



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

August 9, 2011

Daniel Bradley, Ph.D.
President
Indiana State University
Office of the President
200 North 7th Street
Terre Haute, IN 47809

Dear President Bradley,

At its meeting on July 14-17, 2011 the Commission on Accreditation conducted a review of the doctoral Psy.D. program in Clinical Psychology at Indiana State University. This review included consideration of the program's most recent self-study report, the preliminary review of December 17, 2010 and the program's response to the preliminary review on February 11, 2011, the report of the team that visited the program on April 4-5, 2011, and the program's response to the site visit report on June 6, 2011.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2016**. During the interim, the program will be listed annually among accredited programs of professional psychology in the *American Psychologist* and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

For your information, Drs. Nancy Elman, David McIntosh and Roger Peterson recused and therefore did not participate in the discussion and vote on your program.

The Commission would like to provide the program with a summary of its review. This is provided below according to each of the accreditation domains. At the end of the letter, the program will be provided with an itemized list of any actions that the program needs to take prior to the next accreditation review.

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.

The Psy.D. program in Clinical Psychology at Indiana State University is housed in the Department of Psychology which is a part of the institution's College of Arts and Sciences. Indiana State University is accredited by the North Central Association of Colleges and Schools

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Higher Learning Commission. The program is an integral part of the mission of the institution in which it resides and is appropriately represented in the budget of the College of Arts and Sciences. The program requires a minimum of four years of full-time residential graduate study and a one year clinical internship in order to earn the doctoral degree. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. All documentation on formal written policies and procedures are provided by the program.

The program is consistent with the provisions of this domain.

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.

The program espouses a practitioner-scientist model of training which emphasizes the integration of science and practice. The program offers education and training experiences that are sequential, cumulative, and graded in complexity. Practicum training experiences are consistent with the program's overall goal of training clinical psychologists. Students generally receive more than the program's required number of hours of practicum training and appear to have training in all of the program's goals and objectives before beginning their internships.

It was noted by the site visitors that courses designated to offer coverage in the required area of affective aspects of behavior (including Psychology 603: *Proseminar: Learning and Cognition* and EPSY 621: *Development through the Lifespan*), seem to provide insufficient coverage of affective aspects of behavior (site visit report [SVR] p. 3). In response to the site visit report, the program indicated that the courses PSY 662: *Theories of Personality* and PSY 668: *Advanced Psychopathology*, in addition to the courses previously mentioned, do provide sufficient coverage of affective aspects of behavior (response to site visit report [R-SVR], Domain B). In reviewing the syllabi for these courses, the CoA noted that these courses cover applied aspects of personality and psychopathology, and the coverage of affective aspects of behavior is not clearly evident. In a narrative response due by **September 1, 2012**, the program is asked to discuss how it ensures that all students are exposed to the current body of knowledge in the required area of affective aspects of behavior and provide recent copies of any syllabi mentioned in this response, consistent with Domain B.3(a) of the *Guidelines and Principles for Accreditation* (G&P) and Implementing Regulation (IR) C-16. The program should note that IR C-16 has recently been revised to provide more clarification about broad and general training. This most recent version of IR C-16 is attached.

It was noted by site visitors that the textbook for the course EPSY 621: *Development through the Lifespan* appears to be an undergraduate textbook (p. 4). Also, it is unclear how many course options are available to students that the program deems sufficient to provide coverage in the required curriculum area of human development. Finally, the program has not identified core competencies expected for this required area. In a narrative response due by **September 1, 2012**,

the program is asked to discuss how it ensures that all students are exposed to the current body of knowledge in the required area of human development and provide recent copies of any syllabi mentioned in this response, consistent with Domain B.3(b) of the G&P and IR C-16.

Site visitors noted that “although the self-study indicated that students were exposed to the body of knowledge in consultation through the course PSY 671: *Supervision and Consultation*, the syllabus for this course is entitled Clinical Supervision, and there is no apparent coverage of consultation in the course” (SVR, p. 4). In its response to the site visit report, the program indicated that coverage of the required area of theories and methods of consultation would be included in one of the following courses: PSY 671: *Supervision and Consultation* or PSY 674: *Program Administration and Evaluation* (Domain B.3(c)). By **September 1, 2012**, the program is asked to provide an updated syllabus for both courses and discuss how the program provides broad and general coverage in theories and methods of consultation for all students, consistent with Domain B.3(c) of the G&P and IR C-1 (attached).

It was noted by the site visitors that the program provided the site visit team with syllabi for specific courses that provided content on evidence-based practice. These syllabi were highlighted in order to demonstrate that the readings and content of these courses focused on “empirical support for intervention” (p. 4). In its response to the site visit report, the program indicated that “literature on evidence-based practice is also included in the readings for PSY 668: *Advanced Psychopathology* and the relevant articles were highlighted in the materials provided to the site visitors” (R-SVR, Domain B.3(c)). Additionally, the program indicated in the response to the site visit report that content related to evidence-based practice was also covered in course PSY 665B: *Cognitive Behavior Therapy* and that the syllabus for this course would be updated to include this content (Domain B.3(c)). By **September 1, 2012**, the program is asked to provide CoA with a copy of the syllabus for PSY 668: *Advanced Psychopathology* with the articles related to evidence-based practice highlighted. Also, the program is asked to provide a copy of the revised syllabus for PSY 665B: *Cognitive Behavior Therapy* that reflects the coverage of evidence-based practices for effective intervention.

Domain C: Program Resources

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

The program has an identifiable core faculty who appear to be sufficient in number for their responsibilities and function as an integral part of the department. Faculty demonstrate competence and have credentials that are consistent with the goals of the program and the University. Students are sufficient in number for meaningful peer interaction and socialization and have goals and interests that are consistent with the goals and objectives of the program. The program appears to have adequate resources, providing faculty and students with ample office and research space.

The program is consistent with the provisions of this domain.

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.

The program has made efforts to attract and retain diverse faculty and students and the Commission encourages the program to continue these efforts in the long-term. The program's Diversity Committee monitors the inclusion of diversity content in course syllabi and has a strategic plan in place to increase diversity which includes program recruitment of students from colleges with substantially diverse student bodies. The program exposes students to clients from under-represented populations and students have "indicated satisfaction with the manner in which the program addresses [diversity] topics in curriculum" (SVR, p. 12).

The program is consistent with the provisions of this domain.

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

The program provides a supportive and collegial environment for its students and faculty. Faculty are accessible to students, respond to student issues promptly, and support students in completing program requirements in a timely fashion. Students receive written feedback twice annually on the extent to which they are meeting the program's requirements. The program has had one formal grievance since the last accreditation site visit. The matter appeared to be handled through Human Resources. Both students and faculty reported that there was a satisfactory outcome to this situation (SVR, p. 13).

The program is consistent with the provisions of this domain.

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.

The program prepares an Annual Assessment Report and program faculty have made changes in response to feedback and outcomes of this report. For example, faculty observed that students were not timely in their completion of dissertations, so they included the dissertation proposal as a requirement in PSY 680: *Research in Clinical Psychology* (SVR, p. 14). The program periodically reviews its goals, objectives, training model, curriculum, and outcome data relative to the university's mission and goals, as well as local, state and national standards of professional practice. Faculty members participate in professional organizations and remain current with the evolving body of scientific and professional knowledge.

Domain F.1(a): Outcome Data

The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion).

The program appears committed to collecting data in an effort to document its effectiveness in achieving its training goals and objectives, and uses its data to change the program as necessary.

It was noted by site visitors that the program indicated it would be updating practicum evaluation forms to include supervisory ratings that would relate directly to program goals and objectives (SVR, p. 14). The program is asked to provide a copy of any new or updated practicum evaluation forms and aggregate data for current students (proximal data) specific to practicum that have been collected using these forms by **September 1, 2012**.

In its response to the site visit report, the program indicated that it was in the process of revising internship forms and the survey for program graduates (R-SVR, Domain F). By **September 1, 2012**, the program is asked to provide its updated internship forms and relevant outcome data on student achievement of goals, objectives, and competencies. Also, the program is asked to provide its updated survey for program graduates and relevant outcome data on goals and objectives after program completion. The program is also asked to reiterate the goals, objectives, and competencies in this response to allow for a clear review of the correspondence between these goals, objectives, and competencies and the data and evaluation mechanisms provided.

Although assessment of diversity was not addressed in the program's Annual Assessment Report, the program has indicated that it would include outcome measures on the diversity competency in the future (R-SVR, Domain D). The program is asked to provide a copy of the next Annual Assessment Report with outcome measures on diversity competence by **September 1, 2012**.

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.

The program describes itself accurately in documents available to current and prospective students and other members of the public. Information about the program appears to be presented in a manner that allows applicants to make informed decisions about entering the program.

In response to comments in the site visit report, concerning discrepancies with regard to how program goals and objectives were presented in various program materials, the program indicated that the goals and objectives presented in the program guide and brochure would be revised to ensure consistency with the material presented in all program documents (R-SVR, Domain G). The program is asked to provide a copy of the revised program guide and brochure by **September 1, 2012**.

The Commission noted that descriptions of the program's students seemed to be absent from its public materials. By **September 1, 2012**, the program is asked to include descriptions of its students in its public materials, consistent with Domain G.1(a) of the G&P.

In response to the site visit team commenting on the program's lack of a category for "two half-year internships" in its time to completion data, the program indicated that a note was added to its webpage "about time to completion for masters students" and for internships, a note would be added stating that no intern had ever completed a two year, half-time internship (R-SVR, Domain G). These notes could not be found during the Commission's review of the program's website. Likewise, the program stated that a note indicating that the licensure data included "only individuals who are fully credentialed for independent practice" was added to the licensure table on the outcomes webpage (R-SVR, Domain G). This note could not be found during the Commission's review of the program. By **September 1, 2012**, the program is asked to provide documentation that these notes concerning time to completion, internship data, and licensure data have been added to the program webpage, consistent with Domain G of the G&P and IR C-20 (attached).

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.

The program has provided copies of its correspondence with the CoA since the last decision and has informed the CoA in a timely manner of changes that could affect program quality. The program has paid the necessary fees to maintain accredited status.

The program is consistent with the provisions of this domain.

In summary, the program is asked to address the following issues in a narrative response by **September 1, 2012** for formal review by the Commission:

- Discuss how the program has ensured that all students are exposed to the current body of knowledge in the required area of affective aspects of behavior and provide recent copies of any syllabi mentioned in this response.
- Discuss how the program has ensured that all students are exposed to the current body of knowledge in the required area of human development and provide recent copies of any syllabi mentioned in this response.
- Provide an updated syllabus for the courses PSY 671: *Supervision and Consultation* or PSY 674: *Program Administration and Evaluation* and discuss how broad and general coverage of theories and methods of consultation is provided.

- Provide a copy of the syllabus for PSY 668: *Advanced Psychopathology* with the articles related to evidence-based practice highlighted. Also, provide a copy of the revised syllabus for PSY 665B: *Cognitive Behavior Therapy* that reflects the coverage of evidence-based practices for effective intervention.
- Provide a copy of any new or updated practicum evaluation forms and any aggregate data for current students (proximal data) specific to practicum experiences that have been collected using these new forms.
- Provide updated internship forms and relevant outcome data on student achievement of goals, objectives, and competencies while students are in the program. Also, reiterate the goals, objectives, and competencies in this response to allow for a clear review of the correspondence between these goals, objectives, and competencies and the data and evaluation mechanisms provided.
- Provide the updated survey for program graduates and relevant outcome data on goals and objectives after program completion.

In addition, in order to keep the Commission informed of the program's commitment to the ongoing self-study process, the program is asked to address the following issues in a narrative response by **September 1, 2012**:

- Provide a copy of the next Annual Assessment Report with outcome measures on diversity competence.
- Provide a copy of the revised program guide and brochure that represents consistency in program goals and objectives across all public materials.
- Provide documentation of the inclusion of descriptions of students in its public materials.
- Provide documentation that the note concerning time to completion data for students entering the program with master's degrees has been added to the program webpage.
- Provide documentation that the note regarding half-time internships has been added to the webpage.
- Provide documentation that the note concerning the level of licensing presented in the licensing table has been added to the program webpage.

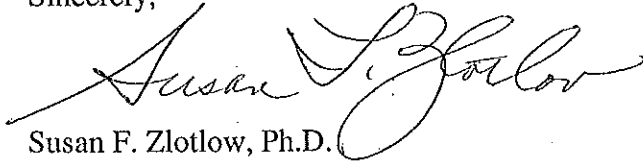
Please note that while these items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. The program's response to the items listed above should be identified as '**Narrative Response – Program Review**' and

mailed, e-mailed, or faxed to the Office of Program Consultation and Accreditation by the designated due date.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. Recently, the CoA approved several new Implementing Regulations. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The CoA would also like to remind you that all accredited programs must inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-19 (Notification of Changes to Accredited Programs) is attached for your information.

In closing, on behalf of the Commission on Accreditation, I extend congratulations to the faculty and students of the program for their achievements. The CoA also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the APA Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,



Susan F. Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation

cc: John Murray, Ph.D., Dean
Virgil Sheets, Ph.D., Chairperson
Michael Murphy, Ph.D., ABPP, Director of Clinical Training
Philinda Hutchings, Ph.D., Chair of Site Visit Team
Sondra Solomon, Ph.D., Member of Site Visit Team
Ginny Salzer, Ph.D., Member of Site Visit Team

**C-16. Evaluating Program Adherence to the Principle of “Broad and General Preparation”
for Doctoral Programs**

(Commission on Accreditation, November 2001; revised July 2011)

The *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (G&P) stipulate, in Section II, B.1, that preparation at the doctoral level should be broad and general. According to the G&P:

“This preparation should be based on the existing and evolving body of knowledge, skills, and competencies that define the declared substantive practice area(s) and should be well integrated with the broad theoretical and scientific foundations of the discipline and field of psychology in general.”

The purpose of this broad and general training is preparation for entry level practice (Section II, B.1) consistent with local, state/provincial, regional, and national needs for psychological services (Section III, Doctoral Graduate Programs, Domain F.2(c)). Thus, the Commission on Accreditation (CoA) believes that all graduates from accredited doctoral programs, regardless of substantive practice area, should develop competence in the breadth of scientific psychology as part of this preparation for entry-level practice. The CoA evaluates a program’s adherence to this provision in the context of the G&P, Domain B.3 (reprinted, in part, below) using the following guidelines:

“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) ... individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics.”*

This Implementing Regulation refers specifically to all of the content areas specified in Domain B.3(a) (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) and two of the content areas in Domain B.3(b) (individual differences and human development).

Accredited programs must ensure students’ understanding and competence in these specified content areas, including the history of thought and development in those fields, the methods of inquiry and research, and the applications of the research in the context of the broader domain of doctoral training in the substantive area(s) in which they are accredited (e.g., clinical, counseling, or school psychology, or combinations thereof). Thus, the CoA looks toward the program’s specific training model and goals to determine the breadth needed to provide quality training, and as such, acknowledges that programs may use a variety of methods to ensure students’ understanding and competence and that there are multiple points in the curriculum sequence at which these experiences may be placed. Of note is that the term “curriculum” is used broadly and does not refer only to formal courses. However, the CoA also considers several aspects of training to be necessary to meet the provisions of these aspects of the G&P.

Broad theoretical and scientific foundations of the field of psychology in general. This requirement addresses breadth of training both across and within multiple areas in the field of psychology, as described below.

Across: Breadth across areas of psychology is addressed via the provision that the curriculum plan include 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, and human development. The CoA understands that these content areas may be addressed in separate places in the curriculum or in an integrative manner within the curriculum.

Within: Within each specified content area, it is understood that the “current knowledge in the area” is continually changing; as such, breadth and depth are seen as involving coverage of current knowledge in the area, as well as history of thought and development in the area, its methods of inquiry and research, and the evolving nature of the area. A curriculum plan that includes coverage of one or a few aspects of a content area must provide clear and convincing evidence that the specific topics are used as a vehicle by which students develop understanding and competence in the broader content area, including its history of thought, methods of inquiry, and current and evolving knowledge base.

The following definitions are provided to assist programs with understanding the CoA’s interpretation of several areas of Domain B.3(a-b). The CoA acknowledges that these lists are *not* checklists that reflect comprehensive lists of required topics. Rather, they are *examples* of the sorts of topics included in each area, but are not exhaustive and are expected to be fluid, reflecting the evolution of the field.

- **(B.3a) Biological aspects of behavior:** The CoA understands this to include multiple biological underpinnings of behavior, and may include topics such as the neural, physiological, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not by themselves fulfill this category.
- **(B.3a) Cognitive aspects of behavior:** The CoA understands that this area may include the study of topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not by themselves fulfill this category.
- **(B.3a) Affective aspects of behavior:** The CoA understands that this area may include topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- **(B.3a) Social aspects of behavior:** The CoA understands that this area may include topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy by themselves do not fulfill this category.
- **(B.3a) Psychological measurement:** The CoA understands this to mean training in psychometric theory and application beyond applied assessment.
- **(B.3b) Individual differences:** The CoA understands that this may include topics such as personality, diversity, measurement issues, psychometrics, psychopathology, intelligence.

- **(B.3b) Human development:** The CoA understands this to include transitions, growth, and development across an individual's life. Curricula limited to one developmental period is not sufficient.

Although the G&P specifies that preparation in the substantive practice area(s) should be well-integrated with broad theoretical and scientific foundations, exposure to the specified content areas should not be presented solely within an applied context. Rather, they should be addressed as sub-disciplines in the field of psychology in their own right, as developed and understood by researchers and scholars within these areas. In other words, demonstrating that the program is consistent with the G&P in this regard would preclude coverage only of the application of these aspects of the content area to practice problems or settings (such as cognitive therapy, group therapy, multicultural counseling).

Faculty qualifications. Because coverage of the specified content areas is intended to provide exposure to specified sub-disciplines of psychology, the curriculum plan in these content areas should be developed, provided, and evaluated by faculty who are well qualified in the content area. Faculty may be considered qualified by degree (e.g., major or minor area of concentration) or other educational experience (e.g., respecialization, ongoing professional development or other systematic study, current research productivity in the area). It is *the program's responsibility* to specify clearly articulated procedures for ensuring appropriate faculty qualifications.

Graduate level understanding and competence. Accredited programs should clearly document how the curriculum plan ensures graduate-level understanding and competence. The CoA will look for certain pieces of evidence in evaluating graduate level, including students' exposure to a curriculum plan that utilizes primary source materials (including original empirical work that represents the current state of the area), emphasizes critical thinking and communication at an advanced level, and facilitates integration of knowledge in the breadth areas with the program's substantive area(s) of practice. For example, if the program uses a course to satisfy an aspect of Domain B.3 of the G&P, it may be appropriate in some instances to use textbooks that target undergraduate audiences as a minor part of the course (e.g., as foundational reading to introduce the subject area to students) if the majority of the course involves graduate level readings. Programs must also document that students have substantial opportunities to acquire and demonstrate graduate level understanding and competence, as defined above. If a program elects to use students' prior education or experiences to partially satisfy breadth requirements, the program must also document how *each* student demonstrates graduate-level understanding and competence in the relevant content areas.

Flexibility in curriculum plans to ensure student understanding and competence in specified content areas. As with all aspects of accreditation review, the CoA recognizes that programs may meet the provisions of the G&P using a variety of methods. For example, programs may provide courses or other educational experiences within their program, may allow students to use prior experiences to demonstrate exposure to the content areas, or may use students' performance on specified outcome measures to demonstrate understanding and competence. The curriculum plan should be documented in sufficient detail so that a reviewer or site visitor can readily understand how the relevant areas are included in the overall educational process in the program, what activities students must engage in to achieve competency and understanding in each area, and how the resulting understanding and competency are evaluated.

If the program chooses to supply courses directed to cover these areas within its required curricular offerings, then it must ensure that the courses provide all students with exposure to the current and

evolving knowledge in the relevant area(s), are taught at the graduate level, and are delivered by qualified faculty (as specified above). Where elective courses can be used to satisfy the requirements, the program must clearly explain how it ensures that *all* students demonstrate substantial understanding of and competence in the required areas, regardless of what course the student chooses to take. Likewise, if the program chooses options other than courses to satisfy the requirements, the program must clearly explain how the experiences and activities allow *all* students to demonstrate substantial understanding of and competence in the required areas.

Doctoral programs that admit students who begin the program with demonstrated competence in the breadth of psychological science may satisfy these requirements by providing more focused coverage of these domains consistent with program goals and objectives. Programs that elect to meet the broad and general requirements through this more focused approach must explain how, for each student, the combination of prior coursework/experience and the graduate curriculum provided is consistent with the content areas provided in B.3(a), as well as individual differences, and human development [B.3(b)].

NOTE: Programs that elect to meet the broad and general requirements through a combination of prior educational experiences and more focused graduate instruction in those areas must still ensure that their curricula are appropriate in relation to local, state/provincial, regional, and national needs for psychological services, such as licensure, consistent with Domain F.2(b) of the G&P.

C-1. Systematic Evaluation of Supervision, Consultation, and Evaluation in Programs
(Commission on Accreditation, July 1997; revised January 2007, October 2008)

In the context of these sections of the *Guidelines and Principles for Accreditation*, the term “evaluation” refers to such activities as program evaluation or evaluation of an intervention at the individual or group level. It does not refer to the psychological assessment of an individual person.

Doctoral Graduate Programs

B.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:

(c) 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...consultation and supervision; and evaluating the efficacy of interventions;

At the doctoral level, students are expected to be exposed to the current body of knowledge in supervision, consultation, and evaluation.

Internship Training Programs

B.4. In achieving its objectives, the program requires that all interns demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:

(b) Theories and/or methods of consultation, evaluation, and supervision;

The G&P elaborate different levels of competency expected in supervision, evaluation, and consultation. Although direct experience in the practice of these activities will be the typical road to intermediate or advanced competence, actual practice is not required at the internship level.

Postdoctoral Residency Programs

B.3. Consistent with its philosophy or training model and the standards for the advanced substantive traditional or specialty area of professional psychology practice in which the program provides its training, the program specifies education and training objectives in terms of residents' competencies expected upon program completion. In achieving these objectives, the program requires that all residents demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the following content areas:

(b) consultation, program evaluation, supervision and/or teaching;

At the post-doctoral level, an advanced level of professional psychological competency and knowledge gained through professional practice is required in one or more of these areas: supervision, consultation, program evaluation, and teaching.

C-20. Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students

(Commission on Accreditation, May 2006; revised November 2006; July 2007; July 2010)

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations. This information is meant to describe the program accurately and completely, using the most up-to-date data on education and training outcomes, and be presented in a manner that allows applicants to make informed decisions about entering the program.

The program is responsible for updating all public information by October 1 of each year. Failure to update the information is as much of a concern as failure to provide the necessary information in the required format. After October 1, the Commission will review programs' compliance with the below requirements *and* that the data provided are consistent with the program's data from the Annual Report Online (ARO).

Presentation of Required Information

To ensure that the required information for each program is available to the public in a consistent fashion, the following two provisions are effective **September 15, 2010**:

- The information must all be located in a single place and be titled "Student Admissions, Outcomes, and Other Data"; and
- If the program has a website, the information must be located no more than one-click away from the main/home doctoral landing page.

Because the information required should include those education and training outcomes that will allow applicants to make informed and comparative decisions, the Commission requires that all doctoral programs minimally provide the following to prospective students in its public materials, **including its website, if it has one**: 1) time to program completion; 2) program costs (tuition and fees) and fellowships and other funding available; 3) internship acceptance rates; 4) student attrition rates; and 5) licensure outcomes. These are defined as follows:

1. Time to Completion

Time to completion must be presented in two ways:

- First, programs must provide the **mean** and the **median** number of years that students have taken to complete the program from the time of first matriculation. These data should be provided for all graduates in the past seven (7) years.
- Second, the program should provide the percentage of students completing the program in fewer than five years, five years, six years, seven years, and more than seven years.

Where applicable, these measures should be provided separately for students who began the program as bachelor-level graduates and those who began with advanced standing (e.g., after having completed a

separate master's program in psychology).

2. Program Costs

Programs are expected to make available the total costs per student for the current first year cohort. This information should include full-time student tuition, tuition per credit hour for part-time students, and any fees or costs required of students beyond tuition costs. For example, if a program requires students to travel to attend a mandatory component of the program, the estimated costs of this travel should be included as well. Programs may also provide information regarding current adjustments to tuition including, but not limited to: financial aid, grants, loans, tuition remission, assistantships, and fellowships. Even if program cost information is provided elsewhere on another university or other site, it must be provided in the doctoral program's materials as well.

3. Internships

Programs are expected to provide data on students' success in obtaining internships. The program is required to report for each of the past seven (7) years:

- The total number of students who sought or applied for internships
- The number and percent of total who obtained internships
- The number and percent of total who obtained paid internships
- The number and percent of total who obtained APA/CPA-accredited internships
- The number and percent of total who obtained non-accredited, APPIC member internships
- The number and percent of total who obtained non-accredited, other membership organization internships (e.g., CAPIC) (*if applicable*)
- The number and percent of total who obtained non-accredited internships conforming to CDSPP guidelines (school psychology programs only) (*if applicable*)
- The number and percent of total who obtained two-year, half-time internships (*if applicable*)

NOTE: In calculating the above percentages, the program must base these on the **total number of students** who sought or who applied for internship in each year.

4. Attrition

Programs must report the number and percentage of students who have failed to complete the program once enrolled. These data should be calculated for each entering cohort by dividing the number of students in that cohort who have left the program for any reason by the total number of students initially enrolled in that same cohort. These data should be provided by cohort for all students who have left the program in the last seven (7) years or for all students who have left since the program became initially accredited, whichever time period is shorter. Programs are required to present this information in the following format:

Year of first enrollment	Number of students enrolled	Number and percentage who graduated with doctorate	Number and percentage of students still enrolled in program	Number and percentage of students no longer enrolled for any reason other than graduation
2004 (or the 7 th year for which data are available)				
2005				
2006				
2007				
2008				
2009				
2010 (or most recent year for which data are available)				

5. Licensure

Reporting of program licensure data is an expectation of the US Secretary of Education's National Advisory Committee on Institutional Quality and Integrity for program accreditors, including the APA Commission on Accreditation. As such, programs must report the number and percentage of program graduates who have become licensed psychologists within the preceding decade. In calculating the licensure percentage:

- The denominator number is the total number of program graduates in the past 10 years, minus the number who graduated in the past 2 years (i.e., the total number of graduates between 2 and 10 years ago).
- The numerator is the number of graduates who became licensed psychologists in that same 8 year period (i.e. between 2 and 10 years ago).
- The licensure percentage, then, is calculated by dividing the number of graduates who became licensed psychologists in the 8 year span from 2 to 10 years ago by the number of doctoral degrees awarded by the program over that same period. For example, the figures reported by a program for 2010 would be number of graduates from the program between 2000 and 2008 who have achieved licensure divided by the total number of students graduating from the program during that same 8-year period.

Program licensure rates **MUST** be updated at least every three years. Programs may clarify their licensure rate for the public in light of their training model and program goals and objectives.

C-19. Notification of Changes to Accredited Programs
(Commission on Accreditation, February 2005; revised October 2006)

In accordance with Domain H.2 of the *Guidelines and Principles for Accreditation* (G&P) and Section 4.7(b) of the *Accreditation Operating Procedures* (AOP), all accredited programs (doctoral, internship and postdoctoral residencies) whether under a single administrative entity or in a consortium, must inform the accrediting body in a timely manner of changes that could alter the program's quality.

The Commission on Accreditation (CoA) must be informed in advance of major program changes such as changes in model, degree offered, policies/procedures, administrative structure, faculty resources, supervision resources, area of emphases, or tracks/rotations. In the case of doctoral programs, this includes changes in the areas of emphasis. For internship/postdoctoral programs, this includes new, additional, or eliminated rotation or training sites. For example, consortium programs must inform the CoA of any substantial changes in structure, design or training sites.

Programs must submit to the Office of Program Consultation and Accreditation a detailed written description of the proposed change(s) and the potential impact upon the relevant accreditation domains. The CoA will review the program change(s) and may request additional information or a new self-study. In the case of a substantive change (such as a change in consortium membership), the Commission may also determine that a site visit is needed to assess whether the revised program is consistent with the G&P. Upon completion of this review, the Commission will note the proposed change and include the information in the next scheduled review or inform the program of any needed immediate additional actions.

The only exception to the policy of informing the Commission *in advance* is the occurrence of an unavoidable event beyond the reasonable control and anticipation of the program (e.g., educational/training site unexpectedly withdrawing from a consortium because of financial crisis; resources affected by a natural disaster). In such circumstances, it is incumbent upon the program to immediately inform the CoA in writing of the change and to include in its notification a proposed plan for maintaining program consistency with the G&P. The CoA will then proceed as above.

Consultation on program changes is available from the Office of Program Consultation and Accreditation.