UNIVERSITY OF LA VERNE

Department of Psychology

Psy. D.
Clinical Community Psychology Program

American Psychological Association Site Visit Report

November 24, 2008

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Steve Morgan, Ed.D.
President
University of La Verne
1950 Third Street
La Verne, CA 91750

Dear President Morgan,

On behalf of the Commission on Accreditation, I wish to express appreciation to you and the staff of the Psy.D. program in Clinical psychology at the University of La Verne for the assistance and cooperation shown to the site visit team representing the Commission when it visited the program on October 28, 2008 - October 29, 2008.

In accordance with its operating policy, the Commission Accreditation is forwarding the enclosed report prepared by the site visitors for your comments. Please review the contents of this report to ensure that the facts contained are correct; if the program's interpretation of those facts is different from that of the site visitors, please address and/or provide clarification to the Commission. In addition, you may wish to highlight any aspects of the program which you feel did not receive adequate emphasis in the site visit report, or otherwise invite the Commission's attention to any other appropriate information which you believe documents the program's quality in meeting the *Guidelines and Principles for Accredited Programs in Professional Psychology*.

In reviewing the enclosed report, please note that in some cases, site visitors might offer solutions to problems or make recommendations regarding a program. While all issues noted in a report are reviewed by the Commission on Accreditation, the site visit report is considered informational and issues noted may or may not be reflected in the final decision of the Commission. Please also remember that the full review of a program includes review of the entire program record and that the final decision of the Commission will reflect the review of a program's self-study, the preliminary review and the program's response to the preliminary review, the site visit report and the program's response to the site visit report, and any additional correspondence relevant to the review process.

Please note that once a final decision has been made, the site visit team will receive a copy of your decision letter to review and, as of January 1, 2008, the site visit team will also receive a copy of your response to this site visit report.

To ensure timely processing of the program's materials, we would appreciate your comments on the site visit report by **December 31, 2008**. If you have any questions regarding the report or the status of your program's materials, please feel free to contact me.

Sincerely,

Elizabeth Ott
Program Agenda Associate
Office of Program Consultation and Accreditation
phone: (202) 336-5974
email: eott@apa.org

Enclosure
  cc: Jerry Kernes, Ph.D., Interim Director of Clinical Training

Site Visit Report

University of LaVerne
Clinical Community Psychology Program

Department Chair: Glenn Gamst, Ph.D.

Program Chair: Valerie Jordan, Ph.D.

Director of Clinical Training: Jerry Kernes, Ph.D.

Members of the Site Visit Team:
Chair: Philinda S. Hutchings, Ph.D., ABPP
Member: Brooke J. Cannon, Ph.D.
Member: Keith E. Davis, Ph.D.

Dates of Site Visit: October 28 & 29, 2008

Introduction:

The site visitors wish to thank the faculty, staff, administrators and students of the doctoral program in clinical community psychology at University of LaVerne for their welcome, hospitality, and information provided during the site visit. Everyone involved in the site visit was cooperative and provided all requested information to the site visit team cheerfully and promptly.

The doctoral program in Clinical Community Psychology received initial APA-accreditation in 2003. The present self-study was submitted in preparation for the planned site visit in 2008. In the preliminary review of this self-study, the program was asked for clarifications and additional information and submitted additional documents in response to these queries.

All of the issues will be discussed in the appropriate Domains below.

Domain A: Eligibility

A1. The established goal of the Psy.D. program at the University of La Verne (ULV) is to prepare students for the professional practice of clinical and community psychology.

A2. The program offers the doctoral degree in clinical psychology (Psy.D.) in a private institution of higher education, accredited by the Western Association of Schools and Colleges. ULV was established by members of the Church of the Brethren in 1891. The university is divided into 4 colleges; the Psy.D. program, part of the Department of Psychology, is housed within the College of Arts and Sciences. Two additional doctoral programs are offered by ULV: the Ed.D. in organizational leadership and the Doctor of Public Administration.

The Psy.D. program admitted its first cohort of students in 1997 and received initial APA accreditation in 2003.

A3. The Psy.D. program is consistent with the mission of the institution in its goals and objectives. All levels of administration cite the program's service and community focus as being consistent with the mission of the university.

At present, the program administration consists of a Director of Clinical Training, Dr. Jerry Kernes, and Interim Program Chair, Dr. Valerie Jordan. Previously, the DCT position was shared by Drs. Kernes and Jordan, with Dr. Raymond Scott serving as Program Chair. Dr. Scott left the institution in July of 2008.

Dr. Scott served as Program Chair from 2007-2008. Dr. Barry Perlmutter served in this role from 2004 until his departure from the institution in 2007. Dr. Jordan was the initial Program Chair, serving in this role from 1997-2003. Dr. Richard Rogers served as interim Program Chair from 2003-2004.

The Psy.D. program administrators report to the Chair of the Department of Psychology, Dr. Grant Gamst, who reports to the Dean of the College of Arts and Sciences, Dr. Fred Yaffe. Dr. Yaffee reports to the Provost, Dr. Alden Reimonenq, who reports to the President of the University, Dr. Steve Morgan.

Dr. Yaffe will be retiring from his position as Dean at the end of the year. Dr. Reimonenq has served as Provost since 2007, replacing Richard McDowell who was in this position from 2002-2005. Dr. Morgan has been the university president since 1985.

Up until this year, the program budget was determined by the Administrator of Finance for Academic Affairs. The operational budget historically has not based on student FTEs; however, there are changes occurring in the budget development process, moving toward budgets which are based upon student credit generation.

The program has students in sufficient number and the necessary facilities to ensure meaningful peer interaction, support, and socialization.

A4. Four years of full-time (or equivalent) graduate study in residence and a 1-year full-time or two-year half-time internship are required prior to the awarding of the doctoral degree.

A5. The climate within the program is one of respect for and understanding of cultural and individual diversity among its students and faculty. Students perceive faculty as open and accepting. Although the university was established by a religious organization, the program does not invoke Footnote 4. Policies regarding recruitment and retention of both faculty and students do not restrict program access and, in fact, encourage application from diverse populations.

A6. The program has formal written policies concerning admissions requirements. These include a minimum undergraduate grade point average (GPA) of 3.0, or if lower, a graduate GPA higher than 3.5. It was noted that several students were admitted with a GPA lower than 3.0 without graduate work. The program indicated that other factors were used to determine acceptability of these students, including diversity issues, strong recommendations, and other factors. There are formal written policies regarding degree requirements. The program made changes to its curriculum in Fall, 2008, and current students may choose to follow the previous or current curriculum and requirements for graduation.

There are formal written policies concerning financial and administrative assistance, student performance evaluation, feedback, advisement, retention and termination decisions. There also are written policies concerning due process and grievance procedures for students. It is not clear is such policies are available for faculty.

Domain B: Program Philosophy, Objectives, and Curriculum Plan

B1. The program states that it offers a doctoral program in clinical psychology with a strong emphasis in community psychology, utilizing a scholar-practitioner model of training. This model is described as emphasizing research knowledge and skill a bit more than a practitioner-scholar model, and particularly a community psychology, ecological model. The program's overall goal is to train practitioners with a strong research base, to be able to understand and even to produce research, especially in program evaluation. Faculty, administrators, students, and other contributors were in general agreement with this description, and most of them used the terms, scholar-practitioner and clinical-community; if they used different terms, they explained the meaning of the terms they used as similar to this definition.

The goals of the program are consistent with ULV's mission and tradition in professional education. The program's goals include integration of science and practice. The learning activities offered by the program are clearly sequential, cumulative and graded in complexity. Prerequisites are established and must be completed prior to advanced study in both formal coursework and in practical field experience.

B2. In the program self-study, six goals were outlined, each with two or three objectives. In its response to the initial review, the program has reorganized these into three goals, with the remaining three goals reconfigured into additional objectives of the first three. To paraphrase these:

Goal 1: Knowledge and Integration.
      Objective A: Basic theoretical and scientific core of psychology
      Objective B: Core foundations of clinical psychology
      Objective C: Core foundations of community psychology
      Objective D: Core of multicultural clinical psychology
Goal 2: Practice and Application
      Objective A: Skills in practice of professional psychology

Objective B: Professional integrity and ethical behavior in practice
Objective C: Prepare students for entry-level practice
Objective D: Prepare students professional licensure as a psychologist
Goal 3: Research Application
Objective A: Use of scientific methodology

Each of these goals and objectives outlines several competencies expected of students, and how these competencies are measured, such demonstration of understanding of the biological bases of behavior by obtaining a passing grade in Psy 604 Biological Bases of Behavior, and demonstration of ability to apply ethical standards in clinical settings by obtaining a passing grade in Psy 617 Professional Issues and Ethics, passing Domain 3, Legal/Ethical Issues, of the oral portion of the Third Year Competency Examination, and satisfactory practicum supervisory ratings in Application of Ethical and Legal Standards.

B3. The curriculum plan includes coursework in cognitive and affective, and social aspects of behavior, and biological aspects of behavior, although the course in Psy 604 Biological Bases of Behavior appears to focus more on neuropsychology and clinical pathology and applications rather than on the broad and general aspects of sensation and perception. Coursework in History and system, research methodology and qualitative and quantitative statistical analysis is included. A new course, Psy 603 Psychological Measurement, consolidates exposure to the knowledge base in psychological measurement into a course instead of distributing it across several courses as was previously the case.

The curriculum plan includes coursework in clinical psychology, including individual differences, human development, psychopathology and professional standards and ethics. The course, Psy 607 Advanced Human Development, appears to focus on child and adolescent development, and may not include adult development and aging.

Coursework in theories and methods of assessment and diagnosis, effective intervention, and consultation and supervision are included in the curriculum. Coursework also includes methods to evaluate the efficacy of interventions, with a strong emphasis on community psychology and program evaluation. Issues of cultural and individual diversity are presented in a two-course sequence and are integrated in almost all coursework. Students, interns, and alumni all confirmed an emphasis on multicultural across the curriculum and identified this as a strength of the program. The current curriculum plan allows students to choose two out of four intervention courses, Psychodynamic, Cognitive-Behavioral, Family Systems, and Humanistic-Existential Approaches. Attitudes for life-long learning, scholarly inquiry and professional problem-solving are apparent in the faculty and students.

B4. Practicum experience begins in the second year of the program. Two years of practicum is required, a third year is optional. All practicum experience must be completed before beginning internship, which is the culminating practical experience of the program. Practicum placements are much more varied and plentiful now than they were a few years ago. Students are placed in a variety of settings to provide clinical

services under the supervision of a licensed psychologist. The site visitors talked to a variety of practicum supervisors in settings such as an inpatient treatment facility for seriously mentally ill, a police evaluation and consulting service, and university counseling centers, including ULV's own, in-house, counseling center. While students are in their practicum placement, they participate in a course led by a member of the faculty, PSY 635, 636, 655, 656 Clinical-Community Practicum I, II, III, and IV, and Psy 657 A & B Advanced Practicum. These courses focus on clinical issues, provide a forum for discussion of clinical practicum experiences and integration of these experiences with coursework.

Requirements for practicum experience, including direct service hours, supervision hours, total number of hours, supervisory evaluations, evaluations of practicum supervisors and sites, are all available in the Practicum Training Handbook. ULV participates in the Southern California Association of Psychology Training Programs in regard to practicum placement and selection. Students are required to complete 1,500 total hours of practicum training prior to beginning internship, and 180 hours of participation in the practicum courses and in Psy 670, 671 Advanced Supervision Skills I & II, and PSY 671, 672 Advanced Consultation Skills I & II are included in this total.

Practicum supervisors interviewed by the site visitors felt that the program students were well prepared for their practicum placements, and especially well prepared to conduct psychological tests and write assessment reports, and to address multicultural diversity issues. Internship supervisors felt that ULV students were well prepared for internship training. Students, Interns, and Alumni interviewed by site visitors concurred and added that they felt prepared to evaluate problems within an ecological or community context.

Minimal levels for achievement in all parts of the curriculum plan are well documented. Students must obtain passing grades in all courses, defined as B- or higher in graded courses, and Pass in Pass/Fail courses. Students must also pass written and oral portions of the third year competency exam, and are required to retake and pass sections not passed on the first attempt. Similarly, students must receive satisfactory practicum supervisory ratings and internship supervisory ratings, defined as a rating of 3 or higher across all skill areas. Students must defend their dissertations and gain approval by committee, making any needed revisions until approval both by committee and by a technical editor is achieved. Site visitors' examination of student records reveals evidence that the program adheres to the minimal achievement levels described.

Domain C: Program Resources

C1. The program has a core group of well-trained and appropriately credential psychologists to provide instruction and dissertation supervision in this Psy.D. program. The program identifies 9 core faculty counting two just hired for 2008-2009 and a search is ongoing to hire an additional faculty member. The 50% involvement in the Psy.D. program expected for core faculty is not completely clear for some of these faculty who do not have at least 50% of their teaching in the Psy.D. program, do not have administrative roles in the program, and are supervising only a few dissertations. Both the

Program Director (interim) Dr. Jordan and the DCT, Dr. Kernes, are licensed psychologists. The standard teaching load for the department is 3 courses per semester with some course-load reductions for those with administrative positions. The strong expectation is that each qualified faculty will contribute 2 courses per year to the Psy.D. program as well as serve on student committees and to both direct and serve on dissertation committees. Over the last 2 years, 57% of the doctoral program courses were taught by core faculty, 5% were taught by associated programs faculty and 38% by adjuncts. With 73 students as of June of 2008 and 86 as of the incoming class of 2008-2009, the student to faculty ratio, assuming 9 core faculty, is 9.56 to 1. The University administration has asked the program to increase the size of incoming classes to 25, and a step toward this was taken this past year when 23 were admitted (although 2 have already withdrawn). As workload will increase with the growth in class size, the workload will become harder to manage. There are also three associated faculty who contribute to the Psy.D. program and 50 adjunct faculty who play various roles such as teachers of specific courses or supervisors of practica.

The faculty give considerable personal attention to students, have their office doors open for consultation outside of class hours, etc. Effective with faculty hired in 2008, each faculty member is expected to teach 2 undergraduate courses, 2 courses in the various master's programs of the department, and two courses in the Psy.D. program each year. At present the program has a reputation for high quality training, having its students well-prepared for practicum sites and for internships, with an appreciation of how to do community and clinically relevant research. The team was concerned about the ability of the faculty to continue to provide its current high quality training as the student: faculty ratio increases. One relevant factor is that many of the core faculty also contribute to the undergraduate program, where the department has approximately 250 majors, about 80 of whom are seniors at any one time. Currently, the program requires an empirical senior thesis from each undergraduate. Thesis supervision is provided in small sections of 8 to 10 students with about 4 of these taught each semester by core faculty and four by adjuncts.

The current faculty is well-trained with a strong commitment to the program training model, which is a clinical-community model of the scholar-practitioner variety. Because of the University's history of being service-oriented and placed in a strongly multicultural part of CA, the program has taken a natural interest both in the diversity of its faculty and its students. The current faculty have the diverse theoretical orientations to offer a broadly-based clinical training experience. The core faculty teach the group, CBT, psychodynamic, and humanistic-experiential therapeutic courses. Currently, they have secured highly qualified adjuncts to teach the family therapy options. All four semesters of the community psychology core are taught by core faculty (Liang and Twoley-Jacobs). The three assessment courses are currently taught by an experienced adjunct faculty. Faculty members have the competences and credential congruent with the program model.

By student report, the faculty are quite accessible and serve as strong role models of appropriate, ethical professional practice.

C2. There is an identifiable body of students, numbering 73 as of June 2008 and 86 as of the fall of 2008. Each cohort has ranged in size from 15 to 23 recently and the cohorts clearly develop a sense of esprit de corps.

Students appear to be getting stronger on quantitative indices such as undergraduate GPA (and graduate GPA for transfers), and the amount of relevant experience such as paid work as mental health technicians or human service experience prior to entry has increased. The students are almost universally aware of the training model and most have chosen ULV because of the model. They value the strong practical training, the opportunity to acquire some research skills as part of their dissertations, and the commitment to community involvement, and to ethnic/cultural diversity. Students see the training being delivered as consistent with the model advertised to them. They see themselves as better prepared to deal with complex cases in the community and in other practicum settings than many students from other Psy.D. or Ph. D. programs in the nearby region. The strong set of assessment courses (3 in total) often put them well ahead of peers from programs without a commitment to this aspect of clinical training. Consistent with program goals, students aspire to have their first jobs in state local government or public agency settings rather than in private practice.

Program attrition might be seen as an issue. Factually, the program drop out rate since its accreditation in 2003 has been 22.9% with 2 out of 23 (8.7%) in the 2008 cohort already having dropped out. Analysis of the program data has revealed that those students with GPAs of 3.2 or less have a significantly higher failure-to-complete rate than those with GPAs greater than 3.2. Data provided to the site visit team on the 2008 incoming class of 23 showed that 7 (30.4%) of the incoming class had UG GPAs of less than 3.2—although one of these had a GPA of 3.19 and a graduate GPA from Arizona State U. of 3.5. The two students who had already dropped out of the 2008 cohort both had undergraduate GPAs of less than 3.0 but both had graduate GPAs of 3.50+ from their master's programs.

The program faculty's analysis of attrition divides the issues into 3 major categories. Some students chose ULV's Psy.D. because it is geographically close and has a slightly lower total cost than any nearby APA-accredited Psy.D. program. In some cases, these students have not sufficiently considered its training model with the strong emphasis on community involvement, multi-culturalism, and the required ongoing personal therapy. When they get into the program, they find that its expectations and their desires do not mesh. Other students encounter genuine financial difficulties such as a parental loss of a job, illnesses within their families that prevent them from continuing. A third group are those who were admitted with less than 3.2 undergraduate GPAs. As program faculty have become aware of this last point, they have indicated an intention to give a greater weight to UG GPA. Exceptions to their stated admission criteria have largely been made to increase diversity where interviews and letters of references from known sources indicated that the candidate had the drive and knowledge to succeed. Several program faculty members felt that the recent admission interview procedures, the constant contact with accepted students, and the appointment of mentors for each student upon their

entrance into the program have all worked to reduce mistakes in admission and to enhance retention rates.

C3a. The issue of whether the institution has the financial resources to accomplish its goals is complicated. The program works with students and with its financial aid office to put together a package of loans, work study, and tuition release funds for various academic services performed. During 2007-2008, the Psy.D. program had $52, 735 in funds and tuition –release to distributed among 24 students (approximately 1/3 of the enrolled students). The total cost to students for the ULV program is approximately $9,000 per semester plus the cost of the required individual psychotherapy. The modest level of available funds for student support is one reported cause of student attrition from the degree program.

By way of background something should be said about financial controls and budgeting at ULV. The Provost, Dr. Alden Reimonenq, was very candid with the site visit team that the University is in a transition from a very tightly controlled budget model in which even deans, much less department chairs and program directors, did **not** have the authority to retain unfilled lines, to increase their budgets as a function of Student Credit Hours (SCH), etc. He expects to complete the transition during the next two years by which time SCH production will play a much larger role in budget allocations, faculty hiring, and the availability of funds for graduate student support. The provost sees the Psychology Department and the Psy.D. programs as towers of excellence within ULV and as programs whose quality should be maintained and improved, and believes that the new budget process will be advantageous to the Psychology programs. The recent allocations of faculty hires are consistent with his commitment to funding the program appropriately.

C3b. Classified staff seemed adequate to program needs. The department has one full-time staff person who is dedicated to the Psy.D. program and two half-time staff who serve other departmental programs.

C3c. The library resources were more than adequate to the program needs. The library has an exceptional large array of journals accessible electronically so that students can find almost any journal relevant to psychology, clinical psychology, psychiatry, and school psychology without leaving their computer laboratories. A member of the library staff has the assignment of working with Psy.D. students on research issues. The program maintains a variety of psychological test instruments.

C3d. The physical space for faculty offices, student computer laboratories, class rooms, and student lounges is both adequate and very attractive. The building that houses the psychology department has 8 classrooms and other facilities. All classrooms are smart with large screen plasma TVs, DVDs, as well as BlackBoard access. The student computer laboratory has 11 computers with a HP high speed printer networked. The student lounge also has 4 computers, as well as a refrigerator, microwave oven, coffeemaker, and the student mailboxes. Information technology staff is available from a centralized university pool.

C3e. Psy.D. students have access to the student services including the health center, the student counseling center, if needed, and to their own psychotherapists. Other ULV support services include financial aid offices, registrar, business services, and recreational facilities.

C3f. One of the department's senior faculty, Dr. Richard Rogers, is Director of the University Counseling Center, which shares space in the building with the psychology department. Although he wears two hats, one as an administrator reporting to the Vice President for Student Affairs and one as a faculty member within the department, it is clear that the Psy.D. program has control over the Counseling Center as a practicum site. The counseling center contains 5 treatment rooms and 2 of these have observation windows and sound. In addition, the program has demonstrated access to several other appropriate sites within the nearby geographical region including two psychiatric hospitals with both inpatient and outpatient services, mental health clinics, counseling centers at nearby colleges and universities, etc.

Domain D: Cultural & Individual Differences and Diversity.

D1. ULV's commitment to diversity is evident at all levels of the administration, faculty, and student body. The President mentioned a recently established policy in which all administrative and faculty searches were required to bring at least one gender and or culturally diverse candidate in for interviews. The effect of the policy can be seen in the recent hiring (May 2007) of the new University Provost. He is an experienced academic administrator of Latino origin with two successful deanships at Colleges of Arts & Sciences within the California State College System and in the recent faculty hires which speak directly to both gender and cultural diversity. The student body was observed to be ethnically diverse at all levels from the incoming (2008-2009) Psy.D. class through the interns and recent alumni that we interviewed. The success of the program reflects two considerations: (a) That LaVerne is situated geographically in an ethnically diverse part of CA, and, (b) that it is has a well-thought-out policy of serving its ethnically diverse students by securing faculty and administrators who can inspire and teach them. ULV has one of the most ethnically diverse student bodies that we have seen. The smallest subgroup is men and the incoming class has 3 out of 21 (14.3%). We did not observe nor hear about any policies or practices that would "restrict program access on grounds irrelevant to success in graduate training."

D2. Diversity and individual differences are addressed in two courses and are integrated into the entire curriculum. That, plus the diversity of students in the cohort and the explicit dealing with diverse views in the more experiential courses, means that students get an early opportunity to learn from each other and from both faculty and clients who differ from themselves in significant ways. The result is that these students are more confident of their ability to deal effectively with clients of different color, religion, sexual orientation than many students. Practica and internship supervisors were universal in seeing this as a strength of the ULV training program.

Domain E: Student-Faculty Relations

E1. Site visitors met with several current and former students (21 first year, 18 second year, 17 3rd-4th year, 5 5th year, and 7 alumni). The program recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality, and ethical sensitivity. The program handbook contains policies detailing the avenues of recourse available to students should these principles be violated. Students have pursued both informal and formal resolution of such issues. The program has twice arranged for an outside mediator to meet with students in dealing with both intrastudent and student-faculty conflict. Most students reported significant satisfaction with these experiences.

E2. Faculty members serve as role models, facilitate the timely completion of the program, and are accessible to students (although it was noted that office hours are not posted on faculty offices). Academic advising is performed by the Program Chair. Each student also is assigned a faculty mentor upon entering the program; should this faculty member leave, however, students must request that a new mentor be assigned by the Program Chair. Students also are assigned a practicum mentor each year to facilitate the process for practicum selection and application. Students self-select dissertation mentors. Students and administrators noted some concern over the availability of dissertation mentors from among the existing faculty to serve the increased size of cohorts being admitted.

E3. The program demonstrates respect for cultural and individual diversity in its policies, curriculum, and climate.

E4. The student handbook contains written policies concerning requirements, expected performance, program continuance, and termination procedures. Students are to receive written feedback annually; however, it appears that this policy has only been intermittently followed. Where problems have been identified, remediation steps have been instituted, with written feedback as to the extent to which these corrective actions have or have not been successful.

E5. The program provided written documentation of the one formal written complaint received. While it appears that neither the complainants nor administrators followed the written policies exactly regarding this process, it appears that the issue has been resolved to the satisfaction of most, and that those concerned were afforded due process.

Domain F: Program Self-Assessment and Quality Enhancement

F1. The program engages in ongoing examination of outcome measures for its goals and objectives. Part of this process is an annual review meeting, where the program faculty review the overall performance of students in various proximal competency evaluations, including course grades, practicum evaluations, the third year competency examination, and dissertation. Distal outcome measures, such as EPPP scores, licensure rates, employment, and alumni survey have been reviewed by the Program Chair and Director

of Clinical Training. The program plans to include review of distal data in the annual program review meeting in the future.

Some of the proximal outcome measures have been rather global in their measurement rather than specific to each objective, such as pass/fail rates on the third year competency examination. The program has more recently used pass/fail rates by domain related to different objectives on this examination. Site visitors asked for and received a table of overall passing rates by domain on the oral portion of the competency exam by year, and the rates vary from 100% on each domain in 2002 to a low of 29% passing on Domain 7 (Treatment Plan) in 2005. In each of 10 domains on this examination, the 2008 passing rates are higher than the lowest passing rates in the 6 preceding years, ranging from 75% passing on Domain 7 (Treatment Plan) to 100% passing on Domains 2 (Assessment), 3 (Legal/Ethical), and 5 (Theoretical Orientation).

Review of practicum supervisory ratings is clearly presented by domain and the site visitors reviewed a summary of ratings by domain by year. The average ratings by cohort range from 3.33 to 4.48 on a 5-point scale in various areas, with generally higher ratings with increased experience.

Most objectives use successful completion of courses as an outcome measure, and completion of a single course is the sole outcome measure for some competencies. Many course syllabi indicate that attendance and class participation are part of the course grade calculation, varying from 0% to 60% of the final course grade for all courses and 0% to 25% of the final course grade for courses that are the sole outcome measure of a competency.

Distal outcome data include responses to alumni survey, and the program provided the site visitors with a summary of responses received from 5 alumni who graduated in 2007. All of these were employed in practice positions, one was licensed, and they generally indicated satisfaction with their preparation for practice.

The program has also reviewed the curriculum and organization of the activities, courses, and practica, and has made changes in the curriculum, as a result of this review. The most recent change in the curriculum was implemented in Fall, 2008. Recent changes include adding a new course, Psy 603 Psychological Measurement, asking students to select two out of four possible intervention courses, and consolidating the second year written competency examination in community psychology skills with the third year oral competency examination in clinical psychology skills.

F2. The program goals and objectives, training model, and curriculum are consistent with the mission and goals of ULV. The program has reviewed its competencies compared to the National Council of Schools and Programs of Professional Psychology (NCSPP) model of competencies, and has reviewed the average EPPP scores of ULV graduates in comparison to graduates of other NCSPP member programs. In reviewing its model, goals and objectives, curriculum plan, and activities, the program has considered local needs for services in responding to the community needs and cultural

make-up of the local area, as well as state and national needs and standards for practice and licensure and the evolving body of knowledge in psychology. Graduates of the program appear to be working in a variety of clinical settings, and several have obtained licensure as a psychologist.

Domain G: Public Disclosure

G1. Descriptions of the program in various documents include the training model, goals, and objectives of the program. The emphasis on community psychology in the clinical psychology program is evident throughout the program documents and confirmed by students, faculty, and other contributors. On occasion, the program admits students who do not meet admission criteria when the faculty decide they have promise and potential not apparent in their prior achievements. Some of these considerations include increasing the diversity of the student body, completion of a master's degree in psychology, record of leadership and strong references. Requirements for graduation are clearly described, although changes in the curriculum may leave some students a bit confused about them as they adjust to the changes. The program chair and other faculty are available to clarify requirements as needed. The program requirement for students' personal psychotherapy is clearly described in materials given to potential applicants, so they are aware of this requirement prior to admission. The curriculum, faculty, students, facilities, and other resources, policies and procedures, research and practicum experiences are all clearly described. Education and training outcomes presented on the website need to be updated regularly and included in published materials. Although the program has presented tuition amounts by credit hour, full-time tuition for one year is not apparent.

There are places in the Catalog (pages 10 & 95), Program Handbook (page 5), and the brochure where the program is described as APA-accredited, but the address and phone number of APA is not provided, although there are other places in the Catalog where this information is provided. There are also a few minor errors and contradictions in the materials, such as a statement in the Internship Handbook (page 13) that 10 hours per week of supervision is required, and there is a conflict between statements in the Catalog (page 55) and the Internship Handbook (page 8) regarding confidentiality afforded to students.

G2. The information provided to potential applicants appears to accurately describe the program and to allow applicants to make informed decisions about the program. Students, interns and alumni all reported feeling well-informed about the program prior to admission and reported no major surprises about the curriculum, experiences, and requirements after admission. It was noted that information provided on the program's website is not completely in compliance with Implementing Regulation C-20. The data from 2008 have not yet been added and some data also appear to be missing for other years. The program does not provide the cost of the first year for a full-time student, although tuition per credit hour is provided. In addition, the method of data presentation does not clearly identify the cohort year (i.e., it appears that the first table identifies the columns as the year of admission, with subsequent data in those columns appearing to refer to year of graduation).

Domain H. Relationship with the Accrediting Body

H1. The program appears to be in general compliance with the CoA's published policies and procedures. An exception is compliance with Implementing Regulation C-20, as noted in Domain G.

H2. In February, 2008, the program informed the CoA of revisions to its curriculum. It appears that the program has informed the CoA of changes in personnel and leadership in a timely manner.

H3. The program has apparently paid fees and dues necessary to maintain accredited status.

APA Site Visit Agenda

Tuesday October 28th

9-9:30	Meeting with Psychology Department Chair (Gamst)
9:30-10:30	Meeting with Psy.D. Chair and DCT (Jordan & Kernes)
10:30-11	Meeting with ULV President Steve Morgan
11-12	Hutchings: Meeting with Faculty (Arellano, Rosales, & Rogers)
	Cannon: Meeting with Faculty (Long, Gonchar, & Twohey-Jacobs)
	Davis: Meeting with Faculty (Liang & Bui)
12-1	Lunch with selected practicum & internship supervisors (Hoover 205)
1-2	Time for site team to confer (computer lab)
2-3	Meeting with Dean Fred Yaffe & Associate Dean Aghop Der Karabetian
3-5	Meeting with Psy.D. students (cohort yrs 1-4) (Hoover 128)

Wednesday October 29th

9-10	Meeting with Psy.D. Chair & DCT
10-11	Meeting with Provost Reimonenq
11-12	Tour facilities/review program files
12-1	Lunch with ULV Alumni & current interns (Hoover 128)
1-2	Meeting with Adjunct Faculty (Hoover 116)
2-4	Site team time to prep (computer lab)
4-5	Feedback session with Faculty (Hoover 205)

AMERICAN PSYCHOLOGICAL ASSOCIATION

May 5, 2009

Steve Morgan, Ed.D.
President
University of La Verne
1950 Third Street
La Verne, CA 91750

Dear President Morgan,

At its meeting on April 2-5, 2009 the Commission on Accreditation (formerly the Committee on Accreditation) conducted a review of the doctoral Psy.D. program in Clinical psychology at the University of La Verne. This review included consideration of the program's most recent self-study report, the preliminary review of May 23, 2008 and the program's response to the preliminary review received on August 25, 2008, the report of the team that visited the program on October 28-29, 2008, and the program's response to the site visit report received on December 29, 2008.

I am pleased to inform you that, on the basis of this review, the Commission (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2013**. 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.

Drs. Rodney Goodyear and Carlton Parks 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 perceived relative strengths and weaknesses. This will be 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. A summary of the Commission's review of this program is provided below.

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 University of La Verne is a private institution of higher education accredited by the Western Association of Colleges and Schools. The Clinical Psy.D program is located in the College of Liberal Arts in the Department of Psychology. The program appears to be highly valued within the institution and enjoys a good relationship with the Department in which it is housed.

The program prepares students for professional practice and requires a minimum of three years of full-time training in addition to a one year internship. There are formal written policies concerning financial and administrative assistance, student performance evaluation, feedback, advisement, retention, and termination decisions. There also are written policies concerning due process and grievance procedures for students.

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 Clinical Psy.D. program espouses a scholar-practitioner model of training with a strong emphasis on community psychology. The program offers a well integrated series of academic and clinical training experiences which are sequential, cumulative, and graded in complexity.

The program implements a coherent curriculum and there is a clear integration of science and practice in all activities. However, it is unclear whether the program is providing broad and general coverage in all the core foundational areas outlined in Domain B.3 of the *Guidelines and Principles for Accreditation* (G&P) and consistent with Implementing Regulation C-16 (attached). Specifically, the program needs to clarify how it ensures broad and general coverage in biological aspects of behavior and psychopathology. The required course in biological aspects (*Biological Bases of Behavior* - PSY 604) does not appear to provide broad and general coverage. Regarding psychopathology, the required course in this area (PSY 612 - *Advanced Psychopathology)* has readings that include the DSM-IV-TR and a text on a client-centered view of psychopathology. It is not clear from the syllabus provided how students receive adequate foundations in the understanding of the scientific basis of psychopathology. In a narrative response due by **September 1, 2009,** the program is asked to clearly articulate how it ensures that all student are afforded broad and general training in the biological bases of behavior; and training in the scientific foundations of psychopathology, consistent with Domain B.3(a-b) and IR C-16.

It is also unclear how the program ensures breadth coverage in human development. The syllabus initially provided appeared to be primarily focused on infant, child, and adolescent development. In response to the site visitors, the program indicated that the course (PSY 633 – *Advanced Human Development*) was to be adjusted to include coverage on adult development and ageing (site visit response, p. 2). In a narrative report due by **September 1, 2009,** the

program is asked to clearly describe the implementation of this revised course and provide the new syllabus for PSY 633.

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 nine core faculty members with one open faculty line available. All faculty are committed to the scholar-practitioner model of training. Students report that the faculty are accessible and serve as strong role models of appropriate and ethical professional practice. Upon review of the faculty vitae, it appears that almost half of the core faculty members are counseling psychologists. Although the faculty members are clearly appropriate role models for professional psychologists, it is not clear if the number of Clinical psychology core faculty members is sufficient for role modeling in the program's substantive area. The program is asked to clarify how the faculty composition and practicum training sites are appropriate for a Psy.D. doctoral program in Clinical psychology, and that the faculty and practicum supervisors are appropriate for the program's goals and objectives, consistent with Domain C.1(d) of the *Guidelines and Principles for Accreditation (G&P)*. Please provide a narrative response to this issue by **September 1, 2009**.

It is clear that the core faculty members are all integral parts of the psychology department and contribute to the undergraduate, masters, and doctoral program. The program plans to increase the number of students admitted to the Psy.D. program which will affect the faculty to student ratio. Further, the site visitors report that the program's faculty members are "expected to teach two undergraduate courses, two courses in various master's programs of the department, and two courses in the Psy.D. program each year" (site visit report, Domain C.1, p. 6). In response, the program stated that "all core faculty have at least 50% involvement" in the program (site visit response, p. 3). However, given the expected increase in student numbers and faculty involvement in the undergraduate and masters programs, the exact time commitment to the Clinical Psy.D. program remains unclear to the Commission. In a narrative response due by **September 1, 2009**, the program is asked to delineate the amount of time each core faculty member devotes to the Clinical Psy.D. program. In addition, because students and administrators noted some concern over the availability of dissertation mentors to serve the increased cohort of students being admitted, the program is asked to describe how it ensures faculty sufficiency and expertise to facilitate dissertation mentoring in the program's next self-study.

Students in the program are sufficient in number for meaningful peer interaction, support and socialization. The Commission noted that student attrition appears to be a continuing problem. Site visitors discussed this in detail with the program and the program identified three probable reasons for this elevated attrition number. These include the quality of students admitted, faculty mentoring provided, and students' personal reasons (site visit report, Domain C.2, p. 7). In a narrative response due by **September 1, 2009**, the program is asked to document continuing efforts to reduce student attrition. Given that the relatively high attrition rate has been an ongoing concern, the program is asked to provide an update to the Commission on these efforts each year until the program's next self-study.

The training facilities, both at the University of La Verne and in the community, appear to be more than adequate for the training goals of the program. Clerical and technical support, training materials and equipment, and physical facilities appear adequate. The financial support afforded to students appears to be "modest" (site visit report, Domain C.3a, p. 8). The site visitors further noted that the limited amount of financial support may be a factor in the student attrition level (site visit report, Domain C.3a). In the program's next self-study, the program is asked to provide an update on any budget changes that have affected faculty hiring and/or student funding.

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 and the institution demonstrate a strong commitment to diversity and have made systematic, coherent, and long-term efforts to attract and retain diverse faculty and students. This is reflected in the program's hiring and admissions policies as well as the ethnic, age, and gender diversity among faculty and students. This diversity affords program students the opportunity to begin developing personal and professional multicultural competence early in their training.

There is a strong curricular emphasis on training in diversity with respect to coursework focused on developing multicultural competencies, as well as on community research and intervention that is highly sensitive to the various aspects of diversity. Commitment to diversity in terms of recruitment and retention, as well as in training, is a clear strength of the program.

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, courteous, and collegial environment for its students and faculty. Faculty members are accessible and serve as appropriate role models for the scholar-practitioner training model. In addition to the faculty mentor assigned upon entering the program, students are also provided with a practicum mentor each year to help facilitate the practicum selection and application process.

Upon admission to the program, students receive a student handbook that contains the written policies and procedures concerning program requirements, minimal levels of achievement required to complete the program, and due process procedures. Most students receive annual written feedback on the extent to which they are meeting program requirements and performance expectations. Students experiencing difficulties have been identified and remediation is appropriately carried out and documented. However, the site visitors noted that those students not experiencing remedial difficulties have not always consistently received written feedback

(site visit report, Domain E.4, p. 10). In a narrative response due by **September 1, 2009**, the program is asked to describe the policies and procedures regarding formal written evaluations and address how the program ensures that <u>all</u> students receive annual written feedback consistent with Domain E.4 of the *Guidelines and Procedures for Accreditation (G&P)*.

The program was timely in informing the Commission of a formal written complaint that occurred just prior to the current site visit. Although the program has formal policies and procedures in place for such grievances, the site visitors noted that it appeared that formal procedures where not followed in this case (site visit report, Domain E.5, p. 10). The issue has been resolved, but it is unclear if the program intends to adhere to the stated grievance/due process policies and procedures in the future. In the <u>next self-study</u>, the program is asked to clearly delineate any new steps that will be instituted to ensure that formal due process procedures are followed.

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 engages in regular, ongoing self-assessment and quality enhancement processes. As a result of this process, the program has made changes to the curriculum by adding a new course, PSY 603 - *Psychological Measurement*, and conducted a refinement of its goals objectives and competencies. The program adheres to professional and national standards in evaluating its goals and objectives.

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

> *(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);*

The program has recently revised its goals and objectives allowing for limited outcome data that are reflective of student success related to these new goals, objectives, and competencies. In the <u>next self-study</u>, the program is asked to clearly delineate its progress in ensuring correspondence between outcome assessment and its competencies. The program is further asked to articulate the impact of the newly redefined goals, objectives, competencies and measurement of competencies in terms of program self-assessment and quality enhancement.

As noted in the site visit report (Domain F.1, p. 11), course grades are used to measure several competencies. However, for some courses a large proportion of the grade is based on attendance and punctuality. In the <u>next self-study</u>, the program is asked to discuss how measures of competence that are heavily weighted on student class attendance and punctuality are appropriate measurements to demonstrate the achievement of the program's goals, objectives, and competencies and are consistent with doctoral level education and training.

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 provides a thoughtful and complete description of the training model, graduation requirements, curriculum, and faculty. Given that the program requires each student to complete personal psychotherapy prior to internship training and at the expense of the student, this cost should be included in public materials that indicate program tuition and fees. In a narrative response due by **September 1, 2009**, the program is asked to revise its public documents to include the potential student cost for the required personal psychotherapy, and provide documentation that this cost has been included in public materials.

In the preliminary review letter, the program was asked to revise its public documents to include attrition data, consistent with Implementing Regulation C-20 (attached). In response to preliminary review (p. 15) the program indicated that it had added the required attrition information. Upon review of the program's website on April 5, 2009, this information could not be located. In a narrative response due by **September 1, 2009**, the program is asked to document that the website has been updated with the most current data, consistent with Implementing Regulation C-20.

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 appears to be conscientious in ensuring compliance with the *Guidelines and Principles for Accreditation (G&P)* and keeping the Commission informed of program changes.

The program is consistent with the provisions of this domain.

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, 2009**:

Appendix
- Describe the policy and procedures regarding formal written evaluations and address how the program ensures that <u>all</u> students receive annual written feedback consistent with Domain E.4 of the *G&P*.

Appendix
- Revise the program's public documents to include the potential student cost for required personal psychotherapy, and provide documentation that this cost has been included in public materials.

Appendix
- Document that the program's website has been updated with the most current student attrition data, consistent with Implementing Regulation C-20.

The program is asked to address the following issues in a narrative response by **September 1, 2009** <u>for formal review by the Commission</u>:

- Clearly articulate how the program provides broad and general coverage in the following core areas, consistent with Domain B.3 (a-b) of the *Guidelines and Principles for Accreditation* and Implementing Regulation C-16:

  Appendix

  - Biological bases of behavior; and,
  - Psychopathology

- Describe the implementation of the recently revised course in human development (PSY 633 - *Human Development*) and provide the new syllabus for this course. *Appendix*

- Clarify that the faculty composition and practicum training sites are appropriate for a Psy.D. doctoral program in Clinical psychology and that the faculty and practicum supervisors are appropriate for this program's goals and objectives, consistent with Domain C.1(d) of the *G&P*.

- Delineate the percentage of time each core faculty member devotes to the Clinical Psy.D. program.

- Document the program's continuing efforts to reduce student attrition. Given that the relatively high attrition rate is an ongoing concern, the program is asked to provide an <u>update on these efforts each year until the time of the program's next self-study</u>.
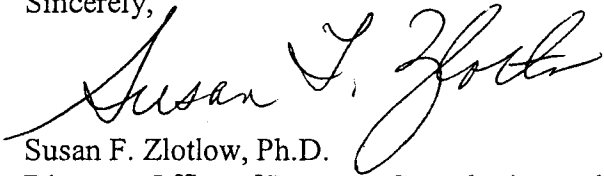
Please note that while these annual report items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. Narrative responses to the items listed above should be identified as 'Narrative Response – Program Review' and mailed or faxed to the Office of Program Consultation and Accreditation by the designated due date(s).

In closing, on behalf of the Commission on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Commission 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 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: Fred Yaffe, Ph.D., Dean
        Valerie Jordan, Ph.D., Interim Program Chair
        Jerry Kernes, Ph.D., Interim Director of Clinical Training
        Philinda Hutchings, Ph.D., Chair of Site Visit Team
        Brooke Cannon, Ph.D., Member of Site Visit Team
        Keith Davis, Ph.D., Member of Site Visit Team

December 14, 2009

Steve Morgan, Ed.D.
President
Unviersity of La Verne
1950 Third Street
La Verne, CA 91750

Dear President Morgan:

I am writing to inform you that the Commission on Accreditation (CoA) during its November 5-8, 2009 meeting reviewed the narrative report provided by the Psy.D. program in Clinical psychology at the University of La Verne.

Dr. Carlton Parks recused and therefore did not participate in the discussion and vote on your program.

The program has responded effectively to the Commission's request to address issues regarding 1) formal written evaluation policies; 2) revising the program's public documents to include potential student costs; 3) updating the program website to be consistent with IR C-20; 4) clearly articulating how the program provides broad and general coverage in biological bases of behavior; 5) clearly articulating how the program provides broad and general coverage in psychopathology; and 6) clarifying that the faculty composition and practicum training sites are appropriate for the program.

The program has not adequately addressed how the program provides graduate level coverage in human development. In the decision letter dated May 5, 2009, the program was asked to provide the syllabus for the recently revised course PSY 633 – *Human Development*. The program provided this syllabus and indicated that it is scheduled to start in the Fall of 2009. However, in reviewing the syllabus, the Commission could not ascertain whether the course described provides training at the graduate level. The syllabus provided does not provide a complete list of the readings for the class, instead indicating that they will be provided at a later date. The program is asked to provide the most current, complete syllabus (including a full list of readings and topics) for the required human development course and any other evidence that the course meets the standard for education at the graduate level. Please provide a narrative response to this issue by September 1, 2010.

In response to the Commission's request to clarify the percentage of time faculty dedicate to training, the program provided a detailed description of faculty workloads. Review of the information provided shows significant variation across faculty workloads. In the response, the program recognized that faculty were "stretched" and explained that it hoped to "reduce this burden by hiring an additional faculty member...to start in Fall 2010" (program response, p. 5).

Further, the program indicated that it has requested an additional faculty line from the Interim Dean. The program is asked to update the Commission on: 1) its efforts to hire an additional faculty member devoted at least 50% to the program; 2) the results of its request to the Interim Dean for an additional faculty line; and, 3) actions the program will take to address workload issues prior to any additional hires and during the academic year 2010-2011, while new hires are acclimating to the program. Please provide a narrative response to this issue by September 1, 2010.

In its previous decision letter the program was asked to document continuing efforts to reduce student attrition. The program has reviewed its data regarding attrition and based on this has made efforts to mentor first year students toward retention, adhere to the program's 3.0 minimum GPA standard, and has requested additional program funds for TAs and other necessary resources. The program is asked to provide an update on these and any other ongoing efforts to address the relatively high attrition rate by September 1, 2010.

The program has presented 3-year rolling averages demonstrating a slight decrease in attrition, while its 2008 cohort has an attrition rate of 23.8 (the highest attrition rate in the last 3 cohorts). The program is commended on the very careful analysis it has done to better understand possible factors in its high attrition and its identification that most students leave in the first or second year of the program. As noted above, the program has described a range of changes it is attempting to slow attrition. However, student attrition remains a strong concern and the Commission requires an update on the success and impact of the program's efforts. The program is asked to: 1) discuss the impact of its first year mentoring program on attrition; 2) discuss changes the program is making to the curriculum and dissertation process to address attrition issues, as well as the results of those efforts; and 3) discuss its efforts to collect more explicit data on why students are choosing to leave the program. Please provide a narrative response to this issue by September 1, 2010. The program is also reminded to notify the Commission in advance, if possible, of any significant changes it is making to the curriculum or dissertation process that will affect the program consistent with Implementing Regulation C-19 *(attached)*.

As noted in your last decision letter, the program is reminded to: 1) describe how it ensures faculty sufficiency and expertise to facilitate dissertation mentoring; 2) provide an update on the program's efforts to reduce student attrition; 3) provide an update on any budget changes that have affected faculty hiring and/or student funding; 4) clearly delineate any new steps that will be instituted to ensure that formal due process procedures are followed; 5) clearly delineate its progress in ensuring correspondence between outcome assessment and competencies and articulate the impact of newly redefined goals, objectives, competencies and measurement of competencies in terms of program self-assessment and quality enhancement; and 6) discuss how measure of competence that are heavily weighted on student class attendance and punctuality are appropriate measurements to demonstrate the achievement of the program's goals, objectives, and competencies and are consistent with doctoral level education and training. Please provide a response to these issues in your next self-study.

In summary, the program is asked to address the following issues in a narrative report by **September 1, 2010** for formal review by the Commission:
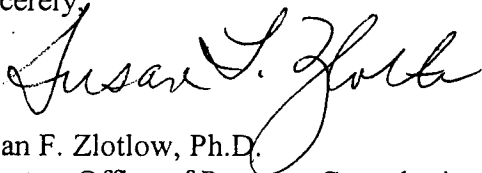
- Provide the complete syllabus (including a full list of readings and topics) for the required human development course and any other evidence that the course meets the standard for education at the graduate level in human development.

- Update the Commission on: 1) the program's efforts to hire an additional faculty member devoted at least 50% to the program; 2) the results of the program's request to the Interim Dean for an additional faculty line; and 3) actions the program will take to address workload issues prior to any additional hires and during the academic year 2010-2011, while new hires are acclimating to the program.

- Provide an update related to the program's ongoing efforts to improve the attrition rate.

- Regarding student attrition, the program is asked to address the following outcomes: 1) discuss the impact of its first year mentoring program on attrition; 2) discuss the changes the program is making to the curriculum and dissertation process to address attrition issues, as well as the results of those efforts; and 3) discuss its efforts to collect more explicit data on why students are choosing to leave the program.

Please note that while these narrative report items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. Narrative responses to the items listed above should be identified as 'Narrative Response – Program Review' and mailed or faxed to the Office of Program Consultation and Accreditation by the designated due date(s).

For your information, the next site visit for this program will be in **2013**.

In closing, on behalf of the Commission on Accreditation, I would like to express genuine 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 our office 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: Jerry L. Kernes, Ph.D., Director of Clinical Training
        Valerie B. Jordan, Ph.D., Program Chair
        Jonathan Reed, Ph.D., Interim Dean College of Arts and Sciences

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* and Section 4.7(b) of the *Accreditation Operating Procedures*, 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 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 a detailed 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). 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 Commission will then proceed as above.

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