

## MFT Program Policy on Assessing Fiscal Physical Supports

### Policy Availability

This **Policy on Assessing Fiscal Physical Supports** is available to the public via the [MFT Homepage > Accreditation > Policies and Handbook](#).

### Overview of Policies Addressing Assessment of Environmental Supports

Accreditation Standards V12.5, Standard I: Outcome-Based Education Framework and Environmental Support, KE I-C: Plan for Assessing Environmental Supports requires that the program have a plan for assessing environmental supports, which include the following:

1. inclusive and diverse learning environment
2. published policies for receiving, reviewing, and responding to complaints and grievances, and student concerns
3. monitors other environmental supports including:
  - fiscal and physical resources
  - technology
  - instructional and clinical resources
  - academic resources and student support services
4. program compliance with institutional policies and procedures concerning the use of technology, including policies on disaster planning and recovery of information, and responses to illegal or inappropriate uses of technology systems and resources
5. how the program ensures the reliability of technology systems, the integrity and security of data, and safeguards student and client information in accordance with applicable regulations and guidelines

### This Policy and Policies Addressing #1, 2, 4, and 5

This policy addresses #3 above:

- fiscal and physical resources
- technology
- instructional and clinical resources
- academic resources and student support services

The policy addressing #1, 2, 4, and 5, above, can be found in the Policy on Environmental Supports, found on the [MFT Homepage at Policies and Handbook](#).

### Review of Fiscal, Physical, Technological, Instructional, Clinical, Academic Resources, and Student Support Services

Within each category, the specific resources evaluated are as follows:

1. **Fiscal**
  - a. Monetary
  - b. Personnel

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2. Physical Resources

- a. Administrative space
- b. **Instructional and Clinical Resources** at FamilyWorks (e.g., personnel, supplies, space for classroom, faculty offices, FamilyWorks clinic, etc.)

3. Academic Resources (e.g., library, advising, writing centers)

- a. **Instructional Resources on campus** (library, writing center, etc.)
- b. **Technological Resources** (e.g., computers, phone, fax machines, print/copy machines, Endura audio/visual system equipment, etc. are in working order, adequate and, where required, secure, confidential, and HIPAA compliant)
- c. **Student Support Services** (e.g., access to counseling, financial advising, health center)

Table showing all campus and program fiscal, physical, technological, instructional, clinical, academic resources, and student support services.

I. Fiscal Resources	II. Physical Resources	III. Academic Resources
<b>A. Monetary</b>	<b>A. Administrative space</b>	<b>A. Instructional Resources</b>
operating budget	faculty offices	Odum Library
travel budget	equipment & supply	teaching assistants
library allocation	student record storage	eLearning resources
Faculty Research Seed Grants	client file storage	Center for Excellence in L and T
Faculty Scholarship	mail room cubby	Turnitin
instructional improvement	<b>B. Instructional Space</b>	<b>B. Technological Resources</b>
course/curriculum development	classroom space	student program printers
professional presentation	clinical training space	internet
<b>B. Personnel</b>	student workspace	classroom computing equipment
Faculty	restrooms	clinical observation system
Secretarial Staff	entrance security system	communication system (phone, email)
Clinic Director	exterior & interior lights	learning management
Housekeeping	windows & doors	IT security
	walls & surfaces (painting)	emergency notification system
	HVAC	IT support & helpdesk
	furnishing & casegoods	data collection & analysis software
	floor coverings	data storage
	supplies & consumables	data collection training
	ceiling tiles	instructional technology support
		campus wide computer access
		<b>C. Student Support Services</b>
		Access Office
		Adult & Military Programs
		Campus Recreation
		Center for International Programs
		Counseling Center
		Dean of Students
		Division of Information Tech
		Division of Student Affairs
		Event Services
		Financial Aid Services
		Graduate School
		Health Promotions
		Information Technology Helpdesk
		Media Center
		Office of Alcohol & Drug
		Office of Career Opportunities
		Office of Social Equity
		Office of Student Life
		Office of Testing
		Online Student Support Team
		Registrar's Office & Services
		Sponsored Programs & Research
		Student Conduct Office
		Student Employment
		Student Health Center
		Student Success Center
		Writing center

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## Review Process and Procedures for Faculty and Students

These reviews are to be completed in time for submission of the program's COAMFTE Annual Report, due January 31 of each year (see [Master Schedule of Surveys & Evaluations](#)). The *Fiscal & Physical Resources Review Checksheet* will be used to guide the review and ensure a comprehensive discussion of the Program's Resources:

### Review of Resources

- I. Review Department Head's letter of attestation sent with the Annual Report to COAMFTE
  - A. If deficiencies or concerns are Identify budgetary shortages that occurred during the previous fiscal year by listing unmet needs resulting from:
    1. budget shortages
    2. aging or outdated equipment that needs to be replaced
  - B. Review the adequacy of the physical resources of the MFT program.
    1. Identify issues that have arisen during the academic year with respect to the level of repair in clinical and classroom spaces, halls, faculty offices and workspace, student workspace, computer access, and parking.
  - C. A description of any changes in the program' resources during the past reporting year.
    1. A description of any changes in program faculty/staff/supervisor numbers, budgetary resources, and/or physical space during the past reporting year.
    2. The identification of budgetary and physical plant resources to address needs, including University-wide budget pools for equipment, renovation of instructional spaces, and support for research, recruitment, and travel.
    3. Any proposals developed to fund unmet needs or requests to re-allocate financial resources from unused line items to underfunded line items.

## Annual Review Process and Procedure for Faculty and Students

Each Fall semester, faculty will convene for two meetings: a faculty meeting and a Community Meeting. During the faculty meeting, faculty members will complete the *Fiscal & Physical Resources Review Checksheet*. The *checksheet* asks faculty members to indicate their level of agreement with the statement, "The following resources are sufficient." Faculty members respond independently using a four-point Likert scale, where 4 indicates *completely agree*, 3 indicates *agree*, 2 indicates *disagree*, and 1 indicates *completely disagree*.

The definitions of agreement/disagreement are as follows:

4 = completely agree: The resource is fully operational/effective, allowing the program to function smoothly and easily meet its mission, goals, and student learning outcomes.

3 = agree: The resource is operational/effective and generally functions well but may to some extent hinder achievement of the program mission, goals and student learning outcomes.

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2 = disagree: The resource does not always operate fully or effectively and problems, may be affecting other systems, and significantly hinders program achievement of mission, goals and student learning outcomes.

1 = completely disagree: The resource rarely functions fully or effectively. Problems adversely affect other systems or stall progress and prevent the program from achieving mission, goals and student learning outcomes.

### Scoring Target

A number  $\leq 2$  means that a given resource is insufficient and the need to review and revise is triggered. This begins with a faculty review of the *Checksheet* to identify the specific resource(s) that received an insufficient score(s). When desired/necessary, a fuller discussion of the particulars of the insufficiency is held and an action plan initiated.

### Faculty Procedure for Reviewing Resources

Faculty complete an individual assessment of each resource on the *Checksheet*, which yields an average score of 1 through 4 for each of the 3 major areas—Fiscal Resources, Physical Resources, and Academic Resources. These three area scores are entered into a grid, below, and averaged to yield a single Faculty Member Average. All faculty member averages are then averaged to yield a single average across all faculty.

Average Aggregated Faculty Fiscal & Physical Assessment Score						
Date Assessment Completed	Faculty Members	Fiscal Resources	Physical Resources	Academic Resources	Faculty Member Average	Aggregated Average
12/2024	Faculty name					
	Faculty name					
	Faculty name					
	Faculty name					
12/2025	Faculty name					
	Faculty name					
	Faculty name					
	Faculty name					
	Faculty name					

### Student Procedure for Reviewing Resources

The student review of resources follows the same procedure as the faculty review described above, except that a single student score for each resource is arrived at through a faculty-led discussion in a Community Meeting. The average score for each of the three areas—fiscal,

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physical, and academic—are entered into a grid (example below) and averaged to yield a single Student Average.

<b>Evaluation of Resources - Student Average</b>				
<b>Date Assessment Completed</b>	<b>Student Fiscal Resources</b>	<b>Student Physical Resources</b>	<b>Student Academic Resources</b>	<b>Student Average Across All Three Categories</b>
<b>12/2023</b>				
<b>12/2024</b>				
<b>12/2025</b>				

### Documentation

The final results of annual reviews, completed by both students and faculty, are saved in the *Fiscal & Physical Resources Checksheets* folder.

### Review, Revise, Improve

#### I. Review

- A. Identify budgetary shortages that occurred during the previous fiscal year by listing unmet needs resulting from:
  1. budget shortages
  2. aging or outdated equipment that needs to be replaced
  
- B. Review the adequacy of the physical resources of the MFT program.
  1. Identify issues that have arisen during the academic year with respect to the level of repair in clinical and classroom spaces, halls, faculty offices and workspace, student workspace, computer access, and parking.
  
- C. A description of any changes in the program's resources during the past reporting year
  1. A description of any changes in program faculty/staff/supervisor numbers, budgetary resources, and/or physical space during the past reporting year.
  2. The identification of budgetary and physical plant resources to address needs, including University-wide budget pools for equipment, renovation of instructional spaces, and support for research, recruitment, and travel.
  3. Any proposals developed to fund unmet needs or requests to re-allocate financial resources from unused line items to underfunded line items.

#### II. Revise

- A. When insufficiency is identified, findings will be compiled and plans made for correction or improvement.
  1. detail the action steps and/or tasks

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2. establish completion dates
3. assign oversight responsibilities
4. assign follow up tracking and documentation of completion

### III. Improve

- A. The purpose for all changes is program maintenance and/or improvement and ongoing achievement of program mission and goals.
  1. Documentation. Items i. – iv will be documented in a faculty meeting minute. In addition, proposals or actions taken to address the insufficiencies will be noted on the *Fiscal & Physical Resources Review Checksheet*.
  2. Work orders will be submitted to Physical Plant for items and/or physical space identified for repair/update.
  3. The Program Director and/or Clinic Coordinator, with faculty input, will send an annual / biannual list of necessary supplies and equipment to the Department Head.
  4. The Program Director and/or Clinical Coordinator will work with the Department Head, who holds responsibility for the departmental budget, to request financial support for program assistance.

#### Informal Receipt of Information About Resources

Because the MFT program is self-contained, i.e., clinic, classroom, faculty offices, student workroom, file room, and Graduate Assistant space are all located under one roof, faculty members and many/most students are on the premises most hours of every day. Consequently, frequent face-to-face interactions between faculty and students—whether in offices, hallways, classrooms, or therapy rooms—occur during classes, as asides, or in scheduled and unscheduled meetings. As a result, information is continually exchanged, including conversations about the FamilyWorks space. The Clinical Coordinator has daily, ongoing contact throughout the day with students and Graduate Assistants. Finally, students often simply email faculty with alerts when something is broken or suggestions for improvement. Faculty bring students’ thoughts, opinions, suggestions, and perspectives to faculty meetings for discussion and action.

The program maintains two suggestion boxes—one in the waiting room for clients and one in the student workroom for students—for those who would prefer to make suggestions anonymously.

When either formal or informal suggestions are pursued, they will be documented in the faculty meetings during which they are discussed. Faculty will ask students to put their suggestions in writing and email to a faculty member.

#### Review of This Policy and the *Fiscal & Physical Resources Review Checksheet*

During the faculty meeting and simultaneous with the review of resources and services, faculty will

1. complete a review of this policy, making changes as needed

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2. update the *Fiscal & Physical Resources Review Checksheet*, which may include changes to existing categories and/or the addition and deletion of new sub-categories. As noted in 1., the review of resources and services and the review of this policy share the same date, also reflected in this document's footer.