# MFT Program Policy on Promoting an Inclusive and Diverse Learning Environment

## Policy Availability

The **Policy on Promoting an Inclusive and Diverse Learning Environment** is available to the public via the MFT Homepage > Accreditation > Policies and Handbook.

## Purpose

The MFT Program is committed to fostering an inclusive, safe, and diverse learning environment that supports the personal, professional, and clinical development of all students. This policy outlines the program's systematic approach to assessing, monitoring, and enhancing environmental supports in alignment with the program's mission, goals, and student learning outcomes (SLOs).

All MFT faculty, staff, and students share responsibility for creating and maintaining a learning environment that is respectful, equitable, and inclusive. The Program Director oversees implementation of this policy, with faculty and student participation embedded in program governance and continuous improvement processes.

## Commitment to Inclusion and Diversity

Consistent with COAMFTE Standards (V12.5), the MFT Program prioritizes:

- An inclusive and diverse learning environment that values all individuals, especially those from marginalized or underserved populations
- Educational and clinical experiences that reflect and accommodate the diversity of the MFT profession and the communities served
- Continuous attention to equity, cultural competence, and the safety and respect of all program participants

## Assessment and Data Sources

The program evaluates the learning environment using both formal and informal feedback from multiple stakeholders:

- **Student Feedback**: Exit surveys, incoming student "Why VSU?" surveys, SLO surveys, and Student Opinion of Instruction (SOI) evaluations
- **Alumni Feedback**: Biennial alumni surveys capturing program preparedness, professional development, and inclusivity perceptions
- **Faculty and Supervisor Feedback**: Curriculum reviews, internship supervisor evaluations, and faculty assessment of resource adequacy and inclusiveness
- **Client Feedback**: Client satisfaction surveys and informal feedback from FamilyWorks clients
- **Resource Reviews**: Ongoing assessment of physical and fiscal resources to ensure a safe and supportive environment

## Data Use and Continuous Improvement

All assessment data are aggregated, reviewed, and discussed in faculty meetings and program governance forums. Feedback is used to:

- Identify areas for improvement in curriculum, clinical training, and program resources
- Inform programmatic decisions that enhance diversity, equity, and inclusion
- Ensure the learning environment supports the academic, clinical, and professional growth of all students

## Integration into the Life of the Program

Inclusion and diversity principles are embedded throughout the program:

- Admissions processes consider diversity, equity, and alignment with program values
- Curriculum and clinical training incorporate culturally competent practices and promote equitable learning opportunities
- Student participation in governance and program feedback channels is actively encouraged
- Field experiences and community engagement initiatives reflect and reinforce inclusive practices

## Assessment Schedule and Timeline

See *2026 Master Schedule of Surveys and Evaluations* for when and to whom the above referenced surveys are given.