

MFT Program Policy on Faculty and Staff Sufficiency

Policy Availability

The **Policy on Faculty and Staff Sufficiency** is available to the public via the [MFT Homepage > Accreditation > Policies and Handbook](#).

Definition of Core Faculty

The MFT Program adopts the COAMFTE definition of Core Faculty Members: Those faculty who “*hold an annual contracted position with the University or organization in which the program resides, AND 50% or more of their assigned role is specific to the MFT program. Along with the program director, core faculty members share responsibility for the creation, evaluation, revision, and maintenance of the program's outcome-based education framework, curriculum, policies, and procedures. Core faculty demonstrate professional identity as a marriage and family therapist and contribute to the MFT profession in various ways such as scholarship, research, teaching, MFT relational/systemic supervision, practice, and/or service. The MFT program core faculty are clearly identified to students, communities of interest, and the public.*”

The MFT Program additionally requires that core faculty members

1. are trained as Marriage and Family Therapists and professional educators who have graduated from COAMFTE accredited doctoral programs.
2. hold licensure or are actively on a licensure track in the state of Georgia.
3. if teaching clinical practica, are AAMFT Approved Supervisors or Approved Supervisor candidates.

Determining Faculty Sufficiency

The MFT Program determines faculty sufficiency based on the program’s capacity to meet current and projected instructional, clinical, supervisory, and administrative demands while maintaining high standards of educational quality, ethical practice, and faculty sustainability. A core faculty of four is sufficient to support both short- and long-term program goals and to ensure that faculty members can meet expectations for teaching, supervision, scholarship, professional development, service, promotion, and tenure, while maintaining appropriate work-life balance.

Determining Staff Sufficiency

In addition to core faculty resources, staff sufficiency within the MFT Program is well met by one, full-time Clinical Coordinator. The Clinical Coordinator plays an integral role in supporting the program’s clinical, supervisory, academic, and administrative functions and contributes meaningfully to accreditation-related processes, including data collection, documentation, reporting, report writing, and coordination with internal and external stakeholders.

The Clinical Coordinator effectively manages clinical placement coordination, compliance monitoring, communication with practicum and internship sites, and student clinical records, thereby ensuring adherence to COAMFTE standards, ethical guidelines, and institutional policies.

This policy addresses Eligibility Criteria G: Establishment and Accessibility of Policies, Eligibility Criteria E: Accuracy and Program Transparency in Policies and Publications, and COAMFTE V-12 Standard II: Program Leadership, Program Faculty, and Program Clinical Supervisors, KE II-C: Core Faculty and Program Clinical Supervisor Sufficiency.

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This role also supports faculty and supervisors by facilitating clinical operations and maintaining continuity across practica and internship experiences.

The scope of responsibilities assigned to the Clinical Coordinator is appropriate and sustainable, allowing the program to meet current and anticipated clinical training demands while maintaining high standards of educational quality, ethical practice, client support, and student support. The combination of a dedicated Clinical Coordinator and a core faculty of four ensures that both instructional and clinical components of the program are adequately resourced and effectively managed.

Evidence of Faculty Sufficiency

Faculty sufficiency is demonstrated across the following domains:

- 1. Quality of Client Care and Clinical Oversight**

The number of core faculty is adequate to support best practices in client care, including the oversight of student caseloads and the provision of clinical supervision. Faculty-to-student ratios in practica allow for close monitoring of client welfare, ethical decision-making, and the development of student clinical competencies. Practicum enrollment levels are structured to ensure that students receive individualized, developmentally appropriate supervision without exceeding faculty capacity.

- 2. Faculty Accessibility**

A 1:15 faculty member-to-student ratio ensures that every student has consistent and meaningful access to faculty for academic advising, clinical supervision, and professional development. This ratio allows faculty to provide timely and substantive feedback on labor-intensive assessments, including written examinations, clinical documentation, and narrative Comprehensive Examinations I and II. At the same time, faculty maintain sufficient capacity to fulfill responsibilities related to teaching, service, scholarship, and professional engagement.

- 3. Classroom Adequacy**

Program classrooms are designed to accommodate up to 30 individuals, aligning with typical course enrollment of 25–30 students. The physical space supports effective learning by allowing clear visibility, audibility, and comfort for extended class sessions of approximately three hours. The classroom environment facilitates experiential learning, discussion, and clinical skills training consistent with MFT pedagogy.

- 4. Practica Size**

A core faculty of four allows practicum sections to remain at 6–8 students per faculty supervisor, which is consistent with COAMFTE standards and best practices in clinical training. Observation rooms comfortably accommodate six students and one faculty member, ensuring adequate personal space, clear sightlines to monitors and one-way mirrors, and the ability to host prospective students, consultants, or observing MFT first

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year students and undergraduate interns without disruption. This configuration supports high-quality supervision, observational learning, and ethical client care.

5. Faculty Teaching Load and Institutional Alignment

The MFT faculty teaching load is consistent with the [broader graduate teaching load at Valdosta State University](#). This alignment ensures equity across programs while allowing MFT faculty to balance teaching, supervision, scholarship, service, professional development, and administrative responsibilities. The current faculty size supports instructional continuity, curricular coherence, and faculty participation in shared governance and accreditation-related activities.

6. Sustainability and Program Stability

Collectively, a core faculty of four provides sufficient depth and breadth of expertise to ensure program stability, curricular continuity, and responsiveness to accreditation standards and student learning outcomes. The faculty size supports succession planning, coverage for sabbaticals or emergency leave, and the ongoing assessment and improvement of the program. This level of staffing promotes long-term sustainability while preserving faculty cohesiveness and collegiality as well as the quality and integrity of MFT education and training.

