

Hello Dr. Rodolfa,

I apologize for the delay in response to your e-mail and questions, however, we wanted to make sure of the accuracy of our response to your specific questions. For some time, the Association of Psychology Postdoctoral and Internship Centers (APPIC) permitted applicants from academic programs in professional psychology to participate in the Match if that program required a one year internship as part of their requirements for graduation. At present, APPIC has not established criteria regarding accreditation of the doctoral programs as part of its review of an academic program's eligibility to send applicants into the Match, however, the overriding majority of applicants come from either regionally or nationally accredited institutions. As such, applicants from California state approved programs in professional psychology that have a requirement of a full year clinical internship in order to fulfill degree requirements would have historically been eligible to enter the Match. The data on whether they have actually entered the Match and have been successful in obtaining an APPIC member internships are not immediately known.

In discussion with the APPIC Board of Directors, it is clear that the criteria used for eligibility to enter the Match process are under review. The APPIC Board unanimously supports regional accreditation and is seriously considering the possibility of requiring national accreditation of academic programs by the Commission on Accreditation of the American Psychological Association (APA) whose students enter the Match as revised criteria.

We understand that graduates from California state approved programs may encounter difficulties being eligible for licensure in other states who have specific criteria about regional accreditation of the doctoral program's institution. As such, APPIC does support these state-approved programs seeking regional accreditation of their academic institutions and, ultimately, accreditation through the APA Commission on Accreditation as the established standards for quality training in professional psychology.

I have included Dr. Jeff Baker, APPIC's Executive Director on this e-mail response so that he can feel free to further expand upon and/or clarify my remarks.

Please feel free to contact me if there are any further questions or concerns.

Sincerely,

Eugene D'Angelo, PhD, ABPP
Chair, APPIC Board of Directors

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Hand Carry Item
Agenda Item 8(e)

November 14, 2011

In Reply Refer To: 116

Emil Rodolfa, Ph.D.
Director
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Dear Dr. Rodolfa and Members of the Credentials Committee:

The Executive Committee of the VA Psychology Training Council (VAPTC) appreciates the opportunity to provide comment regarding the policy of the Department of Veterans Affairs (VA) pertaining to eligibility requirements for VA internships, specifically as it relates to accreditation status.

As you know, the central mission of the VA is to provide the highest quality health care to Veterans. As a means of fulfilling this mission, the VA has been a leader in the development of educational and training programs designed to prepare the next generation of health care providers. In this regard, the VA has long recognized the importance of external review in ensuring high quality of its educational programs, precisely because such programs form the foundation for building a high quality workforce, and as such, are a critical element in protection of the public.

As a matter of policy, the VA recognizes APA accreditation as the single standard for external review of psychology training programs, and makes such accreditation a requirement for eligibility to VA psychology training programs and/or employment as a psychologist. Because completion of an APA accredited doctoral and internship program is required as a condition of employment, the VA provides training only to those students and interns who would be eligible for eventual employment. Per policy [M-8 Manual for Academic Affairs, Part II, Chapter 2, paragraph 2.37a.(2)(b)], the VA does not expend its resources in the training of students and interns who would be ineligible to join the VA workforce, which would include those who attend state approved programs (e.g., California Approved Schools).

We appreciate your interest in this issue. Please let me know if we can provide assistance in any other way.

DEPARTMENT OF VETERANS AFFAIRS
Puget Sound Health Care System
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Sincerely,

Steve McCutcheon, PhD
Director, Psychology Training
VA Puget Sound, Seattle
Chair, VA Psychology Training Council (VAPTC)
Chair, Council of Chairs of Training Councils (CCTC)

From: Barry Lord [Barry.Lord@socalsem.edu]
Sent: Wednesday, November 16, 2011 10:58 AM
To: Kahane, Robert@DCA; Thomas, Jeffrey@DCA
Cc: Julie Hayden; Ed Herrelko
Subject: Accreditation Information
Attachments: WASC and TRACS - Standards Comparisons.doc; Accreditation.docx; Model Licensing Act.pdf

Dear Mr. Kahane,

At the last Board meeting, the Chair and other Board members requested some information on accreditation. The board needs to know that all accrediting bodies that are recognized by the U.S. Department of Education have met the same minimum requirements. Previous Boards of Psychology (BOP) Board members and State law have recognized this fact and have not sought to make preferences toward one accreditation body over another. I have attached some information regarding the different kinds of accreditations. I have also included a compare and contrast document that evaluates this issue standard by standard. the differences between WASC (an example of a regional/institutional accreditation) and TRACS (an example of a national/institutional accreditation) is laid out in the "Standards Comparisons" that I have attached for them. As you can see, a National accreditation commission would require greater specifics in their standards than does a Regional accreditation body, such as WASC. The Council for Higher Education Accreditation makes a compelling argument for the recognition of the different accrediting bodies and those schools and colleges that they accredit.

Ref: <http://www.chea.org/>

The reason that this matter keeps coming up at the board meetings is that the proposed APA Model Licensing Act (APA-MLA), that the board is considering, prohibits all State approved and Nationally accredited schools except for Regionally accredited schools. This means that Nationally accredited schools that actually have greater standards would be not be allowed to provide training for Psychologists toward licensure. This act is discriminatory at best and the Board members are requested to consider the facts before recommending the APA-MLA to become State law.

Would you be kind enough to pass this on to the Board Members prior to their meeting in San Diego this Friday.

Sincerely,

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11/16/2011

WASC and TRACS
Comparison of Standards

Prepared Spring 2007

Standard 1

Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Institutional Purposes

Purposes and Objectives

Criteria for Review (WASC)

Standards and Evaluative Criteria (TRACS)

<p>1.1. The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.</p> <p>Guidelines: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.</p>	<p>2.1 The institution must have a written mission/purpose statement that has been approved by the governing board and that reflects its Biblical Foundations Statement.</p> <p>4.1 The institution must have a statement of ethical values and standards. a. It is clearly written. b. It is comprehensive. c. It is approved by the governing board.</p> <p>The institutional purpose statement serves as a frame of reference for decision-making in determining operational policies. Educational programs and all other operations of an institution are to be clearly related to the purpose of the institution</p>
<p>1.2. Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.</p> <p>Guideline: The institution has published educational objectives that are consistent with its purposes.</p>	<p>2.2 The institution must have clearly defined objectives. a. They are available in writing and stated in measurable terms. b. They are consistent with written institutional purpose/mission. c. They have been approved by the governing board. d. They are being evaluated.</p> <p>2.6 There must be regular review of the purpose and objectives and assessment of actual outcomes. a. There is a written review process. b. Governing board and other official minutes indicate appropriate reviews.</p>
<p>1.3. The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.</p>	<p>An administrative or leadership team must be in place, adequate in number, appropriate by title, function, appropriately degreed. Administrators must possess credentials, experience, and demonstrated competence appropriate to their areas of responsibility.</p> <p>6.1 The chief executive officer must be responsible for carrying out published board policies and procedures. Each staff position must have a detailed job description.</p> <p>6.3 There must be a chief academic officer chosen by the board who has the credentials, experience, and competence to provide leadership to the institution and to guide the institution toward quality outcomes.</p> <p>6.4 There must be other administrative or leadership team members sufficient in number and competence to give direction to the major operational areas of the institution.</p> <p>6.5 A system of evaluation for the administration must exist and be in use.</p>

Integrity

Ethical Values and Standards

Criteria for Review (WASC)

Standards and Evaluative Criteria (TRACS)

<p>1.4. The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.</p> <p>Guidelines: The institution has published or has readily-available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	<p>14.11 A policy for faculty academic freedom and responsibility must be set forth in published form by the institution. a. The faculty handbook or other such publication of the institution contains the policy on faculty academic freedom and responsibility. It is clear and specific.</p> <p>5.4 The board must ensure academic freedom within the framework of the institution's biblical foundations, purpose, objectives, and philosophy. a. It has approved a general policy regarding academic freedom. b. It reviews any alleged breach of academic freedom. c. It demonstrates support and commitment to academic freedom.</p>
<p>1.5. Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.</p> <p>Guideline: The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.</p>	<p>...institutions define themselves by a set of values which are central to its purpose, educational philosophy and mission. These values govern every aspect of the operations and spell out the nature of the character the institution sees itself as instilling in its students—and all of its constituencies. These values result in standard of conduct, expectations, or guidelines for board members, administrators, faculty, staff and students. Their goal is to shape character by personal discipline resulting in a lifestyle that respects other persons equally, provides caring service and outreach, and exemplifies integrity. Catalog requirement: 18) Statement of nondiscrimination.</p>
<p>1.6. Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</p> <p>Guideline: The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate, or other external bodies outside the institution's own governance arrangements.</p>	<p>The governing board must be a well defined, legally constituted body responsible for establishing broad policy, appointing and evaluating the chief executive officer, establishing and maintaining financial stability and oversight of the effective pursuit of the stated purpose and objectives of the institution.</p> <p>5.1 The institution must have a legally constituted governing board that holds the institution in trust and has final authority in matters of policy, operation and evaluation.</p>
<p>1.7. The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.</p> <p>Guidelines: The institution has published or a readily-available policy on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.</p>	<p>8.2 The information in all institutional publications must be consistent, clear, factually accurate, current, and consistent with the institutional purposes and objectives.</p> <p><u>Catalog</u> The institutions catalog must be readily available and must accurately reflect the academic program, faculty and facilities provided. The following is a list of information normally addressed in the catalog: 8) Degree and program completion requirements, including length of time required to obtain a degree or certificate of completion and number of credit hours required. 13) Rules and regulations for conduct. 14) Tuition, fees, and other program costs. 16) Policies and procedures for refunding fees and charges to students who withdraw from enrollment. Statement of nondiscrimination. 20) A refund policy for students.</p> <p>17.7 The institution must have a legally approved, clearly stated, and published student complaint policy.</p>
<p>1.8. The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to</p>	<p>17.7 The institution must have a legally approved, clearly stated, and published student complaint policy.</p> <p>8.7 Faculty rights and responsibilities must be clearly stated</p>

<p>complaints and grievances, and regular evaluation of its performance in these areas.</p> <p>Guideline: The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies</p>	<p>in the Faculty Handbook. <u>Faculty Handbook</u> The faculty handbook must list and clearly describe the rights and responsibilities of the faculty. The handbook will include a description of policies regarding (9) contractual issues, (10) due process.</p>
<p>1.9. The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, and to abiding by Commission policies and procedures, including all substantive change policies.</p>	<p>B. <u>Purpose and Objectives</u> TRACS requires member institutions to pursue their established educational purpose. TRACS measures institutional commitment by giving benchmark ratings for all areas of evaluation. These are listed in their Benchmark Standards as 5 = Far exceeds the standard, 4 = Exceeds the standard, 3 = Meets the standard, 2 = Falls below the standard, 1 = Fails to meet the standard.</p>

Standard 2

Achieving Educational Objectives through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Teaching and Learning

Educational Programs

Criteria for Review (WASC)

2.1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

Guidelines: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.

2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

Guideline: Competencies required for graduation are reflected in course syllabi for both General Education and the major.

❖Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning.

Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

Guideline: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester credit hours (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).

Standards and Evaluative Criteria (TRACS)

10.4 The curriculum must be appropriate for the educational level and must be consistent with national norms. a. The academic program is comparable with similar institutions. b. The educational experiences are appropriate for educational level. Distance Learning Programs 2) a) The content of external courses is the same as on-campus courses although special consideration may be given for different age groups.

10.15 e. The admission policies of the institution set forth both qualitative and quantitative requirements aimed at admitting students who demonstrate reasonable ability for success

10.6 The curriculum must progressively lead to student competency and learning.

10.14 All degree programs offered must include an appropriate general education core. a. The liberal arts college's bachelors programs include a minimum of 44 semester hours/quarter hours equivalent, with a minimum of 3 semester hours/quarter hours equivalent, in each of the humanities/fine arts, behavioral sciences, communications, and natural sciences/math. b. The Bible college's bachelor's degree programs include a minimum of 36 semester hours/quarter hours equivalent, with a minimum of 3 semester hours/quarter hours equivalent, in each of the humanities/fine arts, behavioral sciences, communications, and natural science/math.

11.1 The graduate curriculum must relate to the purpose and objectives of the institution. b. Course content and learning experiences are clearly equal to institutional, national, and state norms.

11.3 Each graduate program offered by the institution must have as its central focus the imparting of a common core of knowledge, predicated on undergraduate studies, that will enhance the individual educationally and/or vocationally – and that is compatible with such programs in accredited postsecondary institutions.

11.4 The programs (curriculum) of the institution must be at a post-baccalaureate level that reflects and extends the intellectual maturity of the students. There must be a clear distinction between graduate entry-level master's degrees

<p>❖ Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.</p> <p>Guideline: The institution employs at least one full-time faculty member for each graduate degree program offered.</p>	<p>and advanced and doctoral degrees. a. Learning levels include knowledge, understanding, skills, application, synthesis, and evaluation in the cognitive area. Attitudes and values in the affective area are normally geared to the graduate level.</p> <p>11.5 The graduate program(s) must include a common core of introductory courses appropriate to the discipline of field of study, such as foundations, theory, or research methods and reflect course organization that allows for diversity in student learning, yet generally and logically leads to the internalization and application of information.</p> <p>11.7 The graduate program(s) must include integrative experiences to translate theory into practice such as application, synthesis, and evaluations.</p> <p>11.8 The graduate program(s) must include summative experience to measure student achievement, competency or cognitive growth such as final projects, papers, tests or practicums of a comprehensive nature.</p>
<p>2.3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.</p> <p>Guideline: The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.</p>	<p>10.2 There must be in place an established faculty curriculum process for the development and assessment of the educational program.</p> <p>10.3 The curriculum must have as its central focus the education of students. a. Course objectives are written in reference to measurable learning outcomes. b. Course objectives/outcomes are assessed through student achievement and competency.</p> <p>10.13 Innovative curricular activities must be supported by clear and explicit objectives and must be consistent with the institutional purpose, objectives, and philosophy.</p> <p>11.11 Individual courses, seminars, etc. within graduate programs must evidence a process for the evaluation of stated objectives and/or student outcomes and competencies through objectives which can be assessed and evaluated through student performances/learning experiences at critical periods.</p> <p>* A course syllabus is prepared for each course and is distributed to each student at the beginning of the course. This syllabus for each course includes course requirements, the nature of the course contents, its objectives, and the methods of student evaluation.</p>
<p>2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>	<p>10.2 There must be in place an established faculty curriculum process for the development and assessment of the educational program. a. Policies and procedures have been established to develop, evaluate, and modify the academic programs. b. Minutes of academic committees and official meetings indicate that members of the faculty are actively involved in curriculum matters.</p> <p>10.7 The curriculum must be systematically and regularly evaluated, using established processes. a. Policies and procedures indicate a systematic process for curriculum evaluation. b. Minutes of appropriate academic committees reflect regular and systematic curriculum review.</p> <p>11.11 Individual courses, seminars, etc. within graduate programs must evidence a process for the evaluation of stated objectives and/or student outcomes and competencies through objectives which can be assessed and evaluated</p>

	through student performances/learning experiences at critical periods.
2.5. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	10.3 The curriculum must have as its central focus the education of students. a. Course objectives are written in reference to measurable learning outcomes. b. Course objectives/outcomes are assessed through student achievement and competency. a. Course objectives are written in reference to measurable learning outcomes. b. Course objectives/outcomes are assessed through student achievement and competency. c. The grading system for rewarding and evaluating academic progress is published and designed to provide incentive, reward achievement, and assist in identifying student problems. C. The grading system is the same throughout the institution and grades are reported numerically (4.0, 3.0, 2.0, 1.0, etc.), by letter (A, B, C, D, etc.), or possible instances for specific courses as P-F.
2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.	10.7 The curriculum must be systematically and regularly evaluated, using established processes 11.8 The graduate program(s) must include summative experience to measure student achievement, competency or cognitive growth such as final projects, papers, tests or practicums of a comprehensive nature.
2.7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews. Guideline: The institution incorporates in its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.	11.2 There must be an established curriculum process for curriculum development, modification, and assessment in place. a. Faculty are actively involved in the development, approval, and modification of the curriculum in a procedural process. b. The curricular process involves the administration, board and others s needed. c. Faculty meeting minutes indicate appropriate faculty involvement.

Scholarship and Creative Activity

Non-Traditional Programs

Criteria for Review (WASC)

2.8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	Traditional institutions that utilize selected non-traditional formats or delivery systems must carefully describe the distinctives in their non-traditional programs with careful reference to (1) educational purpose, (2) financial procedures, (3) student body (recruitment, admission, student profile), (4) degree offerings and ((5a0 any adaptive measures in governance, organizational structure, resource allocation, faculty component, or other areas of the institution that may be necessitated by the presence of the non-traditional format.
2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.	E. <u>Student Development</u> Each institution must provide a variety of appropriate student services that will effectively support the educational purpose – services that enhance the educational, social, spiritual, moral, and physical development of the student. In order to achieve this development of the whole person, the institution must have a working plan for this purpose.

Support for Student Learning

Student Development

Criteria for Review (WASC)

2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

Guideline: The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.

2.11. Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.

2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

Guideline: Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.

2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

Standards and Evaluative Criteria (TRACS)

The Student Development plan must *be based on the studies needs of its student body* – based on a plenary profile of entering and current students.

10.3 The curriculum must have as its central focus the education of students. a. Course objectives are written in reference to measurable learning outcomes. b. Course objectives/outcomes are assessed through student achievement and competency. a. Course objectives are written in reference to measurable learning outcomes. b. Course objectives/outcomes are assessed through student achievement and competency. c. The grading system for rewarding and evaluating academic progress is published and designed to provide incentive, reward achievement,, and assist in identifying student problems. C. The grading system is the same throughout the institution and grades are reported numerically (4.0, 3.0, 2.0, 1.0, etc.), by letter (A, B, C, D, etc.), or possible instances for specific courses as P-F.

E. Student Development Each institution must provide a variety of appropriate student services that will effectively support the educational purpose – services that enhance the educational, social, spiritual, moral, and physical development of the student. In order to achieve this development of the whole person, the institution must have a working plan for this purpose.

17.3 There must be a thorough orientation program for all incoming students that covers major student issues needed by students during registration.

17.9 There must be an experienced and competent person(s) to provide academic, career, personal and spiritual counseling to students.

8.2 The information in all institutional publications must be consistent, clear, factually accurate, current, and consistent with the institutional purpose and objectives.

Although institutions vary, a TRACS accredited institution must provide support services adequate for the prudent development of the student in his or her physical, social, moral, spiritual, and intellectual development. Such student services may include; security and health, housing, food, bookstore, mailroom, computing, intramurals, intercollegiate athletics, student government sponsorship, orientation, financial aid services, academic and other records, code of conduct, counseling (personal, academic, vocational placement, spiritual/moral), and opportunities for spiritual ministry and community service.

10.11 Academic policies, including entrance and exit requirements and student transfer or credits, must be published and disseminated.

Standard 3

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Faculty and Staff

Faculty (and Staff)

Criteria for Review (WASC)

Standards and Evaluative Criteria (TRACS)

<p>3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.</p>	<p>7.1 There must be a support staff sufficient in number and competence to adequately support the administration and academic functions of the institution.</p>
<p>3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.</p> <p>Guideline: The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds by discipline and degree levels.</p>	<p>D. Faculty The faculty is integral to the educational quality of the institution. Therefore, the institution must employ, develop and support a faculty that is: Sufficient in number to provide for the curricular and student needs of the institution. In agreement with purpose, objectives, and philosophy of the institution. Cognizant of its role and responsibility in total institutional success. Academically qualified for the institution's educational level and goals.</p> <p>The institution must have a rationale for the number of faculty and staff it retains with reference to the size and level of educational program, and its full-time and part-time faculty ratio.</p>
<p>3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.</p>	<p>14.15 The institution must have a formal, written procedure for the hiring of faculty.</p> <p>14.8 The institution must have policies regarding faculty appointment, retention, advancement and dismissal.</p> <p>14.10 Policies must be established and published concerning teaching loads, advising, committee assignments and other required assignments.</p> <p>14.12 Policy and procedures must be in evidence and practiced evaluating faculty performance. b. The faculty evaluation process is geared toward development of the faculty member as a professional – and includes the use of a standard form used in evaluation of faculty.</p>
<p>3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.</p>	<p>14.13 Policies and procedures must provide opportunities for the professional and spiritual growth of the faculty.</p>

Fiscal, Physical, and Information Resources Financial Operations

Criteria for Review (WASC)

3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.

Guideline: The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.

3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.

3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

Standards and Evaluative Criteria (TRACS)

18.4 Finances must adequately support the institutional purpose and programs.
18.9 The institution must give evidence that the finances will continue to support the programs for the current students and provide the resources for them to complete their degree programs. a. Long-range plans and contingency plans must reflect positive cash flows and positive budget outcomes. b. The long-range plan must be realistic.
18.13 A certified external audit of the financial statements must be provided for each fiscal year.

27.4 The institution must use computers in the learning process. a. Students and faculty are encouraged to become computer literate. b. Computers are available for instructional purposes.
3.a. Distance Learning Programs 7) Educational Resources
c) Computer services necessary for curriculum requirements are available.

1.3. It is recommended that provisions be made to incorporate use of the computer into the curriculum where it is appropriate. The faculty must be encouraged to use the computer and computer-related equipment where appropriate for instruction. Students must be provided computer access in courses normally requiring computer use. It is also recommended that computer literacy be part of the general education requirements. Equally important is the use of the computer systems for financial and student records. Budgeting for computers must be considered for acquisition, maintenance and replacement.

Organizational Structures and Decision-Making Processes

Organizational Structure

Criteria for Review (WASC)

3.8. The institution's organizational structures and decision making processes are clear, consistent with its purposes, and sufficient to support effective decision making.

Guideline: The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.

3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and

Standards and Evaluative Criteria (TRACS)

II.A.2. The Administration An administrative or leadership team must be in place, adequate in number, appropriate by title, function, appropriately degree, and competent to administer the institution effectively and efficiently. There must be a detailed job description for each position which is (a) appropriate to the position, (b) compatible with the purpose/objectives of the institution and the organization chart.

5.1 The institution must have a legally constituted governing board that holds the institution in trust and has final authority in matters of policy, operation and evaluation.
5.2 The board must formulate and maintain a written long-

evaluating the chief executive officer.	range plan for the institution. 5.3 The board must approve the institutional purposes, objectives, and philosophy, and must review these regularly to ensure that they are being pursued faithfully. 5.11 The board must appoint and regularly review a chief executive officer.
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.	II.A.2. The administration must be headed by a full-time chief executive officer who is appointed by the governing board – normally a president. 6.4 There must be other administrative or leadership team members sufficient in number and competence to give direction to the major operational areas of the institution.
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	D. <u>Faculty</u> The faculty is integral to the educational quality of the institution. Therefore the institution must employ, develop and support faculty that is: Sufficient in number to provide for the curricular and student needs of the institution. In agreement with purpose, objectives, and philosophy of the institution. Cognizant of its role and responsibility in total institutional success. Academically qualified for the institution's educational level and goals.

Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Strategic Thinking and Planning

Institutional Effectiveness
(Research and Planning)

Criteria for Review (WASC)

4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.

Guidelines: A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.

4.2. Planning processes at the institution define and, to the

Standards and Evaluative Criteria (TRACS)

23.1 An approved strategic planning process must exist and must be in use.
23.2 The strategic plan must list goals in priority order for each area of the institution, such as academic, financial, administrative, etc.
23.3 The planning process must take into account both income and expenditure categories beyond the current year.
23.4 The planning process must take into account both internal and external factors.

H.1. Research and Planning The strategic

extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.	planning/assessment process must include short range (1-2 years) and long-range (3-5 years) projections and goal setting. ...the plan will be updated annually. The plan should list goals in all aspects of the institution: administrative, academic, facilities, financial, student affairs, and staff. The process must identify priorities, set time limits with target dates for action, and component and on-going evaluation and assessment. The plan must be consistent with the stated purpose of the institution as well as the institution's financial capabilities.
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.	23.5 The latest plan must have been widely distributed. The planning document must have been developed on sound research data by the faculty, staff, and administration. a. Historical data is collected and separated. b. An analysis of the data is reflected in the plan. c. Minutes of departmental and committee meetings are maintained.

Commitment to Learning and Improvement

Evaluation and Outcomes Assessment

Criteria for Review (WASC)

Standards and Evaluative Criteria (TRACS)

4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.	24.1 The institution must have developed and implemented a comprehensive assessment plan which includes all aspects of the institution.
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data. Guidelines: The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, or widely-accessible databases.	23.6 The planning document must have been developed on sound research data by the faculty, staff, and administration. a. Historical data is collected and separated. b. An analysis of the data is reflected in the plan. 24.2 The assessment plan must provide a systematic evaluation of student learning outcomes, development and program outcomes
4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also	H.2. <u>Evaluation and Outcomes Assessment</u> One of the most crucial responsibilities of any institution is to determine how well its mission is being accomplished and to ensure that each phase of its operation is optimally effective and efficient. While there are many partial, imprecise ways of assessing performance levels, by far the most productive is a comprehensive, systematic, continuous evaluation of the

<p>undertaken and used, and are incorporated into institutional planning.</p> <p>Guideline: The institution has clear, well established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.</p>	<p>entire institution – resources, administration, financial management, student development, faculty, academic programs and student learning.</p>
<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>	<p>24.3 The assessment plan must provide a systematic evaluation of student learning outcomes, development and program outcomes. a. The process includes graduation rates, job placement rates, student success rates on state and other licensing exams, and overall institutional and program retention rates. b. The process includes the assessment of student learning outcomes at the major/program level.</p> <p>24.4 The assessment plan must provide for a systematic evaluation of the curriculum. b. The process indicates how the analysis of the data will be linked to strategic planning and budget planning.</p>
<p>4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.</p>	<p>H.2.d. In addition to the assessment of learning outcomes, there are other data that should be collected and analyzed. These include graduation rates, job placement, and further graduate education. Follow-up studies will indicate how an institution is achieving its objectives. Graduates are an especially strategic group in outcomes studies.</p>

Information obtained from the CHEA web site.

<http://www.chea.org/>

Accreditation, as distinct from recognition of accrediting organizations, focuses on higher education institutions. Accreditation aims to assure academic quality and accountability, and to encourage improvement. Accreditation is a voluntary, non-governmental peer review process by the higher education community. It extends the tradition of collegial governance within the decentralized and diverse higher education enterprise. The work of accrediting organizations involves hundreds of self-evaluations and site visits each year, attracts thousands of higher education volunteer professionals, and calls for substantial investment of institutional, accrediting organization, and volunteer time and effort.

Colleges, universities, and programs are accredited. In the U.S., colleges and universities are accredited by one of 19 recognized institutional accrediting organizations. Programs are accredited by one of approximately 60 recognized programmatic accrediting organizations. [Accrediting organizations that are “recognized” have been reviewed for quality by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE).]

1. Q. What is accreditation?

A. Accreditation is a process of external quality review used by higher education to scrutinize colleges, universities, and educational programs for quality assurance and quality improvement.

2. Q. Who accredits institutions and programs?

A. In the U.S., accreditation is carried out by private, nonprofit organizations designed for this purpose.

3. Q. Are there different types of accrediting organizations?

A. Yes, there are three:

- **Regional accrediting organizations** operate in six different regions of the country and review entire institutions, 98 percent or more of which are both degree-granting and nonprofit. Regional organizations may also accredit non-degree, for-profit institutions, but this is a rare occurrence.

- **National accrediting organizations** operate throughout the country and review entire institutions. Of the nationally accredited institutions, 34.8 percent are degree-granting and 65.1

percent are non-degree-granting. 20.4 percent are nonprofit and 79.5 percent are for-profit. Many are single purpose institutions focused on a specific mission such as education in information technology or business. Some are faith based.

- **Specialized accrediting organizations** also operate throughout the country and review programs and some single-purpose institutions. There are more than 17,600 of these accredited programs and single-purpose operations.*

** Council for Higher Education Accreditation: Internal Data, September 2001*

4. Q. How does the accreditation process work?

A. Accreditation review is ongoing. The initial earning of accreditation is not entry to indefinite accredited status. The five key features of accreditation are:

- **Self study:** Institutions and programs prepare a written summary of performance based on accrediting organization's standards.

- **Peer review:** Accreditation review is conducted primarily by faculty, administrators, and members of the public.

- **Site visit:** Accrediting organization normally sends a visiting team to review an institution or program. Team members are volunteers.

- **Action (judgment) of accrediting organization:** Accrediting organization has commission that makes decisions about the accredited status of institutions and programs.

- **Monitoring and oversight:** Institutions and programs are reviewed over time in cycles from every few years to ten years. Normally, these reviews include a site visit.

5. Q. Who "recognizes" or accredits the accrediting organizations?

A. The United States Department of Education (USDE) and a private organization, the Council for Higher Education Accreditation (CHEA), both "recognize" accrediting organizations. The USDE process is governed by federal law and regulations. The CHEA process is private and is governed by policies adopted by a 17-member board of directors.

"Recognition" means that the accrediting organizations undergo a review

of their qualifications and activities to determine whether they meet the standards of USDE or CHEA. If accreditors meet the standards, they are recognized.

6. Q. Besides one being federal and one private, what's the difference between the two?

A. Both USDE and CHEA review the effectiveness of accrediting organizations.

USDE's primary purpose is to assure that federal student aid funds are purchasing quality courses and programs. USDE's recognition is based on ten standards that include attention to recruitment and admission practices, fiscal and administrative capacity and facilities, and success with respect to student achievement. Only those institutions that are accredited by a USDE-recognized accrediting organization are eligible to receive federal financial assistance for their students.

CHEA's primary purpose is to assure and strengthen academic quality and ongoing quality improvement in courses, programs, and degrees.

CHEA recognition is based on five standards that include advancing academic quality and encouraging needed improvement. In order to be considered for CHEA recognition, more than 50 percent of the institutions or programs reviewed by an accrediting organization must be degree-granting.

7. Q. Why bother with CHEA recognition?

A. CHEA recognition confers an academic legitimacy on accrediting organizations, helping to solidify the place of these organizations and their institutions and programs in the national higher education community.

8. Q. How often are organizations required to go through recognition?

A. Federal law stipulates that the maximum for which an organization can receive recognition is five years. For new accrediting organizations, the maximum is two years. Organizations are also subject to ongoing monitoring and oversight through information that is required by USDE.

For example, organizations are required to submit an annual report, an annually updated list of accredited and preaccredited institutions and programs, a summary of the organization's major accrediting activities during the previous year if requested by the Secretary, any proposed change in the organization's policies, procedures, or standards that might alter its scope of recognition or compliance with the criteria for recognition, and the name of any institution or program it accredits that the organization believes is failing to meet its program responsibilities under

Title IV (Student Assistance) of the Higher Education Act (HEA), or is engaged in fraud or abuse.

CHEA policy states that the maximum recognition period is ten years with a mandatory five-year interim report. In addition, CHEA reserves the right to review an organization if the

accreditor makes major changes in how it operates or if there are a series of documented concerns about the organization.

9. Q. Critics of accreditation say it's just a back-scratching exercise and anybody who wants to can get accredited. Is this true?

A. No. Accreditation involves a great deal of work on the part of the institution or program under review as well as the accrediting organization.

- Self studies require extensive documentation and evidence of quality of an institution or program.
- Accreditation teams test the veracity of the self study and look for areas that require improvement that may have been missed.
- Representatives of institutions or programs are carefully interviewed by accrediting commissions to ensure that any concerns that have surfaced will be addressed.

Information obtained from the CHEA web site.

<http://www.chea.org/>

STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS
BOARD OF PSYCHOLOGY

MEMORANDUM

TO: Credential Committee

Date: January 28, 2011

FROM: Lavinia F. Snyder
Licensing/Registration Coordinator

SUBJECT: Discuss Educational Requirements of Model Licensing Acts

Attached for your review are excerpts of the licensure requirements of the Model Licensing Act from the Association of State and Provincial Psychology Boards and the American Psychological Association.

American Psychological Association – Model Licensing Act

D. Requirements for Licensure

There is a core of basic theory, principles, and accumulated knowledge that all professional psychologists should possess. Each practitioner must also master the specific skills and knowledge appropriate for the competent performance of psychological practice. The language of the model requires the Board to specify its criteria for acceptable professional education in psychology. In this regard, the Board will be guided by national standards.

All applicants for licensure must minimally be graduates of a regionally accredited institution of higher education, or a Canadian university that is provincially or territorially chartered, and must have completed a planned program of study which reflects an integration of the science and practice of psychology. A formal training program accredited by the American Psychological Association or Canadian Psychological Association is required. For areas of psychology where APA or CPA program accreditation does not exist, psychology programs must meet all the requirements listed below (D1).

The law recognizes that new doctoral programs may be developed in newly or already recognized specialties of professional psychology. In such instances, the law affords those programs an eight-year period in which to achieve accreditation or to meet the standards described in D1, during which the graduates of those programs may sit for licensure.

1. Educational requirements

The Act recognizes the doctorate as the minimum educational requirement for entry into professional practice as a psychologist.

Applicants for licensure shall possess a doctoral degree in psychology from a regionally accredited institution of higher education or from a Canadian university that is provincially or territorially chartered. The degree shall be obtained from a recognized program of graduate study in psychology as defined by the rules and regulations of the Board.

Applicants for licensure shall have completed a doctoral program in psychology that is accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA) or where APA or CPA program accreditation does not exist for that area of professional psychology, then the applicant must show that his or her doctoral program in psychology meets all of the following requirements:

1. Training in professional psychology is doctoral training offered in a regionally accredited institution of higher education. A regionally accredited institution is an institution with regional accreditation in the United States or an university that is provincially or territorially chartered in Canada.

2. The program, wherever it may be administratively housed, must be clearly identified and labeled as a psychology program. Such a program must specify in pertinent institutional catalogues and brochures its intent to educate and train professional psychologists.

3. The psychology program must stand as a recognizable, coherent organizational entity within the institution.
4. There must be a clear authority and primary responsibility for the core and specialty areas whether or not the program cuts across administrative lines.
5. The program must be an integrated, organized sequence of study.
6. There must be an identifiable psychology faculty sufficient in size and breadth to carry out its responsibilities and a psychologist responsible for the program.
7. The program must have an identifiable body of students who are matriculated in that program for a degree.
8. The program must include supervised practicum, internship, field or laboratory training appropriate to the individual's chosen area of practice of psychology.
9. The curriculum shall encompass a minimum of three academic years of full time graduate study and a minimum of one year's residency or the equivalent thereof at the educational institution granting the doctoral degree. The core program shall require every student to demonstrate competence in each of the following substantive areas. Some content areas may appropriately be taught by integrating content across the curriculum, or this requirement may be met through substantial instruction in each of these foundational areas, as demonstrated by evidence of an integrated curriculum or a minimum of three graduate semester hours, 4.5 or more graduate quarter hours (when an academic term is other than a semester, credit hours will be evaluated on the basis of fifteen hours of classroom instruction per semester hour), or the equivalent:
 - a. scientific and professional ethics and standards; b. research design and methodology; c. statistics; d. psychometric theory; e. biological bases of behavior: such as physiological psychology, comparative psychology, neuropsychology, sensation and perception, physical ergonomics, or psychopharmacology; f. cognitive-affective bases of behavior: such as learning, thinking, motivation, emotion, memory, cognitive information processing, or social cognition; g. social bases of behavior: such as social psychology, group processes, organizational and systems theory; and h. individual differences: such as personality theory, human development, personnel psychology, or abnormal psychology:

10. All professional education programs in psychology shall include course requirements in developed practice areas/specialties.

11. The program must demonstrate that it provides training relevant to the development of competence to practice in a diverse and multicultural society.

When a new area of professional psychology is recognized as being a developed practice area and within the accreditation scope of the APA, doctoral programs within that area will be afforded a transition period of eight years from their first class of students to the time of their accreditation. During that transition period, graduates of such programs may sit for licensure examination whether or not the program has been accredited. The same principle applies as well to new doctoral

programs in traditional practice areas previously recognized within the scope of APA accreditation.

Applicants trained in institutions outside the United States shall meet requirements established by the Board.

Psychologists trained in an area that falls outside the scope of APA accreditation (e.g., experimental, developmental, social) and who intend to practice in a traditional or developed practice area must complete a retraining program and/or appropriate supervised experience (e.g., internship in the developed practice area). Similarly, psychologists trained in HSP programs who intend to practice in general applied psychology non-exempt areas and psychologists trained in general applied psychology areas who intend to provide health services must first acquire the appropriate training and supervision.

2. Experience requirements

APA recommends that legislation requires the equivalent of two full-time years of sequential, organized, supervised, professional experience prior to obtaining the license. This training may be completed prior or subsequent to the granting of the doctoral degree. For applicants prepared for practice in the health services domain of psychology, one of those two years of supervised professional experience shall be a predoctoral internship which may be completed as a part-time intern over a two-year period provided that the total experience is the equivalent of one year of full-time experience. By seven years post adoption of these regulations, all licensure applicants prepared for practice in the health services domain must minimally have completed an APA or CPA accredited (or equivalent) predoctoral internship. For applicants prepared for practice in the general applied (non-HSP) domain of psychology, whose graduate programs may not have formal internships, the option to obtain all supervision post doctorally should be available. In rules and regulations, the Board must define acceptable supervised experience at the predoctoral and postdoctoral levels as well as mechanisms for evaluation of this experience. Boards are encouraged to create definitions that are flexible and capture the variety of training and supervisory models that are appropriate for both HSP and GAP practice. Psychologists are required to limit their practice to their demonstrated areas of professional competence. Experience should be compatible with training.

To obtain licensure, applicants shall demonstrate that they have completed the equivalent of two full-time years of sequential, organized, supervised professional experience. For applicants prepared for practice in the health services domain of psychology, one of those two years of supervised professional experience shall be an APA or CPA accredited (or equivalent) predoctoral internship. For applicants prepared for practice in the general applied domain of psychology, whose graduate programs may not have formal internships, the option to obtain all supervision post doctorally should be available. The criteria for appropriate supervision shall be in accordance with regulations to be promulgated by the Board. Experience shall be compatible with the knowledge and skills acquired during formal doctoral and/or postdoctoral education in accordance with professional requirements and relevant to the intended area of practice. General

Applied (non-HSP) Psychologist trainees may be supervised by an appropriate licensed psychologist outside the supervisee's place of employment so long as (a) the supervisee's employer engages the licensed supervisor to provide the required supervision; and (b) the supervisor assumes responsibility for the training of the supervisee. Applicants shall be required to show evidence of good character, e.g., that they have not been convicted of a criminal offense that bears directly on the fitness of the individual to be licensed.

3. Examinations

APA recommends that the Act specify the requirements for examination and the conditions under which the Board is authorized to waive examination. All examinations serve the purpose of verifying that a candidate for licensure has acquired a basic core of knowledge in the discipline of psychology and can apply that knowledge to the problems confronted in the practice of psychology within the applicant's area of practice as a health service provider or general applied psychologist. While written examinations typically evaluate the applicant's basic core of knowledge, any additional examinations such as oral examinations or work samples shall be representative of the applicant's area of practice. Boards should clearly specify the conditions under which the endorsement of another license will be granted.

The Board shall administer examinations to qualified applicants on at least an annual basis. The Board shall determine the subject matter and scope of the examination and shall require a written, and may require an oral, examination of each candidate for licensure. The written examination shall evaluate the basic core of knowledge in the discipline of psychology necessary to practice while any oral exams or work samples shall be representative of the applicant's area of practice as either a health service provider or general applied psychologist. The Board at its discretion, according to rules and regulations promulgated by the Board, may waive said examination of candidates for licensure. It is recommended that individuals applying for licensure be eligible to sit for the examination upon completion of all the requirements of the doctoral degree.

4. Prior credentials

APA recommends that the Act provide for continued licensure of persons already licensed as a psychologist at the time of enactment of a new law.

A person who is licensed as a psychologist under the provisions of (cite relevant section(s) of previous licensing law) as of the effective date of this Act shall be deemed to have met all requirements for licensure under this Act and shall be eligible for renewal of licensure in accordance with the provisions of this Act.

5. Applications from individuals licensed in other jurisdictions

Jurisdictions are strongly encouraged to adopt regulations to facilitate the mobility and portability of licensure. Jurisdictions may set criteria to determine conditions under which verification of education, experience, and examination requirements will be waived. These criteria may include holding a credential that

verifies education and experiences of individuals (e.g. American Board of Professional Psychology (ABPP), National Register of Health Service Providers in Psychology, Association of State and Provincial Psychology Boards' Certificate of Professional Qualification in Psychology (ASPPB's CPQ)), or Board determination that the criteria of the other jurisdiction are comparable to the Board's criteria, or other specified mechanism.

An individual applying for licensure with the Board who holds an active psychology license in another jurisdiction and shows evidence of good character is considered an eligible candidate for licensure in the jurisdiction. The Board may waive verifying the education, experience, and examination requirements for individuals who meet these criteria and for whom the Board's mechanism for verifying comparability of education, experience, and examination requirements is met. The Board retains the right to administer any required jurisdiction-specific examinations (written, oral, jurisprudence) prior to awarding the license.

Association for State and Provincial Psychology Board - Model Act for Licensure

VI. REQUIREMENTS FOR LICENSURE

A. GENERAL AN APPLICANT FOR LICENSURE SHALL BE AT LEAST 21 YEARS OF AGE AND OF GOOD MORAL CHARACTER.

B. EDUCATION AN APPLICANT FOR LICENSURE MUST POSSESS A DOCTORAL DEGREE FROM A PSYCHOLOGY TRAINING PROGRAM, AS DEFINED IN THIS ACT AND THE RULES AND REGULATIONS OF THE BOARD. THE DOCTORAL PROGRAM MAY INCLUDE DISTANCE EDUCATION, BUT A MINIMUM OF ONE CONTINUOUS YEAR (AS DEFINED IN THE REGULATIONS) OF THE PROGRAM SHALL CONSIST OF RESIDENCY. PROGRAMS THAT USE PHYSICAL PRESENCE (AS DEFINED IN THE REGULATIONS), INCLUDING FACE-TO-FACE CONTACT FOR DURATIONS OF LESS THAN ONE CONTINUOUS YEAR, (E.G. MULTIPLE LONG WEEKENDS AND/OR SUMMER INTENSIVE SESSIONS) OR THAT USE VIDEO TELECONFERENCING OR OTHER ELECTRONIC MEANS AS A SUBSTITUTE FOR PHYSICAL PRESENCE AT THE INSTITUTION IN ORDER TO MEET THE RESIDENCY REQUIREMENT ARE DEEMED NOT TO BE ACCEPTABLE FOR LICENSURE. AN APPLICANT TRAINED IN AN INSTITUTION OUTSIDE THE UNITED STATES OR CANADA MUST DEMONSTRATE TO THE SATISFACTION OF THE BOARD THAT HE/SHE POSSESSES A DOCTORAL DEGREE IN PSYCHOLOGY, THE REQUIREMENTS FOR WHICH SHALL HAVE BEEN SUBSTANTIALLY SIMILAR TO THE REQUIREMENTS FOR A DOCTORAL DEGREE IN PSYCHOLOGY AS DEFINED IN THIS ACT.

C. EXPERIENCE

AN APPLICANT FOR LICENSURE MUST DEMONSTRATE THAT HE/SHE HAS COMPLETED TWO YEARS OF SUPERVISED PROFESSIONAL EXPERIENCE, ONE YEAR OF WHICH MAY BE AN INTERNSHIP PROGRAM, AND ONE YEAR OF WHICH SHALL BE POSTDOCTORAL. BOTH YEARS OF SUPERVISED EXPERIENCE MUST BE ACCEPTABLE TO THE BOARD AND COMPLY WITH THE SPECIFIC GUIDELINES SET OUT IN THE BOARD'S RULES AND REGULATIONS.

D. EXAMINATIONS

1. THE BOARD SHALL ESTABLISH RULES AND REGULATIONS REGARDING EXAMINATIONS.

2. AN APPLICANT FOR LICENSURE MUST PASS THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY (EPPP) AT THE ASPPB PASS POINT.
3. AN APPLICANT FOR LICENSURE MUST PASS ANY OTHER WRITTEN AND/OR ORAL EXAMINATION(S) PRESCRIBED BY THE BOARD IN ITS RULES AND REGULATIONS.
4. THE BOARD SHALL ESTABLISH RULES AND REGULATIONS REGARDING REEXAMINATION OF FAILED APPLICANTS.

E. WAIVER OF REQUIREMENT(S)

THE BOARD MAY ISSUE A LICENSE TO ANY PSYCHOLOGIST WHO HAS BEEN LICENSED IN ANOTHER JURISDICTION IF IT IS THE BOARD'S DETERMINATION THAT THE PSYCHOLOGIST WAS LICENSED UNDER REQUIREMENTS EQUAL TO, OR EXCEEDING THE REQUIREMENTS FOR LICENSURE IN THIS JURISDICTION.

F. MASTER'S LICENSURE

IT IS RECOGNIZED THAT SOME JURISDICTIONS LICENSE INDIVIDUALS TO PRACTICE WITH A MASTER'S DEGREE IN PSYCHOLOGY, AND THAT SUCH PRACTICE MAY BE WITH OR WITHOUT SUPERVISION, DEPENDING ON THE JURISDICTION. FOR THOSE JURISDICTIONS, THE FOLLOWING LANGUAGE FOR MASTER'S LEVEL LICENSURE IS RECOMMENDED:

SUBJECT TO VI F (1) AND F(2), NOTHING IN THIS ACT PROHIBITS THE BOARD FROM LICENSING INDIVIDUALS FOR THE PRACTICE OF PSYCHOLOGY WHO HAVE A MASTER'S DEGREE IN PSYCHOLOGY ACCEPTABLE TO THE BOARD AND WHO HAVE MET ANY ADDITIONAL REQUIREMENTS AS SPECIFIED IN THE REGULATIONS.

FOR THOSE JURISDICTIONS THAT LICENSE AT THE MASTER'S LEVEL FOR SUPERVISED PRACTICE THE "SUBJECT TO" SECTIONS WOULD READ AS FOLLOWS:

VI F (1): SUCH INDIVIDUALS SHALL USE THE TITLE "PSYCHOLOGICAL ASSOCIATE".

VI F (2): SUCH INDIVIDUALS SHALL WORK UNDER THE DIRECT SUPERVISION OF A PSYCHOLOGIST LICENSED FOR PRACTICE IN THIS JURISDICTION.

FOR THOSE JURISDICTIONS THAT LICENSE AT THE MASTER'S LEVEL FOR UNSUPERVISED PRACTICE, THE FOLLOWING "SUBJECT TO" SECTIONS WOULD APPLY:

VI F (1): SUCH INDIVIDUALS SHALL USE THE TITLE "PSYCHOLOGICAL ASSOCIATE".

VI F (2): SUCH INDIVIDUALS SHALL RESTRICT* THEIR PRACTICE AS OUTLINED IN THE * COMMENT: THERE MAY BE NO RESTRICTIONS ON PRACTICE IN SOME JURISDICTIONS IN WHICH CASE VI F (2) WOULD READ AS FOLLOWS:

V I F (2): SUCH INDIVIDUALS SHALL BE SUBJECT TO ALL OF THE SAME RULES AND REGULATIONS AS APPLICABLE TO A LICENSED PSYCHOLOGIST UNDER THIS ACT.

G. ASPPB CERTIFICATE OF PROFESSIONAL QUALIFICATION IN PSYCHOLOGY (CPQ)

THE BOARD SHALL ACCEPT THE CERTIFICATE OF PROFESSIONAL QUALIFICATION IN PSYCHOLOGY (CPQ) ISSUED BY THE ASSOCIATION OF STATE AND PROVINCIAL PSYCHOLOGY BOARDS OR ITS SUCCESSOR ORGANIZATION AS EVIDENCE THAT THE APPLICANT HAS MET THE REQUIREMENTS FOR LICENSURE EXCEPT FOR ANY LOCAL JURISDICTIONAL EXAMINATION(S).

H. PROVISIONAL LICENSURE

1. A *PROVISIONAL SUPERVISED LICENSE* IS ISSUED TO AN APPLICANT FOR PERMANENT LICENSURE WHO IS IN THE PROCESS OF COMPLETING THE POSTDOCTORAL SUPERVISED WORK EXPERIENCE REQUIREMENT UNDER THE SUPERVISION OF A LICENSED PSYCHOLOGIST FOR LICENSURE. THE APPLICANT SHALL HAVE MET ALL EDUCATIONAL REQUIREMENTS, INCLUDING A DOCTORAL DEGREE IN PSYCHOLOGY AS DEFINED IN VI -B OF THIS ACT AND PRE-DOCTORAL SUPERVISED EXPERIENCE, TO BE ELIGIBLE FOR A PROVISIONAL LICENSE.

a) THE PROVISIONAL SUPERVISED LICENSE SHALL SET FORTH THAT THE LICENSEE'S PRACTICE SHALL BE SUBJECT TO SUPERVISION AND THAT THE LICENSE SHALL BE APPLICABLE ONLY TO WORK PERFORMED UNDER SUCH SUPERVISION.

b) A PERSON PRACTICING WITH A PROVISIONAL SUPERVISED LICENSE IS SUBJECT TO THE RULES, REGULATIONS, STANDARDS OF PRACTICE, CODES OF ETHICS AND ANY OTHER GUIDELINES ADOPTED BY THE BOARD, AS WELL AS DISCIPLINARY ACTION BY THE BOARD.

c) THE PROVISIONAL SUPERVISED LICENSEE MAY SIT FOR THE EPPP DURING THE POSTDOCTORAL SUPERVISION YEAR.

d) THE BOARD SHALL ESTABLISH RULES AND REGULATIONS THAT SPECIFY THE TIME LIMITS OR CONDITIONS (E.G., FAILURE OF REQUIRED EXAMINATIONS) UNDER WHICH THE PROVISIONAL SUPERVISED LICENSE SHALL BE WITHDRAWN.

2. SUBJECT TO THE RESTRICTIONS SET OUT BELOW, THE BOARD MAY ISSUE A PROVISIONAL INDEPENDENT LICENSE FOR NOT MORE THAN ONE (1) YEAR TO A PSYCHOLOGIST WHO IS LICENSED IN ANOTHER JURISDICTION AND WHO HAS APPLIED FOR A LICENSE TO PRACTICE PSYCHOLOGY IN THIS JURISDICTION, PROVIDED THAT:

a) IN THE BOARD'S DETERMINATION THE REQUIREMENTS FOR LICENSURE IN THE FORMER JURISDICTION ARE EQUAL TO, OR EXCEED, THE REQUIREMENTS FOR LICENSURE IN THIS JURISDICTION; AND

b) THE APPLYING PSYCHOLOGIST MEETS THE REQUIREMENTS FOR ADMISSION TO THE EXAMINATION PROCESS IN THIS JURISDICTION; AND

- c) THE APPLYING PSYCHOLOGIST IS NOT THE SUBJECT OF A PAST OR PENDING DISCIPLINARY ACTION IN ANOTHER JURISDICTION; AND
- d) THE APPLYING PSYCHOLOGIST HAS NOT BEEN DENIED LICENSURE IN THIS JURISDICTION; AND
- e) DENIAL OF LICENSURE TERMINATES THIS AUTHORIZATION