Accreditation process FAQ

1) Are there model self-studies that can be shared with programs applying for MPCAC accreditation?

MPCAC does not offer model self-studies for review. Each program is different and self-study authors should consider how their individual program meets the accreditation standards. While there is no one format for a self-study, each study must address all of the accreditation standards (A – H). Note that Standard B contains the 2024 accreditation standards pertaining to core curriculum.

2) How do I know what documentation to include for each of the standard?

Required documentation is identified for each standard within the 2024 Accreditation Standards manual:

https://mpcacaccreditation.org/wp-content/uploads/2024/01/MPCAC-2024-Accreditation-Manual.pdf

Note that these are minimal expectations and programs should provide whatever documentation is needed to demonstrate compliance. However, programs should take care to avoid redundancies in submitted materials.

3) What if we haven't yet collected outcome data for the program?

A program that has not collected any outcome data is not ready to submit a self-study for MPCAC accreditation. Outcome data are expected as evidence for compliance with MPCAC standards. Please refer to the 2024 Accreditation Manual for the identified required documentation for each standard: https://mpcacaccreditation.org/wp-content/uploads/2024/01/MPCAC-2024-Accreditation-Manual.pdf

4) How many years of data does MPCAC want for outcome data?

MPCAC does not specify a specific number of years for most outcome data. In general, data from more than one cohort is desirable to show the sustained quality of the program. MPCAC does ask for years of data in certain areas, such as retention rates (5 years or less if there are fewer graduating classes), names of bachelor's degree programs of admitted students (3 years), and GPA and entrance scores of admitted students (3 years). Please refer to the 2024 Accreditation Manual for the identified required documentation for each standard: https://mpcacaccreditation.org/wp-content/uploads/2024/01/MPCAC-2024-Accreditation-Manual.pdf

5) How long should the self-study be?

Self-studies should not exceed 35 pages, plus appendices. Programs are expected to include only pertinent information and make every effort to reduce redundancies. The quality of information provided is more important than the length of the document.

6) Do I need to provide a syllabus for every time a course has been taught?

MPCAC expects at least one syllabus for every course in the program's curriculum. **Programs should submit the most recent syllabus.** Multiple syllabi for the same course should be provided if the course sections are appreciably different in course content or teaching style.

7) Do I have to send a hard copy of the documents?

All materials are submitted only electronically; contact the Executive Director (mpcaced@gmail.com) when the self-study is ready for submission. Please see the [accreditation steps](#) link on the MPCAC website for a breakdown of the steps in the application process.

8) Who should I contact if I have questions about the self-study?

The point of contact during the self-study process is the Central Office (mpcacinc@gmail.com) or the MPCAC's [Executive Director](#). After submission of the self-study, **the Central Office is the point of contact for starting the self-study materials review process, approval of site visitors, the site visit scheduling process, and timing of MPCAC decisions.**

9) How are site visitors chosen?

All site visitors are volunteers who are chosen by the Accreditation Coordinator from a pool of available site visitors. Most site visitors are current or past MPCAC board members. Site visitors comprise the Accreditation Review Committee (ARC) **which typically are two site visitors.** Institutions who submit more than one program for review simultaneously will have an increased number of site visitors. The program will be asked to review the CVs of the **site visitors** and to officially approve their selection to ensure that there are no conflicts of interest. All site visitors have completed training related to the site visit

process and new site visitors are paired with seasoned visitors for their first site visits.

10) What is the role of the site visitors (i.e., what can they tell us during the visit)?

Site visitors carefully review the self-study materials before the site visit. During the campus visit, the site visitors continue to gather information from faculty, students, alumni, field supervisors, and administrators. At the end of the visit, the site visitors give an oral exit report that includes general strengths and weaknesses of the program. The visitors do not discuss any accreditation recommendations during the exit interview or report; all accreditation decisions are made by the Board members.

11) What does the in-person site visit agenda look like for a new program?

The Central Office reviews the agenda with the program and the site visitors. Typically, an in-person site visit should occur over three days which includes the travel times. At a minimum the site visitors meet with the following individuals or groups: Faculty members who teach in the program, contributing faculty, adjunct faculty, department and program leaders, graduate students, department Chair, Dean of the college, Provost or Academic Vice President of the institution, field supervisors, and alumni of the program. Site visitors review a representative sample of students' files and tour the department facilities and any campus facilities (e.g., library) that are integral to the functioning of the program. MPCAC allows meetings to occur during meals, except for the first evening dinner with the program director/department faculty. The site visitors need some scheduled breaks during the visit to discuss observations and to work on the verbal exit report.

12. **What does a virtual site visit agenda look like for a reaccreditation?**

The Central Office review the agenda with the program and the site visitors. Typically, a virtual site visit could occur over a few days and

during various time periods. At a minimum the site visitors meet with the following individuals or groups: Faculty members who teach in the program, contributing faculty, adjunct faculty, department and program leaders, graduate students, department Chair, Dean of the college, Provost or Academic Vice President of the institution, field supervisors, and alumni of the program. Site visitors review a representative sample of redacted students' files via electronic means, and a recorded tour of the department facilities that are integral to the functioning of the program. All meetings are schedule with 15 minutes breaks between the meetings to allow the site visitors to discuss observations and to work on the verbal exit report.