



Committee on Accreditation

2008

Self-Study Instructions

Doctoral Graduate Programs

Office of Program Consultation and Accreditation
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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 D2-3). In addition, throughout the instructions certain data, documents, and materials are requested. These data, materials, and documents must be provided with the self-study.

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). 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.

Additionally the self-study forms part of an external program evaluation function, by providing the Committee on Accreditation (CoA) and the Accreditation Site Visitors with an opportunity to assess the degree to which the program's model and outcomes are consistent with the Scope of Accreditation and *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (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 Committee 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 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 distinct components that, taken collectively, should depict the program accurately:

1. Philosophy (values and principles),
2. Goals and objectives,
3. Processes and methods,
4. Resources,
5. Quality control activities.

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. 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, fully achieved Objectives A, B and C, but failed to reach Objective D”). Information about the program’s goals and objectives should be presented in Domain B.

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 is requested in Domain B.
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 and training supervisors and other staff, the students, interns or residents, the training populations and settings, and the financial support for the program. The information about the program’s resources is requested in Domain C.
5. *Quality control activities* consist of 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* focuses on the quality of 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 ones (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 (i.e., its desired, expected or predicted “products”).

Information about program self-assessment and outcome data is requested in Domain F. It is expected that assessment of program outcomes will include measures of student performances while in the program, **and** measures of the performance of graduates of the program.

For accreditation purposes, all programs are required to demonstrate that their training models are consistent with the basic general education and training model above using appropriate outcome data. 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 accreditation G&P.

For instance, 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.

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.

The attached pages contain self-study instructions that refer to and follow the sequence of the Domains of the G&P¹. Additionally, tables are provided to summarize quantitative information. Please answer each question fully but succinctly and complete all tables. Bulleted instructions are provided for clarification. 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.

Please note that there is a limit of 35 pages of text for the program's self-study. This does not include tables, appendices, or accompanying documents. Typeface should be no smaller than 12 point for the self-study text. The program should be judicious in the inclusion of appendices. Appendices should support material in the self-study. Only material which is specifically referenced in the self-study text or requested in these instructions should be included in appendices. When referring to material in an appendix, please specify in the self-study text the exact location of that material in the relevant appendix (i.e., appendix #, page #).

When questions arise or when preliminary reviews or site visitors request clarification, it benefits all involved to enter into collaborative efforts to present such clarification or answer such questions. While the program clearly has expertise regarding its own structure and model, the Committee 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.

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. Most training 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. When this is the case, please append the relevant documentation.

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 Committee on Accreditation are best served by descriptions that are accurate, complete, and concise. *Please follow the sequence of items in the Guidelines and Principles (G&P) when completing the Self-*

¹Footnote 1 in the Guidelines and Principles (G&P) refers to general guiding principles of accreditation, which are not specifically highlighted in these self-study instructions. All other footnotes in the self-study instructions are consistent with those listed in the G&P.

Study, so that reviewers and site visitors can readily assess the extent to which the program meets the criteria of the G&P.

In preparing a self-study, it is important that programs review all implementing regulations that are directly relevant to doctoral program training. These policies can be found as part of the CoA's "Policy Statements and Implementing Regulations" on the accreditation web page at <http://www.apa.org/ed/accreditation/>. This document contains statements and policies that (1) set forth the CoA's philosophy and (2) amplify language in the G&P and the Accreditation Operating Procedures. The document is designed as a companion piece to the G&P/Operating Procedures and provides references, as appropriate, to sections of those documents.

The CoA regularly updates existing implementing regulations and develops new regulations as appropriate. The CoA produces an electronic newsletter after each committee meeting to highlight new or updated regulations. Programs are encouraged to review the newsletter, available online at <http://www.apa.org/ed/accreditation/>, on a regular basis for policy updates.

SELF-STUDY FORMAT

Programs are REQUIRED to follow the self-study instructions in completing the self-study.

- Tables should summarize quantitative information.
- The narrative portion of the self-study (Domains A-H) is limited to 35 pages of text.
- Use no smaller than 12-point typeface for the self-study text.
- Appendices contain material that supports the self-study. Only material that is referenced specifically (Appendix # and page #) in the self-study text or requested in these instructions should be included in appendices.
- Paginate all pages within the document so that information can be easily referenced.
- Do not provide reference to any student by name unless their permission to do so has been granted. When submitting sample documents, please remove any student names.
- Applicants provide 4 original copies of the self-study. Programs undergoing periodic review provide 3 original copies of the self-study.
- It is not necessary to send the self-study in large 3-ring binders. All self-studies are removed from large binders and placed in identical folders.
- Photocopying materials on two sides is acceptable in order to minimize paper.

After completing your self-study, please use and complete the checklist below to ensure that the program has provided all necessary information.

Summary Check Sheet for Documents and Appendices		
√ Done	Task	Page #
	Transmittal page signed by all parties	
	All pages consecutively numbered including appendices	
	Table 1	
	Table 2	
	Table 3	
	Table 4	
	Table 5	
	Table 6	
	Table 7	
	Table 8	
	Table 9	
	Table 10	
	Table 11	
	Abbreviated Curriculum Vitae	
	Student Handbook	
	Program brochure/web pages	
	Student Selection Policies	
	Academic Preparation Requirements	
	Student Support Services	
	Program Due Process Policy	
	Program Grievance Policy	
	Policies required by the program's institution	
	Consortium Agreement signed by all members, if applicable	
	Sample Student Evaluation Forms	
	Sample program outcome evaluation surveys with aggregate data (during and after graduation)	
	Syllabi for all required courses AND those that may be used to meet the requirements of Domain B.3	
	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	
	Other materials/Describe:	
	Other materials/Describe:	
	Other materials/Describe:	
	Other materials/Describe:	
	Other materials/Describe:	

Transmittal Pages
Doctoral Programs: Self-Study Report for 2008
Note: please include all required signatures

Program Title: _____ Date Submitted: _____

Identify the traditional substantive area:

Clinical Counseling School Combined (list areas below):

Degree Offered: PhD PsyD EdD

Is the program part of a consortium? No Yes (list all consortium affiliates below):

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

No Yes

Program Director: _____
(Type name) (Signature)

Address: _____

Phone Number: _____ Ext: _____ Fax: _____

Email Address: _____

Department Name: _____

Department Chair: _____
(Type name) (Signature)

Address: _____

Phone Number: _____ Ext: _____ Fax: _____

Email Address: _____

College Name: _____

Dean: _____
(Type name) (Signature)

Address: _____

Phone Number: _____ Ext: _____ Fax: _____
Email Address: _____

Institution: _____

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

Address: _____

Phone Number: _____ Ext: _____ Fax: _____
Email Address: _____

Name of Regional Accrediting Body: _____

Current Regional Accreditation Status: _____

- Currently Accredited (3 copies) or Applicant (4 copies)
 Early
 On Schedule
 Delayed Beyond Assigned Due Date

The program is invoking Footnote 4*: Yes No

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

Self-Study Instructions for Doctoral Graduate Programs

- ◆ **The Accreditation Guidelines and Principles (G&P) are printed below, followed by specific or clarifying instructions, which 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.**

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.**

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 in the text.**

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. Provide a general orienting narrative statement here in the self-study text and respond in depth within Domain D to the issues raised here. Reference any related program or institutional policies here.**

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. Provide copies of all requested policies and procedures in appendices. Provide a listing of the documents referenced, including the specific location appendix and page numbers for each requested policy and procedure in the format noted below.**

Item	Appendix	Page #
Student selection		
Academic preparation and admission requirements		
Administrative and financial assistance		
Student performance evaluation, feedback, advisement, retention		
Student termination		
Due process		
Grievance policies for students and faculty		

ADDITIONAL DOCUMENTATION REQUESTED

Please provide the information requested on the Transmittal Page and in Table 1. Include as appendices 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.

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.

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

◆ **B1. Describe your program's educational philosophy and training model.**

◆ **Indicate in narrative format 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.**

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;
- (c) An understanding of professional issues, including ethical, legal, and quality assurance principles.

◆ **B2. In narrative form, respond to the above items and describe fully your education and specific training objectives, including the specific competencies that you expect of your graduates. Competencies are the skills exhibited by students which demonstrate that the program is meeting its objectives.**

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.

- ◆ **Be certain to identify each goal and objective separately and specify the competencies expected for each goal, the appendix and page number for the evaluation form(s) relevant to that goal, how outcomes are measured, and the minimum thresholds for achievement that the program 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 it expects its students to acquire. In addition, describe how the program ensures that these achievement levels are met by students (Send last requirement of Domain B).**

- ◆ **The following format may be used, adding rows as needed:**

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

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;
- (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 assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions;
- (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. The table format below may be used 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. Merely providing a list of courses is not sufficient. Rather, this information should provide specific evidence as to what elements of the curriculum plan expose students to the current body of knowledge in the individual areas delineated in B3.a-e. Programs should review Implementing Regulation C-16.**
- ◆ **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.**
- ◆ **The program should also provide syllabi for ALL such courses that are used to meet these requirements, including any elective courses that may be taken. The minimum information required for CoA's review of each syllabus includes specific bibliographies of required readings and a listing of all topics covered.**
- ◆ **If the program does not use courses to expose students to certain core areas and to facilitate their acquisition of competence in these areas, describe specifically the methods used to do so. Document this in sufficient detail that a reviewer or site visitor can readily understand how these areas are included in the overall educational process in this program.**

Elaborate in as much detail as necessary to specifically address how your program provides a curriculum in areas B.3.a-e in the table below:	
Curriculum Area:	Biological aspects of behavior
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Cognitive/affective aspects of behavior
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Social aspects of behavior
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	History and systems of psychology
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Psychological measurement
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Research methodology
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Techniques of data analysis
Required	

Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Individual differences in behavior
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Human development
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Dysfunctional behavior/psychopathology
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Professional standards and ethics
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Theories and methods of assessment and diagnosis
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Effective intervention
Required Academic/Training Activity	
How competence is assessed	

Curriculum Area:	Consultation
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Supervision
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Evaluating the efficacy of interventions
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Issues of cultural and individual diversity that are relevant to all of the above
Required Academic/Training Activity	
How competence is assessed	
Curriculum Area:	Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving
Required Academic/Training Activity	
How competence is assessed	

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

- ◆ **B4. 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 B4 a-d. Please also complete Table 2. Discuss the manner in which the expected practicum experience is consistent with the program's training model.**

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.

- ◆ **Programs may use the table in Domain B.2 to complete this information. Minimum levels of achievement should be tied to the program's goals, objectives, and competencies.**

ADDITIONAL DOCUMENTATION REMINDER

Provide clear references in the responses to the questions above on where the referred to information is located in the appended documentation. Submit syllabi, including a bibliography of ALL readings and ALL topics covered, the last date the course was taught, and the instructor for all required courses and for all courses or alternative methods of exposure discussed in section B.3.

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 between core and other faculty member groups, consistent with Implementing Regulation C-18. Core faculty members are, by definition in C-18, those who spend at least 50% of their time in program activities of the doctoral program under review. Only administrative activities directly related to the program under review may count as part of the 50% time commitment for core faculty.**
 - (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. Address each of these items in the narrative of the self-study. Abbreviated curriculum vitae should provide evidence. Complete each item on the outline for abbreviated curriculum vitae, or indicate "not applicable."**

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 competency in each group. Include abbreviated curriculum vitae (using the template provided) for all core, other, and affiliated faculty and complete Table 3. Programs should review Implementing Regulation 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. Please complete Tables 4 & 5 and discuss what strategies the program uses to ensure the congruence between students and the program as illustrated in a-c above.**

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;
- (d) Physical facilities;
- (e) 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.

◆ **C3. 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, 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:

- (a) 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
 - (f) 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.
- ◆ **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.**

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.

ADDITIONAL DOCUMENTATION REMINDER

Please complete the tables on Faculty and Student Qualifications and Characteristics. Complete the Abbreviated CVs on the Director of Training, and on each core and associated faculty member. Also complete an Abbreviated CV on any faculty member making a significant contribution to the program.

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

- ◆ **D1. Explain in detail the systematic, long-term efforts made by the program to attract and retain both a diverse faculty and a diverse student body, as defined in Domain A.5.**

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.

- ◆ **D2. Describe in detail 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.**

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

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 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.

inform students of these principles and of their avenues of recourse should problems with regard to them arise.

- ◆ **E1. In a labeled appendix, place all program and institutional documents that discuss student rights. 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.**

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 is 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 Committee 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. Discuss the program's system for maintaining student records, and for maintaining records of complaints.

ADDITIONAL DOCUMENTATION REMINDER

Please provide relevant personnel policies, appropriate sections of procedure manuals or other documentation on conflict, program or grievance resolution, due process, etc. If your program has existing documents (e.g., a detailed personnel handbook, procedure manual, etc.) please append them 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. In addition to discussing data collection processes, please describe how outcome data are utilized in enhancing the program. Demonstrate how the self-assessment process and outcomes of Domain F relate to the program's training model and philosophy, as well as to 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
- ◆ **F1. a-b. Complete Tables 6-11. In addition, provide summarized outcome data for your program that is related to your stated educational model, philosophy, goals, objectives, and competencies.**
- ◆ **PLEASE NOTE: These data may be supplied in a table, in text, or in a flowchart. There should be a clear connection between the stated goals/objectives/competencies that were outlined in Domain B and the detailed outcome data presented in Domain F. Performance outcomes of students and graduates should be stated in terms of the program's goals.**
- (c) Its procedures to maintain current achievements or to make program changes as necessary.
- ◆ Describe how outcome data or other feedback has been used to modify the program.

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 for each issue noted below.**

- (a) Its sponsor institution's mission and goals;
- (b) Local, regional, and national needs for psychological services;
- (c) National standards of professional practice;

◆ **F2c. Provide specific information here regarding how the program has responded to previous feedback from the CoA since the last accreditation review.**

- (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.

◆ **F2d & e. Provide narrative and relevant Table references here regarding how the program has monitored these areas and made programmatic changes, as appropriate.**

ADDITIONAL DOCUMENTATION REQUESTED

Please provide documentation of self-evaluative activities and complete Tables requesting information on students' work after completing your program, licensure, other credentialing and/or professional activities and accomplishments. Attach samples of program and supervisor evaluation forms or instruments, student performance evaluations, surveys conducted, and any other methods of assessing attainment of student and program training goals, objectives, and competencies.

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

(b) 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.

- ◆ **G1. Provide a complete set of all program documents (flyers, brochures, program advertisements, web pages, etc.) available to current and prospective students and place them in a labeled appendix. Reference these appendices here with specific page numbers. Describe how these documents are distributed to applicants and students. Review Implementing Regulation C-20.**
- ◆ **Ensure that the current accredited status of your specific program is accurately presented in all public materials, including program web pages, along with the address and telephone number (202/336-5979) of the Committee on Accreditation of the American Psychological Association. Please reference the specific location of this information in your materials.**

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

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.

- ◆ **H1 & 2. Please provide documentation of written interactions with the CoA since the last site visit and provide examples of ongoing notifications of programmatic changes when applicable.**

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.