REQUIRED DOCUMENTATION FOR EACH ACCREDITATION STANDARD

The lists of required documentation provide a framework, and programs are encouraged to include additional documentation if necessary to demonstrate the program's meeting the MPCAC standards.

A. PROGRAM MISSION AND OBJECTIVES

- Mission Statement
- Program Objectives
- Evidence of input from relevant constituent groups about the development or changes to program's mission or objectives (e.g., minutes from faculty meetings, feedback from placement sites, etc.)

B. PROGRAM ORIENTATION AND CORE CURRICULUM

- Syllabi of all course offerings making up the curriculum of the program with a list of actual frequency of offerings.
- Url for Course Catalog
- Methods used to assess competence in each standard
- Curriculum map indicating where standards are addressed

C. RESEARCH AND CLINICAL INSTRUCTION

- Data regarding applicant program's concern for the integration of science and practice, and any supporting, materials and/or information relating to this process, such as faculty research, supervision of student research and theses, student authorship on publications/presentations, and the integration of research and practice in curricular and co-curricular experiences.

D. THE INSTITUTION

- Relevant sections of the institutional catalog or bulletin
- Name and title of all other individuals in the reporting hierarchy from program director and department chair up to and including the applicant institution's president (or chancellor, etc.). Also, please include an organizational chart for the applicant institution, showing the applicant program's position within that structure.
- A statement describing how resources are accessed and distributed.
- A statement regarding departmental and institutional support for program faculty and students, such as stipend levels and travel funds.
- A statement regarding departmental and institutional support for program functioning documenting supplies, and equipment.

- A description of applicant institution's library resources relevant to psychology and/or counseling.
- Evidence of cooperative relationships such as listing of off-site supervisors.

E. FACULTY AND STAFF

- A list of all faculty who instruct, their FTE and percentage of time contributed to the program, and their vitae.
- A statement regarding faculty teaching loads and any course releases for faculty members.
- A statement regarding applicant program's concerns for diversity within its faculty and staff, and any supporting data materials and/or information relating to this issue.
- A list of adjunct faculty used by the program within the past three years, the courses they teach on a yearly basis, and their vitae.
- A list of administrative support staff associated with the program.
- Description of faculty development with examples.
- Relevant details/examples for the "description of faculty development" over the previous three years.
- A description of the typical use of adjuncts and the percent of courses taught by adjunct faculty. over the previous three years.
- Policies relating to adjunct faculty oversight

F. PROGRAM ORGANIZATION AND ADMINISTRATION

- Retention/graduation rates for the previous five (5) years (or less if fewer than 5 years of graduating classes).
- Copies of all materials which describe the applicant program's nature and requirements for admission, for graduation, etc., which are available to prospective and/or participating students.
- A description of applicant program's de facto admissions procedures (e.g., evaluation of prerequisite coursework for admission, etc.).
- A description of applicant program's de facto admission standards and retention policy (e.g., GRE scores, previous coursework in psychology, etc.).
- The names of bachelor's degree granting institution, the individual bachelor's level GPA and all entrance test scores for individuals accepted into applicant programs over the last three (3) years.
- A statement regarding applicant program's concern for students of ethnic and other forms of diversity. Also, supply any supporting data, materials and/or information relating to this issue, including efforts to attract and retain diverse faculty, staff, and students.
- Policies relating to graduate assistantships.
- Policies relating to assignment of advisor.
- Description of professional development opportunities for students.
- Admissions data, including number of applications, offers, and matriculated students for past 5 years
- Policies relating to student remediation and information about the number of students placed on remediation in past 5 years with a summary of outcomes

G. EVALUATIONS IN THE PROGRAM

- Description and documentation of process for annual student progress evaluations.
- Results of competence assessments, achievement of learning outcomes, and current student surveys.
- Results of student exit and alumni surveys data
- Results of employer surveys
- Graduate outcome data, including employment and licensure data.
- Results of program evaluations (e.g., student learning outcome data, etc.).
- Description of program modifications resulting from program evaluations.
- Field placement supervisor survey data.