



TOURO UNIVERSITY

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Faculty Roles

At TOW we ensure our MFT faculty roles in teaching, scholarship, service and practice is congruent with the MFT program's missions, goals and outcomes. Since our **mission** is to serve adult learners, professionals, and the underserved, our faculty members demonstrate a diverse background specific to fulfill the needs of the mission.

The majority of MFT faculty members at TOW are clinically active, meaning they **practice** in direct clinical settings, consult, train, and/or supervise. In particular, a number of faculty members work in agencies or provide training with a focus on working with and/or on behalf of the underserved, which include practicing in community based agencies, nonprofit organizations, religious organizations, and agencies that serve marginalized and/or minority populations. Many have volunteered to work in their local community, international boards and a variety of locations in mental health services.

Through their **service**, the practical and professional expertise our faculty members, lends to the quality level of **teaching** the faculty bring to the student learning experience. Our faculty members are involved in teaching didactic and clinical courses at TOW and play a significant role in the teaching and learning experience. More so, their active engagement in development and revisions of the courses they teach, allow faculty members to infuse their real life experiences from the MFT field directly into the classroom.

Focused on the mission of TOW, active practice in the MFT field and bringing real world teaching and learning into the classroom and/or supervision, leads to scholarly inquiry from our faculty. **Scholarship** is demonstrated in a variety of ways through our TOW faculty. For instance, faculty members infuse research into the classroom, present and publish in both professional and academic settings including peer-reviewed journals, write grants and serve as peer reviewers for journals.

It is TOW's goal for all MFT faculty members to provide quality teaching, engage in scholarship, practice and provide service to their respective communities in order to demonstrate congruency with the MFT program's missions, goals and outcomes. To achieve the aforementioned in the MFT program with the intent to lead both clinically and teaching in MFT, TOW utilizes two type of faculty: (1) Core Faculty, and (2) Core Faculty in Training.

Teaching and Clinical Leadership

Core Faculty: The majority of TOW's core faculty members professionally identify primarily as Marriage and Family Therapists. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct. Core faculty members are LMFTs, Clinical members of AAMFT, AAMFT Supervisors, or AAMFT Supervisors in training. Core faculty members demonstrate proficiency in areas such as: teaching, supervision, and course evaluation, under the direction of the MFT Program Director. A core faculty provides oversight for development and/or revisions of foundation courses and serves as the Supervisor at Touro for MFT students in practicum (in addition to the supervision that students receive at their internship sites, by AAMFT approved supervisors or equivalents). Core faculty also assist

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10601 Calle Lee Ste. #179 | Los Alamitos, CA 90720

Main: 818.575.6800 Fax: 818.688.3244

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in mentoring non-core faculty in efforts to increase knowledge, skill set, proficiency and experience specific to COAMFTE. Consistent with TUW's philosophy that all faculty members are highly engaged in teaching and learning, it is the program's aim that all faculty become core faculty. Core faculty are involved in scholarship, as they engage in scholarly research, writing for lay audience, course design. Likewise, they are engaged in service to both the university and to the profession, which is in alignment with TUW University Institutional and Program mission.

Core Faculty in Training: Core Faculty in training, also referred to as "Non-Clinical Faculty" are esteemed faculty members that identify professionally primarily as Marriage and Family Therapists or Psychologists. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct. Core faculty in training are LMFTs or Psychologists who have identified proficiency in areas such as teaching but that are working towards proficiency in supervision, course evaluation, and experience specific to COAMFTE through mentorship received by Core Faculty and MFT Program Leadership. Consistent with TUW's philosophy that all faculty members are highly engaged in teaching and learning, it is the program's aim that all faculty become core faculty.

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