes:
    1. PSY 83110 Advanced Couples
    2. PSY 83160 Advanced Family Therapy I (Formerly Adv. Intergenerational Therapy)
    3. PSY 83170 Advanced Family Therapy II (Formerly Adv. Brief Models)

c. Attendance at a doctoral exam orientation meeting. This orientation only needs to be taken **one time** (You are allowed to take this orientation another time; however, re-reading the manual could also suffice). You will need to keep this orientation date in mind because you will need to list this date on the application for your exam. In addition, you will also need to turn in a second application if you are changing your doctoral exam chair or if your committee has expired.

d. You may request an accommodation for your exam. Please first contact the office of accessibility. Once this process is in place, contact the systemwide doc exam chair (Dr. Gita Seshadri; gseshadri@alliant.edu), and your doc exam committee chair.

e. Doctoral students are expected to attempt their Doctoral Exam within 2 semesters after attending their mandatory Doctoral Exam Orientation, and, ideally after finishing their coursework during their internship. Students are encouraged to communicate with their Branch Director regarding their progress and any concerns they may have regarding their academic timeline. **As of Fall 2019, advancement to doctoral candidacy now requires completion of a Dissertation Proposal and the Doctoral Exam**. To graduate, doctoral students must complete the Doctoral Exam successfully (passing both sections) before the dissertation defense.

f. **Students must take and pass both the written and oral portions of their doctoral exam by Dissertation III and before they can schedule their final dissertation defense.** *i.e., Signed (by doc exam committee chair) Doctoral Exam Completion Form should be in students' file before scheduling for dissertation defense.

g. Students' Doctoral Exam Committees (other than the Chair) are assigned randomly based on availability. If you are unhappy with your assigned Committee, please discuss any concerns with your chosen doctoral exam Chair.

h. The research proposal section was removed (effective Fall 2015). Students who defend doctoral exam at least once prior to Fall 2015 must adhere to standards outlined in the old doctoral exam manual.

i. Please see Doctoral Exam resources (video consent form, sample videos and papers, presentation outlines, etc.) here: CFT Doctoral Exam Resources.

j. This exam is a relational exam; a couple or a family refers to multiple individuals from the client system (i.e., not including the therapist) and must be in each clip provided.
    1. It is ideal that all members of the therapeutic relationship are visible on camera (therapist and clients).
    2. Students may work with different subsystems in the same family. For example, one video clip may include the whole family, one clip may include the marital subsystem, and another clip may include the sibling subsystem. Students that are working with multiple subsystems should be aware that they still have to demonstrate movement in the therapeutic process across subsystems.

II. Rationale

a. The mission of the CFT Doctoral Program is to prepare students who are skilled in the **theory and clinical practice** of couple and family therapy and can integrate individual, relational, and systemic therapeutic models in an international, multicultural context.
b. Doctoral graduates are expected to perform the following tasks:
    1. Comprehend and apply at the advanced level systemic theory in couple and family therapy.
    2. Comprehend, integrate, and apply -at an advanced level- the theories and techniques of couple and family therapy **in a multicultural context**.
    3. Demonstrate -at an advanced level- the assessment and treatment of persons and families who are seeking therapy services.
    4. Critique literature in couple and family therapy.

III. Purpose

a. Provide an opportunity for students to synthesize the curriculum.
b. Assess students' integration of coursework with their clinical experience into a unified, coherent model for clinical work with human systems (individuals, couples, families, communities, etc.).
c. Assess students' advanced professional development with respect to the following areas:
    1. Presentation skills
    2. Academic writing skills
    3. Clinical practice skills with diverse populations
    4. Professional ethics and law

IV. Theory of Therapy Paper

a. This paper constitutes the first section of the Doctoral Exam and requires students to develop a coherent and comprehensive relational theory that guides and informs their clinical work.
b. The paper provides evidence for the following areas:
    1. Conceptual and theoretical sophistication
    2. Abstract thinking
    3. Understanding of the philosophical underpinnings of relational theory. Relational theory refers to multiple individuals from the client system.
c. The paper covers the following sections (These sections are covered in detail in the Rubric (See Appendix A). *Please use these section titles as the headings for the paper)*:
    1. **Underlying Theory**
    2. **Assessment**
    3. **Change Theory**
    4. **Case Formulation Process**
    5. **Therapeutic Techniques**
    6. **Diversity**
    7. **Self of the Therapist**
    8. **Empirical Support/Units of Treatment/Presenting Problems**
d. Other Requirements
    1. Please limit paper to *no more than 30 pages of text (Text does not include references).* **If the text of the paper is longer than 30 pages of text, it will be returned, and the student will need to re-submit.**
    2. Students may include one to two pages of tables and/or appendices that are related to the theory (e.g., genogram). These tables/appendices will not be

counted in the 30 pages of text.

3. The Turnitin report of the student's paper must produce a similarity rate of 12% or less. If the Turnitin report generates 13% or greater rate of similarity, it will be returned, and the student will need to re-submit. **There will be no exceptions.** Please make sure that you click on the "Exclude Quotes" and "Exclude Bibliography" options when you run your Turnitin similarity report, if you are presented with this menu option, or else the program will generate a falsely high rate of similarity. See Appendix C.
4. AI Policy: General
    i. Generative Artificial Intelligence (AI) tools analyze existing content and create new content based on their analysis. These tools have the potential to enhance productivity and improve writing skills. However, they are not substitutes for your unique ideas, critical thinking, analysis, or synthesis, which are essential in our work as clinicians, researchers, and educators. Unacceptable or unethical use of AI tools may result in academic consequences, including the rejection of assignments.
    ii. AI use should enhance—not replace—your academic skills and learning. Use it ethically and responsibly. As we incorporate AI tools into academic and professional writing, instructors encourage their ethical and responsible use.
    iii. The instructor reserves the right to use AI detection engines. The instructor will consider high AI scores together with tangential responses that do not reflect course competency as potential misconduct. AI misuse in assignments may constitute academic misconduct and be considered serious plagiarism and may result in disciplinary action.
    iv. The following guidelines outline acceptable practices for AI use in academic and clinical writing. The CFT program and instructors may specify additional acceptable uses within their specific contexts or may restrict uses further as appropriate to learning outcomes and objectives. This is an evolving policy, and updates will be provided by individual instructors, programs, the school, or the University.
5. Unacceptable Use
    i. Do not use AI tools as a substitute for your own ideas and writing.
    ii. Take full responsibility for the ideas, structure, and content of your work.
    iii. Do not rely on AI tools as a replacement for course-required materials including instructor-written and auditory information.
    iv. Submitting copy-pasted AI-generated content as entirely your work.
    v. Using AI for exams, quizzes, assessments, or summarizing data without permission.

vi. Copying AI-generated responses and presenting them as your original work.
vii. Using fabricated AI-generated references or citations.
viii. Substituting AI-generated responses for peer-reviewed or scholarly resources.
ix. Sharing private or sensitive information such as university data with public AI tools.
x. Using AI-generated content that contains misinformation or bias.

6. Acceptable and Responsible Use
   i. The use of Artificial Intelligence (AI) tools is allowed for purposes such as improving sentence structure, organization, or grammar in drafts, brainstorming topics related to your project or study, and creating an outline for your research paper or dissertation.
   ii. Your instructor may permit other uses, such as but not limited to summarizing public content, data analysis, and other course-specific assignments.
   iii. Acknowledge, Disclose, and Verify
   iv. To maintain academic integrity, all AI use must be disclosed, acknowledged, described, and referenced. Ensure your final work reflects your understanding, voice, and critical thinking, as well as course-specific material. Verify all AI-provided information for accuracy.
   v. At the conclusion of each assignment, include an appendix where you acknowledge the extent to which AI tools were employed. For discussions, acknowledge use of AI in the comment section, which is only available to the instructor.
   vi. Include a statement. Examples include:
      - "No content generated by AI technology has been presented as my own work."
      - "I used AI for grammar and writing style."
      - "I acknowledge the use of [insert AI tool/link/date of access] to generate materials for background research or draft organization."
      - "I acknowledge the use of [insert AI tool/link/date of access] to generate content included in this work.
7. Describe the AI Use (MUST BE REFERENCED LIKE ACADEMIC PAPERS)
   i. In addition to acknowledgments, detail the following in the assignment appendix or discussion comments:
   ii. The original draft of your work (even if AI was used only for writing style or grammar).
   iii. The questions or prompts used with the AI tool.
      - Examples: 1) Explain the concept of… 2) Proof my work for grammar and writing style while maintaining my voice, 3) Search for articles on this topic, 4) Perform a

thematic analysis using these themes. (Doctoral students should consult instructors for dissertation-related prompts.)

- The raw output generated by the tool.
- Paste AI-generated text here
- A summary of how you modified or adapted the AI-generated output.
- Example: I rephrased the content, added scholarly citations, and connected the text to MFT concepts.
- Reference the specific AI tool.
    a. Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat

8. You may have written theory papers in your advanced theory courses, and the written section of your Doc Exam can be inspired by this process. However, you must ensure you do not use large sections of the paper in its entirety as this constitutes self-plagiarism. Writing the written portion of your Doc Exam is an opportunity to develop skills with paraphrasing as well as expanding expertise in the chosen model.
9. The student may choose to use a case that they showed in their Advanced Professional Practice (APP) course, but they should not use clips that they have shown in class. If students choose a case for doc exam that they showed in their APP course, they must be aware that the rubrics for that course and the doctoral examination are different. Feedback that they received in their APP course may not apply and/or may be incongruent with Committee expectations in the context of the doctoral exam.
10. Students may choose to do an integrative doc exam. If students choose this option, they must provide strong rationale for why they have integrated their chosen theories. Additionally, students must clearly demonstrate a thorough understanding of the underlying assumptions and theoretical foundations of each theory they are integrating. A critical analysis of the integrated theories must still be conducted following the exam rubric. This must be done cohesively and within the 30-page limit.

V. Submission Process

a. The student selects a Chairperson for the Doctoral Exam Reader Committee.
    1. This person must be a core CFT faculty member and most likely will be from the student's home campus (1st choice). However, if there is a faculty member across the CFT system that has your particular theory or clinical expertise and you would like them to serve as a chair, this is permitted. Please speak with them and complete the application accordingly, in addition to listing their expertise.
    2. The student must determine if the person has the availability to serve as the Chairperson.
    3. If all CFT faculty on the home campus are unavailable, the student must contact the systemwide doc exam chair to be assigned a faculty Chairperson on another campus.

b. Complete and submit the Doctoral Exam Application form via Adobe Sign, which is located in SharePoint - CFT Student Hub. See Appendix B. **(Please note, the systemwide doc exam**

chair is Dr. Gita Seshadri, gseshadri@alliant.edu)

1. The student must submit the Doctoral Exam Application form the *semester prior to* taking the exam. The final submission date is the last day of class for the semester (i.e., Friday of finals week) prior to taking the exam. Please consult the online academic calendar for this date. This date will also be confirmed during the orientation for each semester.
2. The semester prior does not include summers; therefore, if the student wants to take the exam in the fall, the student will need to submit the application form by the previous spring.
3. A student cannot submit an exam without having submitted the application form. If a student has an expired committee, please reach out to the respective systemwide doc exam chair, mailto:gseshadri@alliant.edu for direction.
4. The application form must have the signature of the student's Chairperson.

c. After the student submits the application form, the respective systemwide doc exam chair will work with the Chairperson to form the student's Doctoral Exam Reader Committee.

1. One person on the Committee must be from another campus, per COAMFTE requirements.
2. This Committee must be formed the *semester prior to* when the student wants to take the exam.
3. A Committee member may not also serve as a clinical site supervisor for the student during their doctoral exam.
4. It is recommended that the student turn in the application form before the end of the semester so the respective doc exam chair will have sufficient time to communicate with the Committee.

d. After the Committee is formed, the student will work with the Chair and the members to select a submission date and an oral presentation/results meeting date for the doctoral exam.

e. ***Since the COVID-19 pandemic, zoom meetings have often been scheduled in lieu of campus meetings. Please follow the guidance below regarding the zoom protocol. For on-ground programs and/or committees with one or more on-ground faculty members, the student must consult with the Chair to determine if a videoconference room needs to be reserved on the home campus and/or another campus, or if the entire committee will meet via zoom.

It is recommended that the student schedule as far in advance as possible. If applicable, the student must complete a Video Conference Request Form to schedule a videoconference room through Learning Technology at: https://ithelp.alliant.edu/vtc-request.html. The student should call to confirm their reservation within 48 hours of the request form by calling 858-635-4357. The student should also email the Committee with the room assignment prior to the doctoral exam date. As a backup, the student is encouraged to schedule rooms via the following links: https://www.aaiscloud.com/AlliantInternationalU/default.aspx. See Appendix G for full instructions on how to reserve a room.

1. **The student should plan to play their video from their device through HIPAA compliant zoom screen-sharing, and should not upload their videos to google drives, YouTube (even if private), etc. <u>under any circumstances</u>. If for some reason**

the file needs to be sent to a committee member, the student may be advised to upload to their OneDrive, however students should avoid emailing links to their video if at all possible. If you need help reducing the size of your video, you may seek campus IT for help and/or upload your video to the Alliant OneDrive. For any committee members that are attending the meeting via Zoom, the student must send an invitation via Alliant Outlook. To login to Zoom, utilize your Alliant email credentials to make sure you have the latest HIPAA compliant version offered by Alliant on your device. Through Outlook download all Office 365 apps including OneDrive. You will also need to create an invitation for Zoom on Alliant email outlook calendar. For on-ground presentations, video should be able to be projected to an Alliant computer and smart TV, **so you may need a memory stick**. You may also use the **Zoom** platform, with the help of your on-campus IT professional.

2. The student is encouraged to reserve an extra hour before the presentation begins for set up and/or to address any technical difficulties. Exams **can** be rescheduled if there are too many technical difficulties which prevent the Committee from conducting the exam in full capacity.

f. The student must email the Committee the outline for the oral presentation at least **48 hours** before their doc exam defense date.
g. The written exam must be submitted to the Turnitin assignment within the CFT Doctoral Exam folder **two weeks** before the oral presentation/feedback meeting date.
h. It is HIGHLY RECOMMENDED that the student submits the paper to the Turnitin assignment at least 72 hours **before the two-week exam deadline** to ensure the paper generates the Turnitin report and has a duplication rate of 12% or less. **When submitting your paper multiple times, the report and percentage may take 24 to 48 hours to reflect. Please take this into consideration and plan accordingly. Please also note that at the doctoral level, and in compliance with APA style guidelines, direct quotes are to be used only when absolutely necessary. Students should be critically analyzing the material that they are synthesizing and should paraphrase or summarize the material unless important meaning would be lost without directly quoting an author.**
    1. The instructions for HOW TO SUBMIT TO Turnitin are listed below in Appendix C.
i. Committee Chair determines if student meets the 12% or less similarity rate.
    1. If so, faculty will download the paper per previous instructions.
    2. The student must email the Committee two weeks prior to the exam informing them that the paper is ready to be reviewed on Turnitin.com.
    3. If not, then the student must revise the paper and reschedule the submission date and oral presentation/results meeting date.
j. The oral presentation/results meeting is commonly scheduled for two hours.
k. After the student presents the oral part of the exam, the Committee will excuse the student from the room and discuss the written and oral parts of the exam.
l. After the discussion, the Committee will invite the student back into the room and present the student with the results of both the oral and written exams.
m. The faculty chair of the student's doctoral exam Committee will take notes of the results *during the meeting* and send it to the student **within one week** after the meeting.
n. Students should take their exam in Dissertation III, which for most students will be in the Fall semester. Students who are not able to pass both portions of their doc exam by the end of Dissertation III must develop a written timeline for doc exam defense and dissertation defense. This timeline must be approved by their doc exam Chair, dissertation Chair, and the Branch Director. Students who take the exam in the Spring of

their final year should take it no later than March 30th.

VI. Faculty Availability

a. Faculty will be available to work on doctoral exams while they are on university contract (i.e., Fall and Spring semesters only). Please also consider this in scheduling exams right at the beginning of the academic year, as faculty have to review your exam 2 weeks before It is the student's responsibility to consult the online academic calendar to determine dates that the faculty are on contract.

b. Faculty will not be available to work on doctoral exams during the summer or during the off-contracted portion of the winter break. If students take their doctoral exam less than two weeks prior to when faculty are off contract, they may not receive written feedback on either their written or oral section until two weeks after faculty resume contract.

VII. Results

a. If the student does not pass the written section and passes the oral section:
    1. The Committee provides verbal feedback at the meeting and has two weeks from the exam date to provide the student written feedback.
    2. The Committee decides with the student how long the student needs to revise the exam and reschedules a second submission date and a second results meeting.
    3. The second feedback meeting can be a teleconference and can be scheduled for one hour.
    4. All of the previous submission rules apply.

b. If the student does not pass the oral section and passes the written section:
    1. The Committee provides verbal feedback at the meeting and has two weeks from the exam date to provide the student written feedback.
    2. The student must reschedule another oral presentation/results meeting.
    3. This meeting must be a videoconference and can be scheduled for one hour.
    4. All of the previous submission rules apply.

c. If the student does not pass both the written and oral sections:
    1. The Committee provides verbal feedback at the meeting and has two weeks from the exam date to provide the student written feedback.
    2. The student must reschedule another submission date for the written exam, as well as a date for the oral presentation/results meeting.
    3. This meeting must be a videoconference and should be scheduled for two hours.
    4. All of the previous submission rules apply.

d. If the student passes both sections:
    1. The student completes the Doctoral Exam Completion Form (See Appendix E), which is available on the CFT Student Hub. Please add the APC for your respective campus on the form. Please refer to the CFT Student Hub for the CFT Faculty and Staff list for a list of Program Coordinators (PCs).

VIII. Faculty Doctoral Exam Committee Roles throughout the Course of the Exam

a. *Before* the Student Takes the Exam at Least One Time:
    1. The Chair may provide verbal direction and guidance about the content and process of the exam.
    2. Neither the Chair nor Committee members may read copies of the written exam or view versions of the oral exam.

3. The Committee members may not provide verbal direction and guidance about the content and process of the exam; all questions must be directed to the Chair.
4. No core or adjunct faculty members may provide assistance with writing the written portion of the doctoral exam prior to the student submitting their written section.

b. *After* the Student Takes the Exam at Least One Time:
  1. If the student does not pass the written section of the exam:
     i. The Committee provides written and verbal feedback. Written feedback must be provided within two weeks of the student taking the exam.
     ii. The Chair may provide verbal direction and guidance about the content and process of the exam.
     iii. Neither the Chair nor the rest of the Committee reviews written copies of the exam. They will not re-read it until they download it officially from turnitin.com for the student's second or third taking of the exam.
     iv. No core or adjunct faculty members may provide assistance with reviewing written copies of the doctoral exam prior to students submitting papers?
     v. The student must highlight any additions to the written portion in **yellow** prior to submitting it to Turnitin.com. This way faculty can track any changes to the student's written section.
  2. If the student does not pass the oral section of the exam:
     i. The Committee provides written and verbal feedback. Written feedback must be provided within two weeks of the student taking the exam.
     ii. The chair may provide verbal direction and guidance about the content and process of the exam.
     iii. Both the Chair and the rest of the Committee provide feedback.
     iv. Neither the Chair nor the rest of the Committee reviews versions of the oral exam until the student officially displays it during the oral presentation meeting.

IX. Three-Strikes Rule

a. If a student cannot pass the Doctoral Exam after three attempts, the student may not continue with both the exam process and the CFT doctoral program.
b. The student has three attempts to pass the written portion of the exam and three attempts to pass the oral portion of the exam.
c. If the student believes that errors have been made in either the process and procedures or the content of the exam, the student may refer to Section XV. Appeals Process for directions on how to file an appeal.

X. Time Limitations on Doctoral Exam Committee Assignments

a. As of Fall of 2011, there is a two-semester limit on how long the student may keep their doctoral exam Committee Chair and two Committee members.
b. After the two semesters have passed, the student must select a new Chair, re-apply for the doctoral exam (resubmit the application), and wait for Dr. Seshadri to assign the rest of the Committee members.
c. If re-applying, the student may choose the same faculty to Chair the doctoral exam; however, the Chair may no longer be available. Please fill out a new application with the new respective chair
d. Example:

1. Amy Tan, an Irvine student, submitted her doctoral exam application in spring of 2014 with Dr. Raji Natrajan-Tyagi as Chair. Amy planned to take her exam in fall of 2014.
2. When November 1st came, she had written most of her Theory of Therapy paper; however, she did not have sufficient video for the Oral Case Presentation.
3. She then emailed her Committee, requesting to be able to take the exam in Spring of 2015.
4. On January 15, 2015, Amy found out that her county-funded agency had run out of funds for her position, so she had to find another MFT Intern job. It took her two months to land another internship.
5. At her new site, she found it extremely difficult to persuade relational clients to let her video their sessions. It was not until mid-April that Amy found two families who would allow her to record video of them.
6. By then, Amy had made the decision to re-apply for the doctoral exam in fall of 2015.
7. She asked Dr. Natrajan-Tyagi if she would be available, but the professor declined. Amy then approached Dr. Jeff Jackson, who agreed to Chair her doc exam.
8. The student re-submitted the application, to Brandy Hill, who sent it to Dr. Seshadri, who subsequently assigned Amy two new Committee members.

XI. Oral Case Presentation of Clinical Work

a. Student will present a video of the **relational** clinical work. Relational work refers to multiple individuals from the client system (i.e., not including the therapist). In each clip provided, please show the whole system that is being treated by you (i.e., the clients and the therapist).
b. This presentation must illustrate the theory delineated in the identified Theory of Therapy Paper.
c. This presentation is considered an opportunity for the student to have **relational** clinical work evaluated in a professional, formal manner.
d. Preparation:
    1. Students are required to see clients consistently throughout their degree program.
    2. Students should record videos and receive supervisory feedback throughout this time.
    3. Video recording should be completed by the time the written exam is submitted.

XII. Details of Video Clips

a. An **edited** video of the student's **relational** work must be included in the presentation.
    1. **Note that the case is not to be a simulation or role-play.** This rule applies both for the original and retake of the oral presentation.
    2. This is to be a **relational** client situation that has been a part of the student's actual practice experience.
    3. Students will not be permitted to use video clips shown in advanced practicum for their doc exam. The student may choose to use the same case but should not use clips that they have shown in class.
b. The case must be supervised work from the site. The student needs to acquire on-site signatures of both the BBS-approved supervisor and the clients.
    1. The signature from the supervisor confirms supervision oversight of this case.

2. The signatures from the clients provide consent to show video clips of the student's sessions during the doctoral exam process.
3. The student will need to create forms for both the supervisor and the clients that best fit the site.
4. The student is permitted to use video recordings collected at any time during doctoral training as long as there is evidence of proper release forms from clients and supervisors.

c. What if the student is a licensed MFT?
   1. A student who is a LMFT and is using cases from private practice must seek another professional (LMFT) to verify that the persons in their clinical case-presentation are actual clients.
   2. For example, the other professional could sit in the waiting room to determine that the student is legitimately working with these clients, and then sign off on a form created by the student.
   3. This other professional who is verifying the case need not be an approved supervisor.

d. Relatively brief segments of a relational case will be used to demonstrate the student's clinical skills, including the following items.
   1. Progression of a **relational** case (the student needs to illustrate movement over time).
   2. Demonstration that the **relational** clinical work is consistent with the theoretical approach described in the paper.
   3. As of fall 2011, every clip shown in the oral presentation must be **relational**; that is, each video clip must be of a couple or a family. **There are no exceptions**. If all clips are not relational, then the student will not be able to take the oral portion of the doctoral exam.
   4. You may have written theory papers in your advanced theory courses, and the written section of your Doc Exam can be inspired by this process. However, you must ensure you do not use large sections of or the paper in its entirety as this constitutes self-plagiarism. Writing the written portion of your Doc Exam is an opportunity to develop skills with paraphrasing as well as expanding expertise in the chosen model. Further, the clients that you choose to show video clips of in the advanced professional practice course must be different than those shown in your Doc Exam video clips.

XIII. Details of Oral Presentation

a. It is the student's responsibility to ensure that all equipment is tested and ready to use prior to the start of the exam (i.e., test their video multiple times and on a few different computers). The student should ensure enough time for setup. Students should contact the respective IT department prior to the exam and have an IT representative help setup the videoconference or address any problems with equipment. (See previous recommendation about scheduling).
b. The student will present for approximately one hour.
c. Video segments should contribute approximately 30 minutes of this time and should be selected carefully to represent specific points.
d. Presentation should focus on the progression of the clinical work itself rather than on ancillary details about the family.
e. Following the presentation, there will be a 30-minute discussion section, which may

address the following areas:

1. Theory
2. Ethical and legal issues
3. Relevant research

f. The student will provide a written outline of the case, which includes the following sections:

1. Written explanation (brief) of each of the video/DVD segments. Examples:
    - Session 1—Joining and assessment
    - Session 12—Processing intervention

g. If the quality of the video (picture and sound) is such that it is difficult to understand, the student should either provide a transcript of the video clips or subtitles.

h. If the video is in a language other than English, the student should either provide a transcript of the video clips or subtitles.

i. Along with the video presentation, the student must present at the orals:

1. The consent form signed by the clients to participate in the student's clinical work.
2. A statement or signature of the student's supervisor who has tracked this case.
3. If the student is a LMFT, a form with a signature of another professional LMFT who has verified that the student is working with these clients.

XIV. Evaluation of Oral Presentation

a. The Clinical Case Presentation will be evaluated on the following dimensions (See Appendix D for Rubric):

1. Clear and concise presentation
2. Well-edited video (of an actual case, not a simulation or role play; this rule applies both for the original and retake of the oral presentation).
3. Clear demonstration of theoretical clarity and consistency with theory of change/therapy paper.
4. Evidence of relational issues and systemic orientation being central to treatment.
5. Evidence of attention to ethical issues.
6. Professional demeanor (e.g., to include professional language, openness to feedback, anxiety management).
7. Useful and clear written outline of case presented and an outline explaining the focus of each of the video segments
8. A transcript if the video-audio is not clear, or if the audio is in a language other than English.

XV. Appeals Process

a. The CFT Doctoral Exams has two appeals processes.

1. An appeal may be made on the grounds that exam *processes and procedures* may have impacted the outcome of the exams.
2. The student may also appeal the evaluation of the content of the doctoral exam.
3. There is a *different procedure* for each.

b. Each appeal must be made in writing to the Branch Director, and the Chair of the Doctoral exam, no later than one week after meeting with the faculty evaluators. Note that if a student is submitting two appeals, they are to be written separately.

c. *Also, be advised that in order to maintain anonymity concerning the appeal, the student must maintain discretion regarding with whom the student communicate the concerns.*

d. **Process and Procedures Appeal**

1. These appeals are based on the students' concerns that their paper was not handled in the standard manner according to what is written in the doctoral exam procedures document. These processes do not involve content of the paper.
2. Students may submit a written P & P appeal to the Systemwide Program Director, Dr. Manijeh Daneshpour, and to the Systemwide Doctoral Exam Chair, Dr. Seshadri. Dr. Seshadri will then pass the written appeal on to the Faculty Appeals Committee.
3. Dr. Daneshpour will notify the faculty readers involved in the appeal and will provide a copy of the appeal letter.
4. Dr. Daneshpour will appoint the Appeals Committee comprised of full-time CFT faculty from at least two different campus locations. Members of the doctoral exams Committee may not serve on the appeals Committee.
5. The Doctoral Exams Appeals Committee will have the authority to allow students to retake the exam, have the exam re-graded, or otherwise work to rectify any identified concerns in process or procedure.
6. The Appeals Committee will work with the Chair of the Doctoral Exams Committee and the Systemwide Program Director in correcting processes and procedures.
7. The Doctoral Exams Appeal Committee is the final level of appeal. There is no appeal on the basis of processes and procedures beyond this Committee.

e. **Content Appeal**

1. The student must follow current procedures to meet with the faculty evaluators in regard to their No-Pass status.
2. If the student is not satisfied with the results of this meeting the student may decide to make a written appeal based on content.
3. The content appeal process involves the student requesting in writing to receive a second set of faculty readers.
4. The evidence of content concerns should be stated in an appeal letter to the Branch Director, Dr. Daneshpour, and Doctoral Exam Chair, Dr. Seshadri.
5. The first set of readers involved in the appeal will receive a copy of the appeal letter.
6. The Chair of the Doctoral Exam Committee will appoint two additional faculty evaluators to read and evaluate the paper, and/or watch the oral exam.
7. The second set of readers will not receive information about the evidence of content concerns.
8. These faculty evaluators will evaluate the exam as if it were the first time the exam was being evaluated, anonymously and using the rubric.
9. If the two faculty readers disagree, they will contact the Doctoral Exam Chair, who will assign a 3rd reader.
10. There is no appeal on content evaluation beyond the second set of faculty evaluators.

Appendix A: CFT Written Doctoral Exam Scoring Rubric

Student Number ________________________Reader _______________________Date ____________

Please see the Doctoral Exam Manual for a detailed discussion of the doctoral exam policy, process, purpose and expectations. This Exam Scoring Rubric provides the general criteria that are used in scoring the doctoral exam.

The Bold Side Headings are the sections that must be presented in the examination. The **numbered items** (1, 2, 3 …) under each section are the criteria that are used to grade each section. These items are graded as "P = Pass; or N = No Pass." Please note that a "No Pass" in any one criterion could be grounds for a "No Pass" on the entire paper.

The **lettered items** (a, b, c ….) under each Bold Side Heading are the specific components that are typically considered to determine the degree to which the numbered criteria have been met. Students may wish to review their papers and place a check mark next to each component that they believe has been completed.

Underlying Theory

Demonstrates a sophisticated, doctoral level understanding of the theoretical influences of the theorists that developed the model. Additionally, demonstrates a clear understanding of the theoretical perspective on relationship effectiveness and dysfunction.

	P/N
a. The theory demonstrates a personalization of relational/systemic thinking	
b. The theory demonstrates a creative integration of relational/systemic thinking	
c. All of the fundamental explanatory aspects of the theory are identified	
d. All theoretical constructs are clearly defined at an advanced level	
e. The philosophical principles and underlying theoretical assumptions are clearly	
g. The paper communicates relational/systemic theory creatively and at an advanced level	
i. The theory explains relationship effectiveness	
h. The theory explains relationship dysfunction	
i. If needed, clearly identifies theoretical inconsistencies beyond what may have been	
j. If needed, offers a logical explanation for, or resolution of, theoretical inconsistencies from their own critical lens	
k. Cites relevant primary source literature using appropriate classic and recent publications.	
l. Critically analyzes and synthesizes the material in their own voice, using direct quotes very sparingly and only when necessary.	

Comment:

Assessment

Demonstrates a sophisticated understanding of the assessment processes, procedures and rationale

	P/N
a. Clearly specifies the relationship between the theoretical constructs and the assessment b. processes and procedures of the theory	
c. Clearly describes the methods used to assess the theoretical constructs	
d. Clearly specifies how the assessment process relates to the therapeutic process	
e. Discusses the psychometric aspects of assessment techniques (if needed)	
f. Cites relevant primary source literature	

Comment:

Change Theory

Clearly describes a coherent change theory that is consistent with the theoretical position in the theories language

	P/N
a. Clearly describes the change process on a theoretical level (i.e. how the theory views	
b. Clearly describes ways in which the change theory relates to the general systems theory	
c. Clearly demonstrates an understanding of change as a systemic/relational process	
d. Clearly identifies factors that facilitate the change process	
e. Clearly identifies factors that inhibit the change process	
f. Clearly specifies behaviors or processes that demonstrate change	
g. Clearly specifies the conditions that are necessary for change to occur	
h. Clearly describes the relationship between the change theory and the therapeutic procedures	
i. Cites appropriate primary source literature	

Comment:

Case Formulation

Clearly describes the case formulation process

	P/N
a. Clearly articulates the relationship between presenting the problems and the case formulation systemically	
b. Clearly describes processes used to identify therapeutic goals, objectives, and interventions/techniques	
c. Clearly articulates an understanding of systemic/relational thinking	
d. Process of case formulation is clearly related to the general theoretical position	
e. Clearly describes the goals and objectives of the beginning phase of therapy	
f. Clearly describes the goals and objectives of the mid phase of therapy	
g. Clearly describes the goals and objectives of the end phase of therapy	
h. Cites appropriate primary source literature	

Comment:

Therapeutic Techniques

Clearly articulates the relationship between the therapeutic techniques and the theoretical constructs

	P/N
a. Therapeutic techniques are explained in sufficient detail	
b. Gives a clear rational for the therapeutic techniques	
c. Clearly articulates the relationship between the therapeutic techniques and the case formulation	
d. Clearly articulates the relationship between the therapeutic techniques and the change theory	
e. Cites appropriate primary source literature	

Comment:

Diversity

Clearly describes how the theoretical model adapts to diverse populations.

	P/N
a. Clearly describes how theoretical model applies to working culturally diverse populations, including intersectionality (gender, race, sexual orientation, etc)	
b. Clearly describes how the theoretical model attends to issues of social justice OR clearly describes how the model may need to be adapted to better address such issues (including examples of specific assumptions, tenets, or interventions of the model and how they do or can be adapted to apply to specific diverse populations, including rationale for position).	
c. Clearly critically analyzes and describes limitations of the theoretical model.	
d. Cites appropriate primary source literature where available. Students may need to demonstrate critical thought and provide citations regarding best care practices with diverse populations and describe how they would adapt the model to better fit those needs where there is not existing theory-based literature.	

Comment:

Self of the therapist

Clearly describes how therapist's background has influenced their theoretical perspective

	P/N
a. Recognizes the importance of self-understanding and insight	
b. Relates theory choice to background and cultural/social identity	
c. Clearly articulates critical analysis with or without citations and how the theory understands the self of the therapist concept	
d. Clearly describe how therapist's professional identity has influenced their theoretical perspective	
e. Clearly addresses the impact of therapist positionality and social location on clients and clinical work.	
f. Clearly articulates how they identified their own countertransference with this theory.	
g. Clearly addresses how they manage their self of the therapist in the room	

Comment:

Empirical Support/Units of Treatment/Presenting Problems
Clearly describes how the theoretical model applies to working with individuals

		P/N
a.	Presents primary sources literature	
b.	Clearly describes how the theoretical model applies to working with individuals, including rationale and supporting citations.	
c.	Clearly describes how the theoretical model applies to working with couples, including rationale and supporting citations.	
d.	Clearly describes how the theoretical model applies to working with families, including rationale and supporting citations.	
e.	Clearly describes how the theoretical model applies to working with substance misuse, including rationale and supporting citations.	
f.	Clearly describes how the theoretical model applies to working with another systemic presenting problem, including rationale and supporting citations.	
g.	Demonstrates a sophisticated understanding of the literature.	
h.	Critically evaluates the literature and discusses limitations in the existing literature	
i.	Critically evaluates challenges or limitations to conducting empirical research on models that have limited published support, including a discussion about the philosophical stance of the model on empiricism.	

Comments:

APA and other style factors
Clearly explains analysis and written with appropriate formatting.

		P/N
a.	The paper is 30 pages or less in length (not including title page, references, and two pages of tables, genogram, etc.)	
b.	There are no typographical errors	
c.	APA style 7th edition is used correctly for all citations and references	
d.	There is no gender bias in writing	
e.	Paper is double spaced, 1" margins, Times New Roman 12 point	
f.	Headings, subheadings, numbers, etc. follow APA guidelines	
g.	Reference list is present and contains no errors	

Overall Exam Evaluation: Pass _______; No Pass ______

Comments: (Notes on areas Needing improvement, to be included in written student feedback).

Appendix B: CFT Doctoral Exam Application

FALL 2025 - SPRING 2026

Couple & Family Therapy Programs | Alliant University

Please complete the following application and refer to the [CFT Student Hub] for the CFT Faculty and Staff list for a list of Program Coordinators (PCs).

This application **must be turned in the *semester prior*** *to* when the student would like to take the exam and is **due the Friday of finals week** – this exact date is located in the academic calendar, and will be announced during the orientation for the respective semester. Please review manual for submission instructions. Per, Alliant policy, please only use Alliant email addresses. Upon completion of the exam, an additional form (Appendix E) will need to be submitted.

Name:___________________________________ Student ID#:____________ Campus: _____________

Address:____

Phone (cell): _______________ Email (please print CLEARLY):___________________________________

Name of the agency where video is taped for oral exam:____

Language spoken in session ____

My selection for Committee Chair is _____________________

If my chair is not from my home campus, their expertise is (clinical or theoretical) ________________________

Signature of Committee Chair ________________________

Semester and year when you plan to take the exam☐ Fall☐ Spring _______

PREREQUISITES FOR TAKING THE CFT DOCTORAL EXAM:

1. Currently enrolled in classes or on a Leave of Absence; and,
2. Satisfactory completion of the master's degree curriculum
3. I have read the CFT Doctoral Exam Manual, (initial) ______________
4. I attended the mandatory Doctoral Exam Orientation (MUST ATTEND BEFORE *APPLYING* FOR THE EXAM), date ______________
5. Satisfactory completion of the following doctoral level advanced model courses **(to be completed by Campus ADMIN):**
   - ☐ PSY 83110 Advanced Couples
   - ☐ PSY 83160 Advanced Family Therapy I / PSY 8315 Advanced Intergenerational Models
   - ☐ PSY 83170 Advanced Family Therapy II / PSY 8314 Advanced Brief Models
   - ☐ I have received and attached an academic exception for any of the above classes.

Prerequisites verified by APC: ___________ (office use only)
Verified by Systemwide CFT Doctoral Exam Chair: ______________

Appendix C: Turnitin Instructions

I. Go to: https://www.turnitin.com/login_page.asp?lang=en_us

II. Please create a turn it in account with your alliant email address. If you already have one, please login using your Alliant email address and password. Please contact your campus IT administrator if you have trouble with this, only after you have registered for an account.

III. Enter Class ID: 47806018, Key: docexam2025 (needs to look exactly like this)

IV. Click on the class with the appropriate class id.

V. Add the document title to the “Submission Title” field.

VI. Click “Choose from this computer” to select your document.

VII. Click “Upload” to upload your document.

VIII. Click “Confirm” to submit your submission.

IX. Click “Return to assignment list.”

X. You will see the similarity score of the paper, based on the amount of matching or similar text that was found. The percentage range is 0% to 100%.

   ***Remember, The Turnitin report of the student’s paper must produce a similarity rate of 12% or less. If the Turnitin report generates 13% or greater rate of similarity, it will be returned, and the student will need to re-submit. There will be no exceptions.**

XI. Click on the “View” button to view the details of the Similarity Report.

XII. To view the Match Overview, click on the red, numerical similarity score from the product toolbar. The Match Overview gives you a breakdown of all the matches that have been found

XIII. To view all sources, click the “All Sources” icon from the similarity toolbar. The Match Breakdown will display all sources identified for each match.

Appendix D: Rubric: Video/Oral Portion of the CFT Doctoral Exam

Student: ________________________ Rater: ____________________ Date: ______________

I. Procedural

1. The student presents an edited videotape of work with a relational client system. Note that the case is not to be a simulation or role-play. Every clip must be of a couple or family.
   Yes _____No _____If No, this is an automatic "Fail"

2. **Student had submitted consent from clients for videotaping.**
   Yes _____No _____

3. **Student has submitted supervisor signature.**
   Yes _____No _____

4. **The student provides a written outline/description of the case being presented**
   Yes _____No _____If No, this is an automatic "Fail"

5. **The videotape shows the therapeutic interaction between the client and the therapist.**
   Yes _____No _____If No, this is an automatic "Fail"

6. **The student provides a brief written description of the focus of each of the video segments**
   Yes _____No _____If No, this is an automatic "Fail"

II. Client Tape Presentation

1. **Student uses a relational/systemic approach to treatment**

   Yes _____No _____ Comment:
2. **Student provides interventions consistent with the treatment plan**

   Yes _____No _____ Comment:
3. **Student provides interventions consistent with theoretical model**

   Yes _____No _____ Comment:
4. **On questioning, student can describe possible alternative clinical interventions for the clinical situation**
   Yes _____; No _____

   Comment:

5. **Student shows flexibility in clinical techniques**

Yes _____; No ______ Comment:

6. **Student establishes rapport with the client**

Yes _____; No ______ Comment:

7. Student integrates current assessment information and diversity considerations into treatment

Yes _____; No ______; NA ______ Comment:

8. **Student assesses for and identifies ethical/legal/professional/contextual issues**

Yes _____; No ______; NA ______ Comment:

9. Student provides appropriate ethical/legal/professional interventions

Yes _____; No ______; NA ______ Comment:

10. Student reinforces client strengths

Yes _____; No ______; NA ______ Comment:

11. Student can speak to the ways in which their social location/self-of-the-therapist experiences might have impacted the therapeutic alliance.

Yes _____; No ______; NA ______ Comment:

Summary Evaluation

Overall Rating: Pass __________ No Pass __________

Student Strengths:

Areas Needing Improvement:

Other Comments:

Appendix E: CFT Doctoral Exam Completion Form

FALL 2025 - SPRING 2026

Couple & Family Therapy Programs | Alliant University

Please complete the following application and refer to the CFT Student Hub for the CFT Faculty and Staff list for a list of Program Coordinators (PCs).

This form must be turned in **as soon as you have passed both written and oral portions** of the CFT Doctoral Exam.

Name: ________________________________ Student ID#: _____________ Campus: _______________

Address: ____

Phone (h): ______________________ Alliant Email: ________________________@alliant.edu

Theory/Theories of Choice: ____

☐ I am a Kaiser Doctoral Student and have completed the appropriate exception form

Number of total written attempts*:	Date:

Number of total video attempts*:	Date:

**If you have taken the written or video test more than once, please list each attempt with the date. Note that two attempts on separate dates will count as a second attempt. Students are allowed a maximum of three attempts.*

Written exam passed on: ___________________ Oral exam passed on: ___________________

Month/Day/Year Month/Day/Year

____________________________________ ____________________________________ ____________

Student Name Signature of Student Date

____________________________________ ____________________________________ ____________

APC Name Signature of APC Date

____________________________________ ____________________________________ ____________

Committee Chair Name Signature of Committee Chair Date

____________________________________ ____________________________________ ____________

Systemwide CFT Doctoral Exam Chair Name Signature of CFT Doctoral Exam Chair Name Date

Appendix F: CFT Doctoral Exam Checklist

This checklist is meant to serve as a brief summary to aid in preparation for the doctoral exam. Students must consult the CFT Doctoral Exam Manual for additional details.

Prior to the Exam

- ☐ Mandated to complete one doctoral exam training before taking first doctoral exam
- ☐ Read the CFT Doctoral Exam Manual
- ☐ Select a Committee chair from your home campus
- ☐ Submit a completed (including faculty signature) doctoral exam application form (Appendix B) to the systemwide doc exam chair the semester prior to taking the exam. It is highly recommended that you submit the application form one month before the semester ends. If students are defending in Fall semester, they must submit the form during Spring semester. Please make sure your Alliant email address is listed, per Alliant school policy.
- ☐ Schedule a defense date with Committee members (consult the online academic calendar to determine when faculty are on contract. No doctoral exams are held over the summer.)
- ☐ Schedule a videoconference room: https://www.aaiscloud.com/AlliantInternationalU/default.aspx?home
  - o Schedule a Zoom link: https://ithelp.alliant.edu/zoom.html
- ☐ Submit exam to Turnitin at least two weeks prior to the exam defense date. (NOTE: The paper must have a similarity rate of 12% or lower two weeks prior to the exam, so it is recommended that students turn their exam in at least 72 hours **before the two-week deadline** so they can make changes if needed).

Preparing for the Oral Exam

- ☐ Select a relational client system that reflects your work as described in your theory of change
- ☐ Obtain appropriate consent forms for taping your oral exam.
- ☐ Edit a tape for the oral exam that shows a progression through the stages of therapy as outlined in your written exam.
  - o ***If you choose to have others help you with video editing, these professionals need to sign confidentiality agreements that are approved by the clients and the practicum site.

Bring to the Exam

- ☐ A copy of your doctoral exam.
- ☐ Oral presentation video of couple/family sessions
- ☐ Brief outline of the case and each couple/family video segment
- ☐ Videotape consent form signed by clients
- ☐ Signed statement by supervisor that supervised the case
- ☐ A transcript of the video if the sound is difficult to hear, or if the video is in a language other than English.

If you pass the Exam

- ☐ Complete and sign (along with your Committee chair) the Doctoral Exam Completion Form (Appendix E) and return it to the CFT program staff on your campus, scan a copy, and send this to the respective systemwide doc exam chair mailto:gseshadri@alliant.edu There will be a Adobe Sign document in SharePoint – CFT Student Hub in the doc exam section as of Fall 2022.

If you do not pass either the Oral or Written Exam

- Communicate your results for both the video and the paper to the systemwide doc exam chair on the Adobe Sign form along with the date you sat for the exam
- Obtain verbal and written feedback from your Committee Chair
- Reschedule a defense date that allows you enough time to complete changes

Do's and Don'ts

- DO consult the manual for all questions. Don't rely on campus folklore.
- DO ask your Committee Chair (not Committee members) general questions about the content and process of the exam.
- DON'T ask your chair or Committee members to review your paper or view your oral exam prior to your first defense.
- If you don't pass either exam, DON'T ask your Committee members for feedback on your paper.
    - DO ask your Committee Chair instead.
- If you file an appeal, DON'T discuss the appeal with other faculty members. They may be selected to be on the appeals Committee and may have to decline if you've talked with them.

Appendix G: Frequently Asked Questions (FAQ's)

This FAQ document is meant to serve as an aid in preparation for the doctoral exam. Students <u>must</u> consult the doctoral exam manual for additional details. If the manual does not answer a question, please feel free to email the respective systemwide doc exam chair for that semester. This document is updated yearly.

1. How long can I keep my chair?
    - Up to a year or as long as they are willing to serve.

2. What if I want to change my chair?
    - Please have a conversation with them directly first. After this, reach out to the respective doc exam chair and fill out a new application. You will not have to take the orientation again.

3. Do I need to dress professionally for the exam?
    - Yes, it's considered a professional presentation. Please wear what you would wear to a conference.

4. How do I verify that my client is a client if I am licensed?
    - A colleague or a staff member may verify. Please sign a release of information with the client if that colleague or staff member is not covered by your workplace.

5. What if I am licensed in another state?
    - You will need to follow all of the legal and ethical guidelines of that state as well as our CFT program guidelines to verify that this client is an actual client.

6. Can I have someone help me with technology when I put together my presentation?
    - Yes, but, since the material is confidential, you will need a release of information signed by the client. Please note that for this presentation, academic material is emphasized more than graphics.

7. Can I use more than one theory for my presentation?
    - Yes you can, however, you must present an integrated paper and video. Please understand and be well versed in how you differentiate between the theories and have theoretical backing as to why you have integrated them.

8. Can I have faculty read my paper ahead of time?
    - No. Because this is an exam, you may not do this. It is anticipated that prior drafts or client clips may have been edited from demonstrations or presentations from previous doctoral classes, and this is permitted.

9. I didn't like the feedback given to me from my committee. What do I do?
    - Speak with your chair; you may appeal based on policy and procedures or content. Please be mindful of the appeal timelines.

10. Can I do my doc exam in the summer?
    - No. Doc exam is only conducted in Fall and Spring, due to core faculty being off contract. Please also keep in mind when scheduling at the end of the academic year (for edits) and the beginning when scheduling the exam and faculty needing to read your paper 2 weeks before.

11. Is my paper supposed to be about the case that I am presenting in my video?
    - No, your paper should be about how you understand, apply, critique, and adapt the theory(ies) chosen in your clinical work in general. You can use the clients in your video as examples of how you make concepts of the theory come to life, but the paper should not be about one single case. You can also include other examples from other clients you have worked with whenever appropriate in your paper to illustrate your understanding and application of the theory.

12. Can I have more than one relational case in my videos?
    - No, the intention is for students to demonstrate movement with a single case. You can, however, work with subsystems of the same family in your videos. For example, you may work with the couple in some clips and the whole family with children present in other clips.

Appendix G: How to Reserve a Room on Campus

How to request a room via Learning Technology:

1. Complete Web-conference Request Form here: https://ithelp.alliant.edu/vtc-request.html

How to request a room via Astra:

1. Go to: https://www.aaiscloud.com/AlliantInternationalU/default.aspx?home
2. Select **Request A Room**
3. Select appropriate campus form, then click **Next**
4. Fill in the form – NOTE items with asterisks (*) are required, and don't forget to scroll down and create a date and time for your event. Then click **Save.**
5. Your campus Astra scheduler will review your request and email your room confirmation.

How to view the calendar:

1. Go to: https://www.aaiscloud.com/AlliantInternationalU/default.aspx?home
2. Select **Calendars**
3. Select the date you want
5. Then select **Edit Search Filter**
6. Select Campus from the drop-down menu to display your campus only. (Here you can also customize the filter by room type, capacity, building, etc. to minimize what you see.) When done selecting your options, scroll down and click **View Calendar**
7. You can then select alternate dates, view by week or month, or change to Grid or List format.
8. The calendar view is extremely customizable to fit your needs; basics provided in the walkthrough below: