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Commission on Accreditation

2012 Self-Study Instructions

Doctoral Graduate Programs

Mail Self-Study to:

Office of Program Consultation and Accreditation
American Psychological Association
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Washington, DC 20002-4242

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INTRODUCTION

The accreditation self-study instructions presented herein are designed to provide a framework to complete the self-study. All programs **MUST** follow these instructions using the outline provided (see Implementing Regulation [D.2-3](#)).

In addition, throughout the instructions you will find that certain data, documents, and materials are requested. These data, materials, and documents must be provided with the self-study. In the past 3-5 years, there have been many changes in higher education. As just two examples, there is now increased emphasis on measurable outcomes and on providing consumers of educational services with sufficient information to make an informed decision about where they might want to attend school. The APA Commission on Accreditation (CoA) is sensitive to these changes and has incorporated much of the relevant language and requirements reflecting these changes. That means that if you have not prepared a self-study recently, there may be requirements and components that are not familiar to you (e.g., the requirements for measurable *objectives/competencies* in Domain B along with aggregated *outcome data* to support having met those objectives in Domain F). It is the program's responsibility to keep abreast of changes in reporting requirements, self-study components, and materials that must be provided both in the self study and in your public documents.

During the accreditation process, your self-study will undergo extensive review by Office staff, site visitors, and CoA members. When any of these reviewers raise questions or request clarification, it benefits all involved to enter into collaborative efforts to present such clarification or answer such questions. This should not be considered an adversarial process, but rather a process of working together to ensure that an acceptable level of quality is maintained in the field. While the program clearly has expertise regarding its own structure and model, the Commission on Accreditation represents expertise in psychology accreditation in general. Working collaboratively to enhance the clarity and comprehensiveness of the self-study should be the goal of all involved.

SELF-STUDY PROCESS

The accreditation self-study process is a form of INTERNAL program evaluation. It is primarily intended to provide the program an opportunity to systematically review, describe, and evaluate its education and training model and outcomes (Domains B & F of the [Guidelines and Principles for Accreditation of Programs in Professional Psychology](#), or G&P). While all Domains of the Guidelines and Principles are important and necessary to address, Domains B & F, and the correspondence between the two, are the most salient areas for describing both the nature of your program and its ultimate success. They are also the two Domains in which programs often provide inadequate information with which to make judgments.

The self-study also functions as an EXTERNAL program evaluation, by providing the CoA and site visitors with an opportunity to assess the degree to which your program's model and outcomes are consistent with the Scope of Accreditation and the G&P.

The G&P require that each program "be evaluated in the light of its own education and training philosophy or model, insofar as [it is] consistent with those generally accepted as appropriate to the profession and the Commission on Accreditation." The self-study is therefore expected to

reflect accurately both the unique aspects of the program's education and training model as well as the appropriateness of the model to the CoA and to the profession. The Accreditation self-study, site visit, and CoA review are all activities aimed at evaluating the program's model, its components, and consistency with the G&P.

A program may choose to adhere to the principles and values of a specific professional psychology training community whose training model was promulgated at a national conference. In such a case the CoA expects the program's unique training goals and objectives to be consistent with the training principles, values, goals and objectives published in that conference's proceedings, as well as with those in the G&P. In all cases, the program must clearly specify its training model or philosophy.

Likewise, a program may have training goals and objectives that extend beyond those required by the G&P, may use innovative training processes or educational methods that are unique to its training setting, or may employ nontraditional training populations or other resources not reflected in the G&P; all of these must be clearly identified and presented where requested in order to be evaluated as part of the accreditation review.

DEFINITIONS

The phrase "education and training model (or philosophy)," as used in the G&P, refers to a program's education and training plan. An education and training model has five (5) distinct components that, taken collectively, should depict the program accurately:

1. Philosophy (values and principles);
 2. Goals, objectives, and competencies, and their outcomes;
 3. Processes and methods;
 4. Resources; and
 5. Program evaluation and assessment.
1. **Philosophy (values and principles)** describes the "why" of an education and training program, its reason for existing. It addresses fundamental assumptions, deeply held convictions and generally accepted tenets which define what is "appropriate and important" to the public, to the professional psychology training community at large, and to the training program and its sponsor institution, and why it is, therefore, important to conduct the program. Values and principles should "inform" the program's entire model and should logically lead to the program's goals and objectives. Information about the program's values and principles should be presented in Domain B.
 2. **Goals and objectives** are descriptions of *expected, predicted or desired* outcomes. A Goal is broader than an Objective. Typically one goal subsumes several objectives. For example, a program may have as a goal: to produce competent clinicians. Objectives under this goal could include production of graduates who are competent in psychological assessment; production of graduates who are competent in psychotherapy; etc. Goals and objectives are targets, and **competencies** serve as the operationalized and measurable translation of the objectives. Competencies are the skills exhibited by students which demonstrate that the program is meeting its objectives. An **outcome** reflects the extent to which a goal or objective has *actually* been reached (as in: "Our

outcomes were as follows: we were partially successful in achieving Goal X, we fully achieved Objectives A, B and C, but we failed to reach Objective D”).

Information about the nature of a program’s goals and objectives should be presented in Domain B. This should include *how* the program assesses whether or not the specific goals and objectives are being met. The outcomes of these assessments (i.e., which goals are actually achieved by the program, and the data which demonstrate that achievement) should be presented in Domain F.

3. **Processes** address the “how” of the training enterprise and should describe the methods or procedures and the efforts (i.e., the program’s training and education activities) used to transform the program’s principles, goals and objectives and resources into outcomes. Curriculum descriptions, syllabi, policy program manuals, etc., are examples of training process descriptions. Information about the program’s curriculum belongs in Domain B and outcomes regarding program self-assessment are presented in Domain F.
4. **Resources** are the human and fiscal “tools” and “raw materials” necessary to attain the program’s goals and objectives. They include the physical training environment; the equipment, materials and supplies; the faculty, practicum supervisors, and other staff; the students; the training populations and settings; and the financial support for the program. Information about the program’s resources belongs in Domain C.
5. **Program evaluation and assessment** consists of both internal and external program evaluation. These activities traditionally focus on resources, processes and outcomes:
 - a) *Resource evaluation* assesses the quality, adequacy and sufficiency of the resources employed in the process of attaining goals and objectives.
 - b) *Process evaluation* assesses the methods and activities employed to attain program goals and objectives; the consistency of the methods and activities with those goals and objectives and the values and principles informing them; and how they relate to the actual outcomes produced.
 - c) *Outcome evaluation* compares or measures a program’s desired, expected or predicted outcomes (i.e., its education and training goals and objectives) against its actual data (i.e., the “products” of the training programs). In so doing, outcome evaluation assesses the degree to which the program was successful in realizing its goals and objectives both during the doctoral program and after graduation (i.e., its desired, expected or predicted “products”).

IMPORTANT: Information about program self-assessment and outcomes is requested in Domain F. It is expected that assessment of program outcomes will include measures of student performance while in the program (proximal measures), and measures of the performance of graduates of the program (distal measures). The expectation is that aggregate data will be presented for both proximal and distal outcomes in relation to Domain F. All accredited programs are expected to directly demonstrate achievement of their educational goals and objectives through the presentation and analysis of self-assessment and outcome data.

SELF-STUDY FORMAT

The attached instructions refer to and follow the sequence of the Domains of the G&P. There is a narrative component as well as required Tables 1-10 used to summarize quantitative information. In many instances a question can be answered concisely in the appropriate table. In some instances a question may require a more extensive or detailed response. You are strongly encouraged to strike a balance between being succinct and comprehensive in responding to self-study questions. Your program, the site visitors and the CoA are best served by descriptions that are accurate, complete, and concise.

TEMPLATE AND FORMATTING: The Word template of these instructions includes the text of the G&P as well as specific prompts in **bold font** to guide your responses. If you wish, you may delete the G&P text and bold prompts from your final submission, but be sure to follow the sequence of the G&P so that the reviewers and site visitors can readily assess the extent to which the program meets the domain criteria. Use the G&P numbering system and a brief summary heading to identify and label each of your responses as you complete the self-study (e.g., "C.3b, Clerical/technical support"). Programs that do not follow these guidelines will have their self-studies immediately returned for resubmission in accordance with IR [D.2-3](#).

In a few instances an Accreditation Guideline (and the self-study question pertaining to that guideline) appears in slightly different forms in more than one G&P Domain (i.e., is repeated). In those instances it may suffice to refer clearly to the response previously provided, to avoid redundancy.

Further, most doctoral programs and their activities are extensively documented. For that reason comprehensive responses can often be provided by referring directly to existing program documentation, thereby preventing duplication of effort. If such is the case, please append the relevant documentation and respond to questions by *specifying exactly where* in the appended documents the requested information can be located (*including page number of the final document*). Only material which is specifically referenced in the self-study text should be included in the appendices.

A WORD ABOUT IMPLEMENTING REGULATIONS (IRs)

In preparing a self-study, in addition to the accreditation standards outlined in the G&P, it is important that programs review all ***Implementing Regulations*** that are directly relevant to doctoral program training. The most recent version of these policies can be found on the accreditation web page at <http://www.apa.org/ed/accreditation/about/policies/>. The IRs (particularly the "C" and "D" sections) amplify language in the G&P and the Accreditation Operating Procedures. The IRs serve as a companion piece to the G&P/Operating Procedures and provides references, as appropriate, to sections of those documents.

Please note: In an effort to make relevant IRs easily accessible to programs when completing the self-study, these instructions include the page links to specific IRs when referenced in the document. However, if new IRs have been developed since these instructions were created, it is possible that the page numbers may be affected and the link will not take you to the exact page. Ultimately, it is the program's responsibility to ensure that ALL policies have been followed and that this is reflected in the self-study.

The CoA regularly updates existing IRs and develops new policies as appropriate. The Office produces a public update after each Commission meeting to highlight new or updated policies and procedures. Programs are encouraged to review those updates, available online at <http://www.apa.org/ed/accreditation/newsletter> on a regular basis for policy updates.

SELF-STUDY SUBMISSION REQUIREMENTS AND REMINDERS

In addition to the instructions above, the program must adhere to the following additional guidelines:

Physical submission:

- First-time applicants provide 4 original copies of the self-study. Programs undergoing periodic review provide 3 original copies of the self-study. Please note that the copies sent to the APA Office are for *internal use only*. It is the program's responsibility to provide additional self-study copies to its site visitors once the team has been selected.
- First-time doctoral program applicants must pay a **\$2500*** application fee before the self-study can be processed for review. You may send a check with the self-study or you may pay via credit card over the phone. Call the office with any questions about payment. (**please verify current fees on the Accreditation website*)
- It is not necessary to send the self-study in 3-ring binders. All self-studies are removed from large binders and placed in identical folders. Rubber bands, clips, or your own folders/dividers are acceptable ways of identifying each copy of the self-study.
- Binding is not necessary; however, if you choose to use it, please use binding that is easy to remove when extra copies of the self-study are eventually shredded by our Office.
- Within each self-study, it is very helpful to have some way of marking/dividing the appendices and sections so that referenced information can be easily located.
- Photocopying materials on two sides is encouraged in order to minimize paper usage.

Length and formatting:

- For doctoral programs, the narrative portion of the self-study (Domains A-H) is limited to **35** pages of text, in no smaller than **12-point** typeface. Provide concise, direct responses to the domain items.
- The above page limit includes all of the required tables (A.6, B.2, B.3) within the narrative. If these embedded tables are lengthy, the program is encouraged to provide a shortened version within the Domain and include the full version within the appendices, referenced accordingly.
- All pages within the document should be numbered consecutively so that information can be easily referenced. The required transmittal pages, as well as the *Summary Check Sheet and Table of Contents*, do not need to be numbered. Thus, the first page of the self-study (where Domain A.1 begins) should begin with page number 1 and the last page of the last appendix of the self-study should end with the final page number. Bound documents (i.e., program brochures or catalogs) may be inserted into an Appendix and do not need to be re-numbered. Please clearly indicate (e.g., tabs or dividers) the different components (e.g., narrative domain responses, tables, appendices) of your self-study.

- Form fields indicate where responses are necessary in the narrative. The gray text boxes can be deleted (i.e., your final text should not be highlighted in gray) and are only there to remind you to provide information in that spot. It is difficult to edit within the form fields. You may wish to prepare your response outside the form field and paste into the gray boxes or you may replace the gray boxes with your text.
- Appendices should contain materials that support the self-study narrative. Only material that is referenced *specifically* (Appendix # and page #) within the self-study text and/or requested in these instructions should be included in the appendices. Do not assume an item in the appendices will be read unless it is specifically referenced within the self-study.

Miscellaneous:

- Student Names: None of the G&P requirements necessitate student names in response. If the program wishes to include student names, the program must reference and include in the Appendices clear documentation of the students' written permission to do so. When submitting sample documents (e.g., student surveys, evaluation forms), please remove any name that could raise FERPA or Health Information Portability and Accountability Act (HIPAA) issues, questions, or concerns.
- Syllabi: As discussed in Domain B, provide a syllabus for each required course and courses that may be used to meet any requirement within the program. Syllabi should be provided in an appendix and ordered by course number. All syllabi should be as recent as possible, or from the last time the course was taught. Course number, course title, and date should be clearly displayed on the first page of the syllabus. Make sure that the course numbers and course titles on the syllabi correspond exactly to any and all course numbers (and course titles) given in the self-study and Domain B tables.
- CVs: Follow the abbreviated CV format provided in these instructions, answering all questions briefly. Do not exceed the 2-page limit for any CV. Do not send full vitae in addition to the abbreviated CVs; only the abbreviated CVs will be reviewed. Please double-check to make sure that a CV is included for every faculty member listed in Table 3(a). Exceptions to the CV requirement are noted in the footnotes to that table. *Missing and/or incomplete CV's is a frequent reason why a program's site visit or final decision is delayed, and is completely avoidable if you prepare your self-study with care.*

Important reminders!

- While reviewing your program's past self-study may be useful in program self-assessment and enhancement, please note that the instructions are modified each year. You must follow the most current instructions since specific information that may not have been requested in the last self-study may now be requested.
- After completing your self-study, please complete *and submit* the checklist on the following page to ensure that the program has provided all necessary information.
- Site visits, reviews, or final accreditation decisions are often delayed due to avoidable mistakes and/or omissions. Before submitting the final document, please double-check to make sure that:
- All components of the self-study that need to be submitted are included, in the correct order;

- The required *Summary Check Sheet and Table of Contents* is included, listing page numbers for all domains, tables and appendices, with each page numbered throughout the entire document;
- All numbers/data reported are consistent among the narrative, required tables, and publicly available information (e.g., on the program's website, in the IR C-20 information, or in program brochures);
- References to page numbers of policies and other appendices are correct throughout the narrative and the *Summary Check Sheet and Table of Contents* (which must be included);
- Every question, item, or concern described in this document has been addressed;
- If during the most recent accreditation review, your program was asked to provide a response with your next self-study, that response is included within the relevant Domain(s) and discussed in Domain F;
- Every new requirement or request for additional information (e.g., the complete C-20 requirements) is clearly documented and easy to assess for completeness; and
- You have included the transmittal page, signed by all parties or designee(s).

- REQUIRED CHECKLIST:** This completed checklist should be included with each copy of the self-study, immediately after the signed Transmittal Page.

After completing your self-study, complete the checklist below to ensure that you have provided all necessary information with accurate references. Please double-check to ensure that all page numbers noted here are identical to ones provided within the self-study narrative.

Summary Checklist and Table of Contents	
Task	Appendix / Page #(s)
Transmittal page signed by all parties	
All pages consecutively numbered including appendices	
Summary Check Sheet and Table of Contents	
Domain A	
A.6 Required Table	
Domain B	
B.2 Required Table	
B.3 Required Table	
Domain C	
Domain D	
Domain E	
Domain F	
Domain G	
Domain H	
Table 1	
Table 2	
Table 3	
Table 4	
Table 5	
Table 6	
Table 7	
Table 8	
Table 9	
Table 10	
Abbreviated CVs for all individuals identified in Table 3	
Student Handbook	
Program brochure/web pages	
All program policies required by Domain A.6:	
Program student selection	
Program academic preparation and admission policies	
Program administrative and financial assistance	
Program student performance evaluation/feedback/advisement policies	
Program minimal levels of acceptable achievement policies	
Program retention and student termination policies	

Program due process policy	
Program grievance procedures	
Other policies required by the program's institution	
Consortium Agreement signed by all members (if applicable)	
Sample student evaluation forms	
Sample program outcome evaluation surveys AND aggregate data across students (during program and after graduation)	
Syllabi for ALL required courses AND any that may be used to meet the requirements of Domain B.3, <i>organized by course #.</i>	
Minimum requirements for successful completion of the doctoral program (e.g. Average rating across competencies, or no competency lower than "x")	
Correspondence with the CoA since last review	
Other: (ADD ADDITIONAL ROWS AS NECESSARY TO INCLUDE ALL RELEVANT INFORMATION PROVIDED IN THE SELF-STUDY DOCUMENT)	

TRANSMITTAL PAGES
Doctoral Programs: Self-Study Report for 2012

Please include all required signatures.

Currently Accredited (3 copies)

Date Submitted: _____

OR

Applicant (4 copies)

Institution/Program Name: _____

Department Name: _____

Location (City/State): _____

Identify the traditional substantive area:

Clinical Counseling School Combined (list areas):

Degree Offered: PhD PsyD

Date of last CoA site visit:

Total number of students in program this year:

Is the doctoral program part of a consortium? No Yes

(If Yes, list all consortium affiliates, including addresses and a contact person for each site):

Is the program seeking concurrent accreditation with the Canadian Psychological Association?

No Yes

The program is invoking Footnote 4:¹ No Yes

Name of Institution's Regional Accrediting Body: _____

Current Institution Regional Accreditation Status: _____

PROGRAM CONTACT INFORMATION: *The following information will be used to update our internal Office database. The individuals listed will receive copies of important program written correspondence (e.g., site visit reports, decision letters). Please add the relevant contact information for any other individuals who the program would like to receive such correspondence (e.g., co-directors, accreditation coordinator, Provost, etc). Signatures indicate that the self-study has been approved for submission and serve as an invitation to conduct a site visit to the program.*

¹ See Footnote 4 under Domain D regarding policies of religiously-affiliated institutions.

Program Director: _____
(Type name) (Signature)

Full Title:
Full Mailing Address:
Phone Number: [] Ext. [] Fax: []
Email Address: []

Department Chair: _____
(Type name) (Signature)

Full Title:
Full Mailing Address:
Phone Number: [] Ext. [] Fax: []
Email Address: []

College/School Name (if applicable): _____

Dean of College/School (if applicable): _____
(Type name) (Signature)

Full Title:
Full Mailing Address:
Phone Number: [] Ext. [] Fax: []
Email Address: []

President/CEO: _____
(Type name) (Signature or that of designee*)

Full Title:
Full Mailing Address:
Phone Number: [] Ext. [] Fax: []
Email Address: []

**If signed by designee, please also provide the full name of that individual in addition to the full name of the person for whom he/she signed.*

Self-Study for Doctoral Graduate Programs

- **The Accreditation Guidelines and Principles (G&P) are printed below in italic font, followed by specific or clarifying instructions that are bulleted and bolded throughout the text. These instructions are not meant to be all-inclusive. It is the program's responsibility to ensure that the self-study is comprehensive and addresses all accreditation-salient Domains and issues. Please be sure to read all introductory information and instructions on pages 2-7 before completing this document.**
- **Many programs find that using this Word document as a template for your responses is the easiest way to ensure you provide all requested information. Please note though, that programs must adhere to the 35-page limit whether they utilize this template or not. If you choose not to use this exact document as a template, you must still organize and sequentially label the self-study by Domain and issue (e.g., beginning the narrative with a major heading such as "Domain B: Program Philosophy, Objectives, and Curriculum Plan" followed by a side-heading labeled "B.1a, Philosophy and Training Model"). This is necessary for reviewers to understand how the program addresses each component of the G&P.**

Domain A: Eligibility

As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

1. The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.

A1. Respond to this item on the transmittal page and in Table 1. Detail the goals of your program in the narrative section of Domain B. [Review Implementing Regulation (IR) [C-14](#).]

2. The program is sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States or, in the case of Canadian programs, the institution is publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing.

A2. Respond to this item on the transmittal page and in Table 1.

3. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. It is represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient number and the facilities necessary to ensure meaningful peer interaction, support, and socialization.

A3. Provide narrative and describe the administrative structure here.

4. The program requires of each student a minimum of 3 full-time academic years of graduate

study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.

A4. Outline the length and residency requirements of your program here. [Review IRs [C-2](#) and [C-5](#).]

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. Throughout this document, the phrase “cultural and individual diversity” refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.²

Respect for and understanding of cultural and individual diversity is reflected in the program’s policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. The program has nondiscriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

A5. For Domain A, this response does not need to be lengthy. Provide a general orienting narrative statement here, but respond in depth within Domain D to the issues raised here. This is also the place to refer to any existing policies, plans, or procedures for the institution or program under review.

6. The program adheres to and makes available to all interested parties formal written policies and procedures that govern: academic admissions and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions; and due process and grievance procedures for students and faculty. It has policies and procedures that are consistent with those of its sponsor institution and with those guidelines of the Council of Graduate Schools in the United States that pertain to faculty and student rights, responsibilities, and personal development.

A6. REQUIRED TABLE: Provide a list of the documents referenced, including the specific location (appendix and/or page numbers) for each requested policy and procedure by completing the table below and including it in the self-study text.

PLEASE NOTE: The items below refer to program-level policies and procedures. Those procedures should be provided in hard-copy with the self-study. For department, college, or institutional level policies and procedures, it is acceptable to provide the appropriate webpage/URL address, with page numbers or instructions on how to find the specific policy. Please note that that evaluation forms per se are not considered policies.

² (See the current “Ethical Principles of Psychologists and Code of Conduct.”) Henceforth in this document whenever the phrase “cultural and individual diversity” appears, it shall be understood to refer to those characteristics identified in Section 5 of Domain A.

Item	Document(s) in which policy appears	Appendix / Page #(s)
Student selection		
Academic preparation and admission requirements		
Administrative and financial assistance		
Student performance evaluation, feedback, advisement, retention		
Minimal levels of acceptable achievement		
Student termination		
Due process		
Grievance policies for students and faculty		

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any Domain A issues to specifically address “*in the next self-study*”? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any other Domain A issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN A

Complete the Transmittal Page and Table 1.

Include as clearly-marked appendices all public materials on the program and other program-related material (brochures, letters, program manuals, handbooks, formal institutional policy and procedure memoranda, etc.) discussing the policies requested in the table above.

Hard copies of department, college, or institution-level policies do not need to be provided if they are available on a web page. If that is the case, please provide specific web addresses and clear locations of such policies so that all reviewers can easily locate the information.

Domain B: Program Philosophy, Objectives, and Curriculum Plan

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program’s education and training model and its curriculum plan are consistent with this philosophy.

1. *The program publicly states an explicit philosophy of training by which it intends to prepare students for the practice of psychology. The program's philosophy, educational model, and curriculum plan should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. They must also be consistent with the following principles of the discipline:*

- (a) Psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology; and*
- (b) Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.³*

B1a. Briefly describe your program's educational philosophy and training model with an emphasis on the relationship between science and practice.

B1b. Describe how training is sequential, cumulative, and graded in complexity. Elaborate on the model, goals, objectives, and the means by which an integration of science and practice is achieved in this specific program. The program must also demonstrate how it is clearly different from other accredited training programs in professional psychology within the institution if relevant.

2. *The program specifies education and training objectives in terms of the competencies expected of its graduates. Those competencies must be consistent with:*

- (a) The program's philosophy and training model;*
- (b) The substantive area(s) of professional psychology for which the program prepares students at the entry level of practice;*

An understanding of professional issues, including ethical, legal, and quality assurance principles.

6. B2. Important Points:

7. The program should fully and in hierarchical fashion describe its education goals, specific training objectives, and specific competencies that you expect of your graduates (see Definitions on page 3 of these instructions). Use the required table below to provide this information.

8. Be certain to identify each goal and objective separately and specify the competencies expected for each objective, the appendix and page number for the evaluation tool(s) relevant to that objective, how outcomes are measured, and the minimum thresholds for achievement of each competency that the program

³ The program's philosophy or model of training may be one identified through a national conference of psychologists, from which guidelines for professional education and training have been approved by conference delegates.

requires for its students to maintain good standing and to progress satisfactorily through/complete the program. This may relate to course work, practicum performance, research products, etc. Describe how these achievement levels are consistent with the program’s goals and the competencies the program expects its students to acquire. In addition, describe how the program ensures that these achievement levels are met by students (see last requirement of Domain B).

9. Remember that this is an outcome-oriented evaluation process. To that end, each program will be evaluated on: (1) the clarity, consistency, and appropriateness of the institutional/program goals and objectives; (2) the quality of education and training outcomes in relation to these goals/objectives; (3) the ability of a program to achieve its goals/objectives; and (4) the likelihood that such outcomes can be consistently maintained. In general, numbers 1 and 2 are primarily addressed here in Domain B, while numbers 3 and 4 are primarily addressed in Domain F where aggregated outcome data are presented.

10. The following table is REQUIRED. You may add/delete rows and/or edit labels as necessary to clearly illustrate your own program’s goals, objectives, competencies, minimal levels of achievement, and methods for measuring outcomes. If you prefer, you may provide a shortened table here and a more detailed version in the Appendices (be sure to provide exact location of the table):

B.2. Required Table:

Goal #1:
Objectives for Goal #1:
Competencies Expected for these Objectives:
Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
Goal #2:
Objectives for Goal #2:
Competencies Expected for these Objectives:
Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
Goal #3:
Objectives for Goal #3:
Competencies Expected for these Objectives:
Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
Goal #4:
Objectives for Goal #4:
Competencies Expected for these Objectives:

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

3. *In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:*

- (a) *The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;*
- (b) *The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology, and professional standards and ethics;*

B3a-b. [Review IR [C-16.](#)]

Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions;

B3c. [Review IRs [C-1](#) and [C-24.](#)]

- (d) *Issues of cultural and individual diversity that are relevant to all of the above; and*
- (e) *Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.*

B3. REQUIRED TABLE: Use the format below to discuss how the implementation of your model provides the means for students to acquire and demonstrate substantial understanding of and competence in each of these core content areas noted above, whether through a course or some other means. If necessary, you may provide a shortened table here and a more detailed version in the Appendices (be sure to reference where it is located):

In completing the table below, please note:

Merely providing a list of courses is NOT sufficient. Rather, this information should provide specific evidence as to what elements of the program expose students to the current body of knowledge in the individual areas delineated in B3.a-e.

Provide or reference a list that indicates which courses are required of all students and which are elective. The program should also provide a copy of any policies regarding exemptions from required courses. Where elective courses can be used to satisfy the requirements listed in 3a-e, clearly explain how the program ensures that ALL students can demonstrate substantial understanding of and competence in the required areas.

If referencing a course within the table, provide the Appendix and/or page number of the corresponding syllabus. Please ensure that the course name and number in the table match what is actually listed on the syllabus. Please note the following when providing syllabi:

- Provide syllabi for ALL courses that are or could be used to meet these requirements, including any elective courses that may be taken.
- Syllabi should be ordered in an appendix by course number and should be clearly labeled by both course number and title.
- Course number and course title should be clearly marked on the first page of the syllabus.
- The minimum information required for CoA's review of each syllabus includes specific bibliographies of required readings, a listing of all topics covered, the nature of the assignments students are required to complete, name of instructor, and date the course was last offered. This must be presented in a way that can be understood by outside reviewers (including for example, chapter names and paper titles, rather than just author and date).
- If the program or a course in the program uses an electronic method for listing or storing required readings (e.g., the list of readings is available on Blackboard), the reading list must be printed and included with the syllabus. All syllabi will be evaluated solely on the basis of what is submitted with the self study; as a result, a syllabus that is missing the required readings may be judged to be inadequate on that basis alone.

If the program does not use courses to expose students to certain core areas and to facilitate their acquisition of competence in these areas, it should document the specific methods used to do so. Document these methods in sufficient detail so that any reviewer can readily understand how these areas are included in the overall educational process in this program, what activities students must engage in to achieve competency and understanding in each area, and how the resulting understanding and competency are evaluated.

B.3. Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:	
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Curriculum area:	<i>(B.3a) Biological aspects of behavior</i>
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Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3a) Cognitive aspects of behavior</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3a) Affective aspects of behavior</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3a) Social aspects of behavior</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3a) History and systems of psychology</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3a) Psychological measurement</i>
Required academic/training activities	

How competence is assessed	
Curriculum area:	<i>(B.3a) Research methodology</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3a) Techniques of data analysis</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3b) Individual differences in behavior</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3b) Human development</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3b) Dysfunctional behavior or psychopathology</i>
Required academic/training activities	
How competence is	

assessed	
Curriculum area:	<i>(B.3b) Professional standards and ethics</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3c) Theories and methods of assessment and diagnosis</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3c) Theories and methods of effective intervention</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3c) Theories and methods of consultation</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3c) Theories and methods of supervision</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3c) Theories and methods of evaluating the efficacy of interventions</i>
Required	

academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3d) Issues of cultural and individual diversity that are relevant to all of the above</i>
Required academic/training activities	
How competence is assessed	
Curriculum area:	<i>(B.3e) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving</i>
Required academic/training activities	
How competence is assessed	

Review IRs [C-25](#) (Positive Identification of Students Consistent With Higher Education Opportunity Act) and [C-27](#) (Distance Education and Electronically Mediated Delivery in Doctoral Programs). If your program uses ANY distance/online/electronically mediated education methodologies (whether blended with traditional education/training methods or standing alone):

- Describe specifically when and how distance/online/electronically mediated education methodologies are used. If specific courses (in part or whole) or educational experiences are offered using distance education methods, each must be explicitly identified as such.
- Describe the methods by which the program identifies the person participating in the education or training activity that uses distance education methodologies. In other words, a program must report how it ensures that a student registering or receiving credit for a course is the same person that participates in and completes the course.
- Describe how the methods described above protect student privacy.
- Describe how students are informed in a timely manner of any additional program fees associated with verification of student identity.

4. Additionally, the program requires that its students receive adequate and appropriate practicum experiences. To this end the program should:

- (a) *Place students in settings that: are clearly committed to training; supervise students using an adequate number of appropriate professionals; and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;*
- (b) *Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of the practicum experience;*
- (c) *Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives; and*

Describe and justify the sufficiency of practicum experiences required of students in preparation for an internship.

B4. In addition to completing Table 2, describe in the narrative the practicum sites used by students, the nature of the training provided in them, practicum availability, and the other content noted in B.4 a-d (review IR C-26 for details on what information to provide).

Review IR C-28. If your students' practicum experiences utilize any amount of telesupervision, discuss how it is used and provide the reference for your policy addressing this supervision modality here:

It is the program's responsibility to describe and document the manner by which students achieve knowledge and competence in these areas. Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for students to satisfactorily progress through and graduate from the program, as well as evidence that it adheres to the minimum levels it has set.

Outline the minimal levels of achievement that the program requires for its students to maintain good standing and to progress satisfactorily through/complete the program. Describe how these achievement levels are consistent with the program's goals and the competencies it expects its students to acquire. Describe how the program ensures that these minimum achievement levels are met by students. (You may refer to information already provided in Domain B.2 as applicable.)

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any Domain B issues to specifically address "in the next self-study"? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other Domain B issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was

satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN B

Complete Table 2 on Practicum Settings.

Submit syllabi for ALL required courses in addition to any courses that may be used to meet any of the requirements of Domain B.3. Use the guidelines described in Domain B.3 in providing this important information. Provide the specific Appendix and page number where the referred information is located in the appended documentation.

Domain C: Program Resources

The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals and objectives.

1. *The program has an identifiable core faculty responsible for its leadership who:*

C1. Provide criteria for membership in and participation of core and other faculty member groups, consistent with IR C-18. Reminder: core faculty members are, by definition in IR C-18, those who spend at least 50% of their professional time in program activities of the doctoral program under review for accreditation; only administrative activities directly related to the program under review may count as part of the 50% time commitment for core faculty.

Participation on committees that are time-limited and necessary for the program to continue (e.g., committees to hire new faculty for the program; faculty retention, promotion, and tenure committees) can be counted as part of the activities related to the program; however it is the program's responsibility to provide sufficient justification that these activities do indeed directly contribute to the program under review.

(a) Function as an integral part of the academic unit of which the program is an element;

C1a. Describe how these core faculty members function as a unit.

(b) Are sufficient in number for their academic and professional responsibilities;

C1b. Describe how the program has determined the sufficiency of number and kind of faculty.

(c) Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives;

(d) Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals; and

(e) Are available to and function as appropriate role models for students in their learning

and socialization into the discipline and profession.

C1c, d, & e. Provide narrative addressing each of these items.

Abbreviated curriculum vitae for each faculty member involved in the program should provide evidence of the above. CVs for supervisors who provide supervision to the program's students *on a regular basis* should be included as well so that their credentials may be evaluated (include those supervisors in the "Other Contributors" section of Table 3). Complete each item on the outline for abbreviated curriculum vitae, or indicate "not applicable." Please divide CVs by section of Table 3 (e.g., "Core" vs. "Associated" vs. "Other") to make evaluation easier.

To ensure that the requirements of Domain C.1d. are met, on the CV for each faculty member who regularly provides instruction for courses or experiences described under Domain B.3. a-d, please briefly describe how that person is competent and/or credentialed to do so.

In addition to the core faculty, other individuals who hold faculty appointments at the institution may be used to augment and expand students' educational experiences. These adjunct faculty members should be held to standards of competence appropriate to their role/contribution within the program (see 1 c, d, & e above).

Clarify the nature and function of non-core faculty in the narrative. Include in the narrative the criteria for membership in each faculty group as well as the quality control standards used to assess quality and sufficiency in each group. Include abbreviated curriculum vitae (using the template provided) for all core, other, and affiliated faculty (including regular supervisors) and complete Table 3. [Review IR [C-18.](#)]

2. The program has an identifiable body of students at different levels of matriculation who:

- (a) Are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization;*
- (b) By interest, aptitude, and prior achievement are of quality appropriate for the program's goals and objectives; and*
- (c) Reflect through their intellectual and professional development and intended career paths the program's goals, objectives, and philosophy.*

C2. Complete Tables 4-7 on students. Please ensure that numbers are consistent within/across Tables and consistent with information provided on the program's websites and brochures.

In the narrative, discuss what strategies the program uses to ensure that students are a good fit with the program in accordance with C.2a-c above. If a program only uses one indicator to evaluate applicants (e.g., GPA above a specified level), describe what other data are used to assess prior achievement quality.

3. The program has, and appropriately utilizes, the additional resources it needs to achieve its training goals and objectives. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program maintenance and development. The resources should include:

- (a) Financial support for training and educational activities;
- (b) Clerical and technical support;
- (c) Training materials and equipment;

Physical facilities;

Student support services; and

- (f) Access to or control over practicum training sites and facilities that are appropriate to the program's goals, objectives, and training model.

C3a-f. Provide narrative describing each of the resources discussed in this item. Include a comprehensive listing of all student support services (available through the program or institution) designed to facilitate progress through the program. These services include, but are not limited to, counseling, financial assistance, health insurance, legal aid, etc. Describe how students are made aware of the availability of these services.

4. A graduate program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:

The nature and characteristics of the participating entities;

- (b) The rationale for the consortial partnership;
- (c) Each partner's commitment to the training/education program, its philosophy, model, and goals;
- (d) Each partner's obligations regarding contributions and access to resources;
- (e) Each partner's adherence to central control and coordination of the training program; and

Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.

An individual consortial partner (member entity) of an accredited consortium may not publicize

itself as independently accredited unless it also has independently applied for and received accreditation.

C4. If the program is a consortium, describe the relationship and responsibilities of each of the consortial partners as discussed above. Attach a copy of the consortial agreement, signed by ALL members, if applicable.

OR

N/A. The program is not a consortium.

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any Domain C issues to specifically address “*in the next self-study*”? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any other Domain C issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN C

Complete Tables 3-7 on Faculty and Student Qualifications and Characteristics.

Complete abbreviated CVs for ALL individuals listed in Table 3. This includes CVs for all faculty members contributing to the program, including those who regularly supervise program students.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.⁴

⁴ This requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose so long as: (1) Public notice of these policies has been made to applicants, students, faculty, or staff before their application or affiliation with the program; and (2) the policies do not contravene the intent of other relevant portions of this document or the concept of academic freedom. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of individuals because of the

D.1. Review IR [C-22](#).

D.1. Describing outcomes (whether successful or not) is not sufficient. The focus in Domain D.1 is on the efforts the program has made in recruiting and retaining diverse students and faculty. In other words, the program must have a clear plan to recruit and retain diverse students and faculty. Note that the program is required to describe these efforts (i.e., its plan) regardless of its perceived success in recruiting and/or retaining a diverse faculty or student body. These should be described as efforts to recruit diversity as opposed to avoiding discriminatory practices. Refer to Domain A.5 for the definition of “diversity” as used in this domain.

Explain in detail the systematic, long-term efforts made by the program to attract and retain a diverse faculty:

Explain in detail the systematic, coherent, and long-term efforts made by the program to attract and retain diverse students:

2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as it relates to the science and practice of professional psychology. The avenues by which these goals are achieved are to be developed by the program.

D.2. Review IR [C-23](#).

D.2. Describe in detail the efforts the program has undertaken to educate students about diversity issues and their relationship to the practice of professional psychology as discussed in these guidelines. Specify how student competency in mastering these issues is evaluated.

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any Domain D issues to specifically address “*in the next self-study*”? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any other Domain D issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN D

Include all documents on institutional, department, and program policies and procedures on

personal and demographic characteristics described in Domain A, Section 5 of this document (and referred to as cultural and individual diversity). This footnote is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the United States Constitution. It will be administered as if the United States Constitution governed its application. (IR [C-22\(a\)](#))

nondiscriminatory recruitment and personnel policies (should be referenced in Domain A.6).

Provide samples of faculty and student recruitment announcements, letters, advertisements, etc. to document the program's efforts in recruiting diverse staff and interns.

Ensure that syllabi or other materials have been referenced and included to document the program's efforts in educating students about diversity.

Domain E: Student-Faculty Relations

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see APA "Ethical Principles of Psychologists and Code of Conduct"). The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

E1. Place all program and institutional documents that discuss student rights in an appendix and clearly reference this information here with specific page numbers. Include a copy of the applicable grievance procedures for students. Provide a list of the documents and page numbers on which policies and procedures appear.

Explain how students are made aware of these policies.

2. Program faculty are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program. The faculty provide appropriate professional role models and engage in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.

3. The program shows respect for cultural and individual diversity among their students by treating them in accord with the principles contained in Domain A, Section 5 of this document.

E2 & 3. Provide a narrative discussion of these items in the text of the self-study. If students are not finishing in a timely fashion, provide an explanation for why that is the case and the steps the program is taking to reduce the time to completion. Please provide a detailed explanation if more than 10% of those who matriculate in the program fail to complete it for any reason.

4. At the time of admission, the program provides the students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. Students receive, at least annually, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should

include:

- (a) *Timely, written notification of all problems that have been noted and the opportunity to discuss them;*
- (b) *Guidance regarding steps to remediate all problems (if remediable); and*
- (c) *Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.*

E4. Note the page numbers in the appropriate appendices within which each of the above types of feedback are discussed and where examples can be found.

In all matters relevant to the evaluation of students' performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of students.

5. Each program will be responsible for keeping information and records of all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine programs' records of student complaints as part of its periodic review of programs.

E5. Please provide a summary record of student complaints or grievances received by, or known to, the program since the program's last accreditation site visit. Do not include any identifying information on students. [Review IR [C-3](#).]

Please describe the program's system for maintaining student records and complaints, including whether there is a confidential location for storing this information, consistent with IR [C-12](#).

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any Domain E issues to specifically address "in the next self-study"? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other Domain E issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN E

Please provide relevant personnel policies, appropriate sections of procedure manuals or other documentation on conflict, program or grievance resolution, due process, etc.

Append any such manuals or handbooks and refer to the sections in which the requested

information can be located.

Provide sample copies of evaluation forms or documents, training contracts, etc.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

1. *The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:*

F1. Please describe the program's self-assessment process in detail for each of the items listed below. Discuss how students are involved in this process. In addition to discussing data collection processes, please describe how outcome data are utilized to enhance the program. Demonstrate how the self-assessment process and outcomes of Domain F relate to and examine the achievement of the program's training model and philosophy, as well as its goals, objectives, and the required competencies detailed in Domain B.

- (a) *Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);*
- (b) *How its goals and objectives are met through graduate education and professional training (i.e., its processes); and*

Complete Tables 8-10.

All programs must provide detailed PROXIMAL and DISTAL aggregate outcome data that are related to your program's stated educational model, philosophy, goals, objectives, and competencies. Such data should be provided for students as they progress through the program (proximal data) and for graduates of the program (distal data). There should be a *clear connection* between the stated goals/objectives/competencies that were outlined in Domain B.2, the method of evaluation the program uses to determine whether these are being achieved (e.g., student evaluation forms), and the detailed outcome data. Performance outcomes of students and graduates should be stated in terms of the program's goals.

Examples of proximal competency-based outcomes are measures obtained while the student is in the program; such as course grades, practicum evaluations, doctoral program evaluations, internship evaluations, and their consistency with your program's stated objectives and competencies. While student self-evaluation data is welcome, it is not considered competency-based and must be supplemented with data collected via objective measures such as those described above. It is important to provide the connection between your program's stated objectives and competencies and how and where this information was assessed in aggregated format.

Examples of distal goal-related outcomes are measures obtained after the student has completed the doctoral program; such as employment information, the professional roles and activities of graduates, including licensure data, and their consistency with your program's training mission and goals. Distal data may also include information obtained from alumni surveys addressing former students' perceived achievement of program goals and objectives.

These data may be supplied in a table, in text, and/or in a flowchart. Raw data should not be provided; instead, aggregate all of the student data in a manner that allows a reviewer to assess whether or not the program is meeting its goals and objectives. Aggregated proximal data (i.e., data across students while they are in the program) should be presented separately from aggregated distal data (i.e., data on students that have completed the program). These data do not need to be presented by student cohort, but rather should be presented in a logical manner that allows one to evaluate the program's ability to meet its goals and objectives. Aggregated outcome data should be provided in the appendices and, at a minimum, should reflect outcomes since the last time the program was reviewed.

In the narrative, summarize what data are available to demonstrate achievement of Domain B goals/objectives/competencies:

Provide specific page numbers for proximal aggregate data within the appendices:

Provide specific page numbers for distal aggregate data within the appendices:

(c) Its procedures to maintain current achievements or to make program changes as necessary.

F1c. Describe how outcome data or other feedback received as part of the program's internal self-assessment process has specifically been used to modify the program, and how these modifications, in turn, have been evaluated.

2. The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, and curriculum to ensure their appropriateness in relation to:

F2. Provide narrative and relevant Table references here regarding how the program has monitored all areas noted below (F.2a-e) and made programmatic changes, as appropriate.

(a) Its sponsor institution's mission and goals;

(b) Local, regional, and national needs for psychological services;

(c) National standards of professional practice;

Include here information regarding how the program has responded to previous feedback from the CoA since the last accreditation review. Although this information has been requested at the end of each domain, please provide a brief summary here to demonstrate the self-assessment aspect of addressing these issues in general.

(d) *The evolving body of scientific and professional knowledge that serves as the basis of practice; and*

(e) *Its graduates' job placements and career paths.*

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any **Domain F** issues to specifically address "*in the next self-study*"? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other **Domain F** issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN F

Complete the remainder of the student tables (Tables 8-10). Table 9 provides information on students' work after completing your program, licensure, other credentialing and/or professional activities and accomplishments.

Provide documentation of self-evaluative activities (e.g., meeting minutes, faculty retreats, evaluations, etc).

Attach samples of program and supervisor evaluation forms or instruments, student performance evaluations, surveys conducted, and any other methods or tools used to assess attainment of student and program training goals, objectives, and competencies.

All accredited programs must provide proximal and distal aggregate outcome data. Applicant programs are expected to provide proximal outcome data on interns' progression through the program; if the program does not yet have distal data it should adhere to the principles of IR [D.1-1](#) in justifying outcomes.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

1. The program is described accurately and completely in documents that are available to current students, prospective students, and other "publics." The descriptions of the program should include:

(a) *Its goals, objectives, and training model; its requirements for admission and*

graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; and its education and training outcomes; and

G1. Provide a complete set of all program documents which provide the above information (flyers, brochures, program advertisements, web pages, etc.) available to current and prospective students as indicated below:

Document: Appendix/Page #:

Document: Appendix/Page #:

Document: Appendix/Page #:

Document: Appendix/Page #:

Document: Appendix/Page #:

Describe how these documents are distributed to applicants and students.

Review IRs [C-6\(a\)](#) and [C-20](#). Indicate where in your public documents information on education and training outcomes per IR C-20 can be found:

Ensure that educational and training outcomes have been updated to meet reporting requirements per IR C-20.

- Information is titled 'Student Admissions, Outcomes, and Other Data'
- Information is located in a single location and is no more than 1 click away from the main doctoral program web page.

- The following information is all included:
 - Time to completion
 - Program costs
 - Internships
 - Attrition
 - Licensure

Its status with regard to accreditation, making available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

Review IR [C-6\(b\)](#). Ensure that the current accredited status of your specific program is accurately presented in all public materials, including program web pages. Please reference where (i.e., page number, visual location) in each applicable document the program's accreditation status and CoA contact information can be verified by reviewers:

2. This information should be presented in a manner that allows applicants to make informed decisions about entering the program.

G2. Discuss how the program’s public information allows for informed student decisions:

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any Domain G issues to specifically address “*in the next self-study*”? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program’s last decision letter and/or other correspondence since the last review, did the CoA note any other Domain G issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

Domain H: Relationship With Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

- 1. The program abides by the accrediting body’s published policies and procedures, as they pertain to its recognition as an accredited program.*
- 2. The program informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program’s quality.*

Review IR [C-19](#).

H.1/H.2. Since your last site visit (if applicable) have there been any changes in your, or your sponsor institution’s, mission or resources, or in your doctoral program’s processes or practices, or other issues that have influenced the quality of the doctoral program, the faculty, or the students’ experiences? If so, describe them.

Provide any correspondence with CoA in appendices. Page(s) #:

Please note that repeated requests from CoA for compliance (e.g., repeated requests for the same information, requests to accurately and clearly present IR C-20 data) that are/have been ignored by the program raise Domain H issues in addition to the Domain in which the request for information has arisen. In other words, repeated failure to respond to requests for information in another domain will lead to concerns in Domain H as well.

Does your program or its host institution have any plans that might substantially change the nature, function or mission of your doctoral program in the foreseeable future? Describe these plans and their potential consequences to your program’s accreditation status.

- 3. The program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.*

H3. Describe the program's status with regard to financial responsibility to the accrediting body. Applicant programs should note if the application fee has been paid. Accredited programs should note whether annual fees have been paid in a timely manner.

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any Domain H issues to specifically address "*in the next self-study*"? If so, provide your response here.

(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other Domain H issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

Table 1

Eligibility

Institution Name: _____

Substantive Area:

- Clinical
- Counseling
- School
- Combined (specify areas): _____
- Developed Practice Area (per IR C-14) (specify): _____

Degree Awarded to Program Graduates:

- PhD
- PsyD

Dates of Last Site Visit: _____ or N/A – Initial Application

Number of Program Students Awarded Degrees Each Academic Year for the Past 7 Years⁵:

Degree	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
PhD							
PsyD							
EdD							

Are any students in your program currently respecializing⁶? Yes No

⁵ Depending on your program's site visit cycle assignment, numbers may not be available for the current academic year.

⁶ Any students who already hold a doctoral degree in psychology in another substantive area.

Table 2

Practicum Settings

For the past **seven (7)** academic years (starting with academic year 2011-2012, if data are available), please provide the following information for the practicum settings in which one or more of your students was placed⁷:

1. Name of the setting
2. Year(s) in which setting was used (beginning with earliest)
3. Highest degree of each primary supervisor(s)
4. Credentials of each primary supervisor(s) (e.g., licensure)
5. Number of students placed each year in that setting
6. Type of setting (e.g., medical center, community mental health center)
7. Types of services provided (e.g., intervention, assessment, consultation)
8. Types of clients served (e.g., children, adolescents, adults)

⁷ If the same practicum site was used in more than one year and there were no substantial changes in the supervision, services provided, etc., you only need to provide detailed information about the site for the earliest year and the number of students placed there in each of the subsequent years.

Table 3(a)

Current Program Faculty
(for the year of scheduled/anticipated site visit)

(Summary Information)⁸

CORE PROGRAM FACULTY⁹

Name	Title	# hours per week at this instituti on	% professional time at institution over academic year	% professional time dedicated to this doctoral program over academic year	Role/Contributions to this Doctoral Program (List All)	Other [Non- program] Responsibilities (List All)	Highest Degree Earned	Psych Licen- sure (Y/N)	Page # for CV

ASSOCIATED PROGRAM FACULTY¹⁰

⁸ Provide an abbreviated CV in the requested format for EACH person listed on this table and list in the right-hand column the page number where that CV can be found. The only exception is for those who present occasional seminars and/or have minimal contact with students (see Footnote 11).

⁹ “Core Faculty” are faculty members who devote at least 50% of their professional time to program-related activities. See IR [C-18](#) for clarification. This time does not include other department-related activities, such as undergraduate teaching or broader department administration, but only includes time devoted to the program under review.

¹⁰ “Associated Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program.

Name	Title	# hours per week at this institution	% professional time at institution over academic year	% professional time in program over academic year	Role/Contributions to Program (List All)	Other [Non-program] Responsibilities (List All)	Highest Degree Earned	Psych Licensure (Y/N)	Page # for CV

OTHER CONTRIBUTORS¹¹

Name	Title	# hours per week at this institution	% professional time at institution over academic year	% professional time in program over academic year	Role/Contributions to Program (List All)	Other [Non-program] Responsibilities (List All)	Highest Degree Earned	Psych Licensure (Y/N)	Page # for CV

PLEASE NOTE:

Remember to include an abbreviated CV, using the required format in these instructions, for EACH person listed in this table. Submit only abbreviated CVs; full-length vitae should not be included. Exceptions to the CV requirement are noted in Footnotes 8 and 11 of this table. Please indicate in the right-hand column the page number for the respective CV.

For ease of review, please indicate here the names of all individuals listed in these tables that are exempt from the CV requirement (i.e., individuals for whom the program is not supplying a CV):

¹¹ "Other Contributors" are individuals who have a role in the program, but to a more limited extent than core or associated faculty. This would include people who present seminars, regularly supervise practicum, and/or teach as adjunct faculty. As noted in Footnote 8 above, CV's are not necessary for those who present occasional seminars and having minimal contact with students. However, CV's must be provided for ALL regular clinical supervisors.

Table 3(b)

Faculty Demographics

(Please ensure that numbers reported on this Table are consistent with number of individuals reported in Table 3(a)).

<i>Number of Current Faculty who identify themselves as:</i>		Core Program Faculty	Associated Program Faculty	Other Contributors
African-American/Black	M			
	F			
Caucasian	M			
	F			
Hispanic/Latino	M			
	F			
Asian/Pacific Islander	M			
	F			
American Indian/Alaska Native	M			
	F			
Multiethnic or None of Above ¹²	M			
	F			
TOTAL NUMBER (above rows only)	M			
	F			
Other ¹³ (add rows as necessary)	M			
	F			
Subject to Americans with Disabilities Act	M			
	F			
Foreign Nationals ¹⁴	M			
	F			

¹² Individuals identifying with more than 1 or no race/ethnic group; include them only in this category and not in other ethnicity categories.

¹³ Optional: programs may choose to note other types of diversity described in Domain A.5 and IR [C-22](#).

¹⁴ Individuals who are not U.S. Citizens or legal U.S. Permanent Residents.

Table 3(c)

Professional Activities for the Past 7 Years

<i>Number of <u>current</u> faculty who have engaged in these professional activities for the past 7 years:</i>	Core Program Faculty	Associated Program Faculty	Other Contributors
Members of Professional Societies			
Authors/Co-authors of Papers at Professional meetings			
Authors/Co-authors of Articles in Prof/Scientific Journals			
Recipients of Grants or Contracts			
Engaged in Delivery of Direct Professional Services			

CoA Abbreviated Curriculum Vita

(Limit of 2 single-sided or 1 double-sided pages per faculty member)

Answer all items including names/types of sites (e.g., University of X; Y Hospital), and "yes" or "no" where indicated. Submit an abbreviated CV for each person listed on Table 3(a) as specified in the instructions for that table. Failure to include the necessary CVs may result in delayed or adverse accreditation decisions.

Name:

Academic rank: Full Professor Associate Professor Assistant Professor Other:

Tenured: Yes No Does not apply **Year of appointment:** _____

Highest Degree Earned: Ph.D. Psy.D. Ed.D. Other:

Date of Degree: _____ **Institution/Program Name:** _____ **Area of Degree (e.g., Clinical):** _____

APA/CPA Accredited: No Yes N/A

Psychology Internship Completed: No Yes N/A **Year:** _____

Name of Program: _____ **Type of Setting:** _____ **APA/CPA Accredited:** No Yes

Psychology Postdoctoral Residency Completed: No Yes N/A **Year:** _____

Name of Program: _____ **Type of Setting:** _____ **Area of Emphasis:** _____

APA/CPA Accredited: No Yes

Psychology Licensure: No Yes **State(s)/Province(s):** _____

Board Certified by ABPP: No Yes **Specialty:** _____

Currently listed in National Register and/or Canadian Register? No Yes

If the program under accreditation review is not your primary work site, please provide name of primary work site/institution, position title, and type of setting here: _____

Role(s) in program under accreditation review (consistent with what is reported in Table 3(a):

If instruction for students in program is part of your role, briefly describe competence and credentials to oversee learning and/or to teach in this area(s):

Professional Honors & Recognition (*Member/Fellow of Professional or Scientific Society, etc.*):

Selected Presentations to Professional/Scientific Groups in Last 7 Years (*List chronologically using APA format for bibliographic citations*):

Selected Publications in Last 7 Years (*List chronologically using APA format for bibliographic citations*):

Selected Funded Research Grants or Training Contracts in Last 7 Years (*Include funding source, duration of funding, total direct costs*):

Other Professional Activities in Last 7 Years (*Include leadership activities/roles in state/provincial, regional or national professional organizations*):

Table 4(a)

Student Statistics

<i>Number of students in the last 7 academic years who:</i> ¹⁵	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Applied to program:							
Were offered admission:							
Enrolled in Academic Year							
Of total enrolled, number admitted as “respecializing” ¹⁶							

Student Professional Activities Since Enrollment in the Program

<i>Based on <u>current</u> activities of students in each cohort, consistent with year of entry in the above table, how many <u>currently</u> are:</i>	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Members of Professional Societies							
Authors/Co-authors of Papers at Professional Meetings							
Authors/Co-authors of Articles in Prof/Scientific Journals							

¹⁵ Academic Year (approximately September 1- August 31). Please use this definition throughout the tables.

¹⁶ Complete only if you answered “yes” to the respecialization question in Table 1; otherwise, please leave blank.

Table 4(b)

Student Demographics

(Please ensure that numbers reported on this Table are consistent with the number of students reported in Table 4(a)).

<i>Number of students entering the program during the noted academic year who identify themselves as:</i>		2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
African-American/Black	M							
	F							
Caucasian	M							
	F							
Hispanic/Latino	M							
	F							
Asian/Pacific Islander	M							
	F							
American Indian/Alaska Native	M							
	F							
Multiethnic or None of Above ¹⁷	M							
	F							
TOTAL NUMBER (above rows only)	M							
	F							
Other ¹⁸ (add rows as necessary)	M							
	F							
Subject to Americans with Disabilities Act	M							
	F							
Foreign Nationals ¹⁹	M							
	F							
Number of students enrolled who are respecializing ²⁰	M							
	F							

¹⁷ Individuals identifying with more than 1 or no race/ethnic group; include them only in this category and not in other ethnicity categories.

¹⁸ Optional: programs may choose to note other types of diversity described in Domain A.5 and IR [C-22](#).

¹⁹ Individuals who are not U.S. Citizens or legal U.S. Permanent Residents.

²⁰ Complete only if you answered "yes to the respecialization question in Table 1; otherwise, please leave blank.

Table 4(c)

Internship Placement

<i>Based on students applying for internships in:</i> ²¹	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
# of students who sought or applied for internship for this training year:							
# Who received funded internships:							
# Who received unfunded internships:							
# Who received APA or CPA-accredited internships:							
# Who received internships conforming to CDSPP guidelines ²²							
# Who obtained 2-year half-time internships							

²¹ Based on internship application/acceptance for each noted academic year

²² School Psychology Programs only

Table 5

Educational History of Students Enrolled in Doctoral Program

Provide the following information for each student ENROLLING in your program for the last **seven (7)** academic years. DO NOT IDENTIFY THE STUDENTS BY NAME. Start with students enrolling in the 2011-2012 academic year (if data are available) and report back to those entering in the 2005-2006 academic year. Place the requested information in the following format and identify students by year of **entry** (e.g., 11.01, 11.02, 11.03, etc.). *If a particular student was admitted as a respecialization student, please indicate by placing an asterisk (*) by the student identification number.* If the program routinely requires applicants to provide any of the requested information, the data **MUST** be reported here, even if it is not used as part of the selection process.

1. Year of admission (identification number)
2. Undergraduate institution
3. Undergraduate major
4. Undergraduate degree
5. Year obtained undergraduate degree
6. Undergraduate GPA (on a 4-point scale)
7. Graduate Record Examination Score (Verbal)
8. Graduate Record Examination Score (Quantitative)²³
9. Graduate institution, if applicable (if students entered the doctoral program holding a Master's or other graduate degree)²⁴
10. Graduate major, if applicable
11. Graduate degree, if applicable
12. Year obtained graduate degree, if applicable
13. Graduate GPA (on a 4-point scale), if applicable

²³If you do not use a standardized test, please indicate. If you use a standardized test other than the GRE, please identify the test and provide student scores. If you use tests in addition to the GRE, please describe them.

²⁴If a student did not attend a graduate program (e.g., Master's program) prior to admission into your program, please enter "N/A" for this and the following sections. Do not include master's degrees that students earned within your program after they were admitted to the doctoral program.

Table 6

Students' present status

Provide the following information for each student ENROLLING in your program during the last **seven (7)** years, beginning with the upcoming year (2011-2012) of entering students **AND** include any students entering *prior* to academic year 2005-2006 who remain in your program at the present time. Identify students by year of **entry** (e.g., 11.01, 11.02, 11.03, etc.) consistent with Table 5. *If a particular student was admitted as a respecialization student, please indicate by placing an asterisk (*) by the student identification number.*

PLEASE NOTE: Table 5 instructs programs to include only the students who initially entered the program in the past seven years. This table instructs programs to include **ALL** the students who entered the program in the past seven years, **as well as those who continue to be enrolled in the program** (but may have entered more than 7 years ago). In other words, a student who entered the program in 2003 or earlier and is still in the program at the present time would **not** be included in Table 5 but **would** be included in Table 6.

1. Year of admission (identification number): group all students together by entering cohort
2. Year in Program (length of time; not based on credits completed)
3. Full-time or Part-time
4. If degree completed – year of graduation
5. If degree not completed:
 - a. Date left program
 - b. Reason for leaving

Table 6

Students' present status²⁵

ID #	For students still in program:		For students that graduated:	For students that did not complete program ²⁶ :	
	Year in program (e.g., 1 st , 2 nd)	Full or Part-time	Year of graduation (if completed)	Date left program	Reason for leaving

²⁵ Please include information for all students entering the program during the past 7 years, as well as information for all students currently remaining in the program, regardless of year of admission.

²⁶ Students that left this doctoral program for ANY reason other than graduation should be included in this column; this includes students transferring to other doctoral programs within your institution or department.

Table 7

Current Students Matriculating Beyond Their Seventh Year in the Program

Please provide the following information for current students who are beyond their seventh (7th) year in the program (i.e., entered *prior* to academic year 2005-2006 and continue to be enrolled as of the self-study submission date). Identify students by year of **entry** (e.g., 04.01, 04.02, 04.03, etc), not by name.

1. Year of admission (identification number)
2. Which requirements are yet to be completed?
3. Expected date of graduation
4. Current financial support

Table 8

Program Graduates: Internship and Dissertation/Final Project

Provide the following information for each student who has GRADUATED from your program in the last **seven (7)** years. DO NOT USE STUDENT NAMES. Begin with those graduating during the 2010-2011 academic year and report back to those graduating during the 2004-2005 academic year. Identify former students by year of **entry** (e.g., 01.01, 01.02, 01.03, etc.). *If a particular student was admitted as a respecialization student, please indicate by placing an asterisk (*) by the student identification number.*

1. Year of admission (identification number)
2. Year of graduation from program
3. Name and location of internship
4. Was internship position funded?
5. APA- or CPA-accredited status of internship
6. Title of dissertation/final project
7. Name of dissertation/project advisor

Table 9

Program Graduates: Employment

Provide the following information for each student who has GRADUATED from your program in the last **seven (7)** years. Begin with those who graduated during academic year 2010-2011 and include all students graduating between then and academic year 2004-2005. Identify graduates by year of **entry** (e.g., 01.01, 01.02, 01.03, etc.). *If a particular student was admitted as a respecialization student, please indicate by placing an asterisk (*) by the student identification number.*

1. Year of admission (identification number)
2. Initial employment setting code after graduating (refer to list at end of document)
3. Initial job title or description after graduating
4. Current employment setting code (refer to list at end of document)
5. Current job title or description
6. Professional achievements (e.g., attainment of licensure, fellow status in professional/scientific society, and/or diplomate, recipient of grant, etc.)
 - a. Psychology Licensure (Y/N)
 - b. State(s) in which licensure is held
 - c. Other professional achievements

Table 10
Program Attrition, Retention, and Graduation

Year of Entry	N ²⁷	Status	Attendance Year							
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8 or beyond
Prior to 2005 ²⁸		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2005		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2006		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2007		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2008		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2009		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2010		Graduated								
		Continued Enrollment								
		Left Program								
		Total								
2011		Graduated								
		Continued Enrollment								
		Left Program								
		Total								

²⁷ Number of students entering program that year

²⁸ Complete only if students entering prior to academic year 2005-2006 are currently enrolled. Include the number of students from earlier cohorts as *continued enrollment* under column "Year 8 or beyond".

Practicum/Internship Setting Codes

1. Community Mental Health Center
2. Health Maintenance Organization
3. Medical Center
4. Military Medical Center
5. Private General Hospital
6. General Hospital
7. Veterans Affairs Medical Center
8. Private Psychiatric Hospital
9. State/County Hospital
10. Correctional Facility
11. School District/System
12. University Counseling Center
13. Medical School
14. Consortium

33. Other (e.g., consulting), please specify

Activity Codes

- d) Administration
- e) Assessment
- f) Consultation
- g) Psychotherapy
- h) Research
- i) Supervision
- j) Teaching

33. Other (e.g., community-based intervention), please specify

Employment Setting Codes

11. Community Mental Health Center
12. Health Maintenance Organization
13. Medical Center
14. Military Medical Center
15. Private General Hospital
16. General Hospital
17. Veterans Affairs Medical Center
18. Private Psychiatric Hospital
19. State/County Hospital
20. Correctional Facility
21. School District/System
22. University Counseling Center
23. Academic Teaching Position

13a. doctoral program

13b. masters program

13c. 4-year college

13d. community/2 yr. College

13e. adjunct professor

24. Independent Practice

25. Academic Non-Teaching Position

26. Medical School

33. Other (e.g., consulting), please specify

44. Student

99. Not currently employed