

STATE OF CALIFORNIA  
DEPARTMENT OF CONSUMER AFFAIRS  
BOARD OF PSYCHOLOGY

# MEMORANDUM

**TO:** Credential Committee

**Date:** February 1, 2012

**FROM:** Lavinia F. Snyder  
Licensing/Registration Coordinator

**SUBJECT:** Compare California Laws and Regulations Regarding Educational Requirements for Licensure to the National Educational Standards for Psychologists.

The attached are handouts from the last Board meeting for your review.

APPROVED SCHOOLS	APPROVED	ACCREDITATION	NEW ADDRESS	DEGREES	WEB
CALIFORNIA GRADUATE INSTITUTE 1145 Gayley Ave., 3rd Floor Los Angeles, CA 90024 (310) 208-4240	Not listed	Merged with The Chicago School of Professional Psychology - NCA accredited	Same		No Website - directed to CSPP
CALIFORNIA INSTITUTE FOR HUMAN SCIENCE 701 Garden View Court Encinitas, CA 92024 (760) 634-1771	State Approved		Same	PHD Clinical Psychology	<a href="http://www.chs.edu/academic/psy_license.htm">http://www.chs.edu/academic/psy_license.htm</a>
CENTER FOR PSYCHOLOGICAL STUDIES 2268 Fulton Street, #201 Berkeley, CA 94704 (510) 524-0291	State Approved	Merged with NOVA Southeastern University - SACS accredited	Same	PHD Clinical Psychology PHD Developmental Psychology PHD Organizational Psychology	Directed to Nova Southeastern University <a href="http://cps.nova.edu/">http://cps.nova.edu/</a>
GRADUATE CENTER FOR CHILD DEVELOPMENT AND 6404 Wilshire Blvd, Suite 989 Los Angeles, CA 90048 (213) 655-6175	State Approved		Same	MA Clinical Child Psychology PHD Clinical Child Psychology PSYD Clinical Child Psychology	No website
INSTITUTE OF IMAGINAL STUDIES 47 6th Street Petaling, CA 94552 (707) 765-1836	New name: Meridian University		Same		<a href="http://www.meridianuniversity.edu/">http://www.meridianuniversity.edu/</a>
NEWPORT UNIVERSITY 20101 S.W. Birch Street, #120 Newport Beach, CA 92660-174 (949) 757-1155	State Approved		1601 Dove Street Newport Beach, CA 92660	MA Psychology	<a href="http://www.newport.edu/news/school-news/73-approval">http://www.newport.edu/news/school-news/73-approval</a>
PROFESSIONAL SCHOOL OF PSYCHOLOGY 425 University Avenue, Ste. 201 Sacramento, CA 95825 (916) 641-8542	State Approved		Mailing: 3550 Watt Avenue #140 Sacramento CA 95821 Physical: 2411 Manning Street Sacramento CA 95827	Organizational Psychology MA I/O Psychology MA Psychology PSYD	<a href="http://www.psychology.edu/about/degree-granting-authority/">http://www.psychology.edu/about/degree-granting-authority/</a>
RYOKAN COLLEGE 11965 Venice Blvd Los Angeles, CA 90066 (310) 350-7560	State Approved		Same	MA Counseling Psychology MA Psychology PsyD Clinical Psychology	<a href="http://www.ryokan.edu/index.php">http://www.ryokan.edu/index.php</a>
SAN DIEGO UNIVERSITY FOR INTEGRATIVE STUDIES 5703 Oberlin Dr., Ste. 201 San Diego, CA 92121 (656) 638-1999	State Approved		3900 Hamey Street Suite 210 San Diego, CA 92110	PHD Psychology Specialization in Expressive Arts Therapy PHD Psychology Specialization in Sport Psychology PHD Transpersonal Psychology Specialization in Tibetan Buddhist Psychology	<a href="http://sdus.edu/">http://sdus.edu/</a>
SOUTHERN CALIFORNIA PSYCHOANALYTIC INSTITUTE 9024 Olympic Blvd Beverly Hills, CA 90211 (310) 276-2455	New name: New Center for Psychoanalysis 2014 Sawtella Blvd. LA 310-478-6541				<a href="http://www.n-c-p.org/training-analysis-course.asp">http://www.n-c-p.org/training-analysis-course.asp</a>
SOUTHERN CALIFORNIA UNIVERSITY FOR PROFESSIONAL STUDIES 1840 E 17th St, #240 Santa Ana, CA 92705 (714) 480-0800	State Approved known as CALIFORNIA SOUTHERN UNIVERSITY	DETC accredited	930 Roosevelt Irvine, CA 92620	PSYD MA Psychology Master in Science Psychology	<a href="http://www.calsouthern.edu/about-us/accredited-online-degrees/">http://www.calsouthern.edu/about-us/accredited-online-degrees/</a>

TRINITY COLLEGE OF GRADUATE  
STUDIES

1661 N. Raymond Ave., #140  
Anaheim, CA 92801-112  
(714) 992-9110

State Approved

Mailing: 1500 South Mooney Blvd  
Bldg B Visalia 94590  
Physical 3595 Sonoma Blvd #10  
Vallejo CA 94590

<http://www.tcgs.edu/>

**Approved School Pass Rates for EPPP**

Currently there are 12 unaccredited schools in California that are approved by the BPPVE. Pursuant to AB400, the number of approved schools that grant psychology degrees that allow graduates to sit for the CAPsychology license cannot increase.

School	City	2010			2009			2008			2007			2006		
		Applicants	Pass	Fail												
CA Graduate Institute	Los Angeles	26	12	14	42	26	16	33	8	25	24	17	7	19	6	13
CA Institute for Human Science	Encinitas	2	1	1	1	1	0	3	2	1	3	0	3	1	1	0
Center for Psychological Studies	Berkeley	0	0	0	1	1	0	1	0	1	1	0	1	2	1	1
Graduate Center for Child Development and Psychotherapy	Los Angeles	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Institute of Imaginal Studies	Petaluma	5	4	1	10	9	1	1	1	0	5	4	1	3	3	0
Newport University	Newport Beach	6	1	5	3	0	3	1	0	1	3	1	2	2	0	2
Professional School of Psychology	Sacramento	9	2	7	5	3	2	12	4	8	8	3	5	8	4	4
Ryokan College	Los Angeles	30	8	22	25	11	14	34	15	19	21	10	11	3	1	2
San Diego University for Integrative Studies	San Diego	1	0	1	2	0	2	1	0	1	1	1	0	0	0	0
Southern CA Psychoanalytic Institute	Beverly Hills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southern CA University for Professional Studies	Santa Ana	24	6	18	27	8	19	21	3	18	13	5	8	9	2	7
Trinity College of Graduate Studies	Anaheim	6	2	4	11	2	9	5	1	4	7	4	3	3	0	3
<b>TOTAL</b>		109	36	73	128	61	67	112	34	78	86	45	41	50	18	32
<b>PERCENT</b>		33	67	67	48	52	52	30	70	70	52	48	48	36	64	64

**National Pass Rate for EPPP  
n=5006**

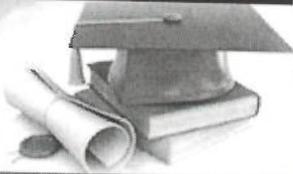
**83% First Timers  
76% Overall**

Approved School Pass Rates for CPSE

Currently there are 12 unaccredited schools in California that are approved by the BPPVE. Pursuant to AB400, the number of approved schools that grant psychology degrees that allow graduates to sit for the CAPsychology license cannot increase.

School	City	2010			2009			2008			2007			2006		
		Applicants	Pass	Fail												
CA Graduate institute	Los Angeles	24	24	0	28	21	7	19	10	9	23	12	11	6	5	1
CA Institute for Human Science	Encinitas	3	1	2	3	3	0	2	0	2	1	0	1	0	0	0
Center for Psychological Studies	Berkeley	0	0	0	1	1	0	0	0	0	1	1	0	1	1	0
Graduate Center for Child Development and Psychotherapy	Los Angeles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Institute of Imaginal Studies	Petaluma	4	3	1	6	6	0	4	3	1	5	4	1	1	1	0
Newport University	Newport Beach	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0
Professional School of Psychology	Sacramento	1	1	0	7	6	1	7	3	4	7	5	2	1	0	1
Ryokan College	Los Angeles	2	2	0	23	16	7	15	10	5	12	8	4	6	6	0
San Diego University for integrative Studies	San Diego	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0
Southern CA Psychoanalytic Institute	Beverly Hills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southern CA university for Professional Studies	Santa Ana	9	7	2	9	7	2	6	3	3	4	4	0	0	0	0
Trinity College of Graduate Studies	Anaheim	5	3	2	2	1	1	5	3	2	4	1	3	2	2	0
<b>TOTAL</b>		48	41	7	79	61	18	58	32	26	60	38	22	17	15	2
<b>PERCENT</b>		85	15		77	23		55	45		63	37		88	12	

List of Regional and National Accrediting  
Agencies from the U.S. Department of  
Education's website



## The Database of Accredited Postsecondary Institutions and Programs

OFFICE OF POSTSECONDARY EDUCATION

### Accreditation > Agency List

Select one of the agencies to view details

[Back to Search](#)

Agency Type / Agency Name	Status
<b>Regional Accrediting Agencies</b>	
<a href="#">Middle States Commission on Higher Education</a>	Active
<a href="#">Middle States Commission on Secondary Schools</a>	Active
<a href="#">New England Association of Schools and Colleges, Commission on Institutions of Higher Education</a>	Active
<a href="#">New England Association of Schools and Colleges, Commission on Technical and Career Institutions</a>	Inactive
<a href="#">New York State Board of Regents, State Education Department, Office of the Professions (Public Postsecondary Vocational Education, Practical Nursing)</a>	Active
<a href="#">North Central Association Commission on Accreditation and School Improvement, Board of Trustees</a>	Active
<a href="#">North Central Association of Colleges and Schools, The Higher Learning Commission</a>	Active
<a href="#">Northwest Commission on Colleges and Universities</a>	Active
<a href="#">Oklahoma Board of Career and Technology Education</a>	Active
<a href="#">Oklahoma State Regents for Higher Education</a>	Active
<a href="#">Pennsylvania State Board of Vocational Education, Bureau of Career and Technical Education</a>	Active
<a href="#">Puerto Rico State Agency for the Approval of Public Postsecondary Vocational, Technical Institutions and Programs</a>	Active
<a href="#">Southern Association of Colleges and Schools, Commission on Colleges</a>	Active
<a href="#">Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges</a>	Active
<a href="#">Western Association of Schools and Colleges, Accrediting Commission for Schools</a>	Inactive
<a href="#">Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities</a>	Active
<b>Nationally Recognized Accrediting Agencies</b>	
<a href="#">Accrediting Commission of Career Schools and Colleges</a>	Active
<a href="#">Accrediting Council for Continuing Education and Training</a>	Active
<a href="#">Accrediting Council for Independent Colleges and Schools</a>	Active
<a href="#">Association for Biblical Higher Education, Commission on Accreditation</a>	Active
<a href="#">Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission</a>	Active
<a href="#">Council on Occupational Education</a>	Active
<a href="#">Distance Education and Training Council, Accrediting Commission</a>	Active
<a href="#">National Accrediting Commission of Career Arts and Sciences</a>	Active
<a href="#">New York State Board of Regents, and the Commissioner of Education</a>	Active
<a href="#">Transnational Association of Christian Colleges and Schools, Accreditation Commission</a>	Active

## Hybrid Accrediting Agencies

<a href="#">Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics</a>	Active
<a href="#">Accreditation Commission for Acupuncture and Oriental Medicine</a>	Active
<a href="#">Accreditation Commission for Midwifery Education</a>	Active
<a href="#">Accrediting Bureau of Health Education Schools</a>	Active
<a href="#">American Academy for Liberal Education</a>	Inactive
<a href="#">American Bar Association, Council of the Section of Legal Education and Admissions to the Bar</a>	Active
<a href="#">American Board of Funeral Service Education, Committee on Accreditation</a>	Active
<a href="#">American Osteopathic Association, Commission on Osteopathic College Accreditation</a>	Active
<a href="#">American Podiatric Medical Association, Council on Podiatric Medical Education</a>	Active
<a href="#">Commission on Accrediting of the Association of Theological Schools</a>	Active
<a href="#">Commission on Massage Therapy Accreditation</a>	Active
<a href="#">Council on Accreditation of Nurse Anesthesia Educational Programs</a>	Active
<a href="#">Council on Chiropractic Education</a>	Active
<a href="#">Joint Review Committee on Education in Radiologic Technology</a>	Active
<a href="#">Midwifery Education Accreditation Council</a>	Active
<a href="#">Montessori Accreditation Council for Teacher Education, Commission on Accreditation</a>	Active
<a href="#">National Association of Schools of Art and Design, Commission on Accreditation</a>	Active
<a href="#">National Association of Schools of Dance, Commission on Accreditation</a>	Active
<a href="#">National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation</a>	Active
<a href="#">National Association of Schools of Theatre, Commission on Accreditation</a>	Active
<a href="#">National League for Nursing Accrediting Commission</a>	Active
Programmatic Accrediting Agencies	
<a href="#">Accreditation Council for Pharmacy Education</a>	Active
<a href="#">American Association for Marriage and Family Therapy, Commission on Accreditation for Marriage and Family Therapy Education</a>	Active
<a href="#">American Dental Association, Commission on Dental Accreditation</a>	Active
<a href="#">American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education</a>	Active
<a href="#">American Optometric Association, Accreditation Council on Optometric Education</a>	Active
<a href="#">American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education</a>	Active
<a href="#">American Psychological Association, Commission on Accreditation</a>	Active
<a href="#">American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology</a>	Active
<a href="#">American Veterinary Medical Association, Council on Education</a>	Active
<a href="#">Association for Clinical Pastoral Education, Inc., Accreditation Commission</a>	Active
<a href="#">Commission on Accreditation of Healthcare Management Education</a>	Active
<a href="#">Commission on Collegiate Nursing Education</a>	Active

<a href="#"><u>Commission on English Language Program Accreditation</u></a>	Active
<a href="#"><u>Commission on Opticianry Accreditation</u></a>	Inactive
<a href="#"><u>Council on Education for Public Health</u></a>	Active
<a href="#"><u>Council on Naturopathic Medical Education</u></a>	Active
<a href="#"><u>Joint Review Committee on Educational Programs in Nuclear Medicine Technology</u></a>	Inactive
<a href="#"><u>Kansas State Board of Nursing</u></a>	Active
<a href="#"><u>Liaison Committee on Medical Education</u></a>	Active
<a href="#"><u>Maryland Board of Nursing</u></a>	Active
<a href="#"><u>Missouri State Board of Nursing</u></a>	Active
<a href="#"><u>Montana State Board of Nursing</u></a>	Inactive
<a href="#"><u>National Association of Nurse Practitioners in Women's Health, Council on Accreditation</u></a>	Active
<a href="#"><u>National Council for Accreditation of Teacher Education</u></a>	Active
<a href="#"><u>New York State Board of Regents, State Education Department, Office of the Professions (Nursing Education)</u></a>	Active
<a href="#"><u>North Dakota Board of Nursing</u></a>	Active
<a href="#"><u>Teacher Education Accreditation Council, Accreditation Committee</u></a>	Active

[Click here for more information about Accreditation in the U.S.](#)

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:15 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: ASPPB Comments on CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <erodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:17:13 PM PDT  
**To:** Steve DeMers <sdemers@asppb.org>, Joe Rallo <drjoerallo@gmail.com>  
**Cc:** Emil Rodolfa <erodolfa@ucdavis.edu>, "Robert@DCA Kahane" <Robert.Kahane@dca.ca.gov>  
**Subject:** **ASPPB Comments on CA State Approved Schools**

Dear Dr. DeMers and Dr. Rallo:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on graduates from approved schools ability to become licensed as a psychologists in other jurisdictions in the United States. If jurisdictions do not allow graduates from approved schools to be licensed, can you help us understand your rationale for their decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane

Vice President, State of California Board of Psychology Executive Officer  
Chair, BOP Credentials Committee Board of Psychology

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Emil Rodolfa, Ph.D., Director  
Counseling and Psychological Services  
Student Health and Counseling Services  
University of California, Davis  
Davis, CA 95616  
[erodolfa@shcs.ucdavis.edu](mailto:erodolfa@shcs.ucdavis.edu)  
[www.shcs.ucdavis.edu](http://www.shcs.ucdavis.edu)

Hi Emil:

Here is the chart I spoke with you about. There are only 2 jurisdictions (CA and Puerto Rico) who do not require at least regional accreditation.

All of the jurisdictions that require APA/CPA/Joint Des. obviously also require regional accreditation.

Good Luck

Carol

Specific National (US only) Standards Accreditation Summary

Jurisdiction	Regional	APA	Designated/APA	Designated	Other
Alabama	X				
Alaska	X				
Arizona	X				
Arkansas	X				
California					
Colorado	X				X
Connecticut	X				
Delaware	X				
District of Columbia					
Florida		X	X		
Georgia		X			
Hawaii	X				
Idaho	X				
Illinois	X				
Indiana	X				
Iowa					
Kansas	X		X		
Kentucky	X				
Louisiana	X				
Maine	X				
Maryland	X				
Massachusetts					
Michigan	X			X	
Minnesota	X				
Mississippi					
Missouri	X	X			
Montana					
Nebraska	X	X			
Nevada	X				
New Hampshire	X				
New Jersey	X				
New Mexico	X				
New York	X		X		
North Carolina	X				
North Dakota	X				

Specific National (US only) Standards Accreditation Summary

Jurisdiction	Regional	APA	Designated/APA	Designated	Other
Ohio	X				
Oklahoma	X				
Oregon		X			
Pennsylvania			X		
Puerto Rico					X
Rhode Island	X				
South Carolina	X				
South Dakota	X				
Tennessee			X		
Texas	X				
Utah	X				
Vermont	X				
Virgin Islands	X				
Virginia	X				
Washington	X				
West Virginia	X				
Wisconsin	X				
Wyoming	X				
<b>TOTAL</b>	<b>40</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>2</b>
					<b>0</b>

Excerpt from The Examination for Professional Practice in Psychology:  
New Data – Practical Implications

### **SAMPLE**

During the time period from April 2008 through July 2010, 7402 doctoral level candidates took the EPPP. Data from the 6937 candidates (94% of the sample) who responded to the question regarding gender indicate that 75% of the candidates were female and 25% were male. Forty-eight percent were from PsyD programs, 51% were from PhD programs, and the other one percent was from EdD, joint degree, or respecialization programs.

### **PROCEDURE**

The database used for this paper includes the scores and questionnaire responses of all doctoral candidates who applied for the EPPP electronically during the time period April 2008 through July 2010.

## **RESULTS**

### **GENERAL PASS RATE FINDINGS**

Approximately 76% of all candidates during the time period assessed who indicated they were applying to take the examination based on a doctoral degree ( $N = 7402$ ) received a passing score, while 82% of the doctoral candidates who took the test for the first time ( $N = 6100$ ) passed. Much of the difference between these two pass rates can be accounted for by the fact that a higher percentage of those who initially failed the exam also failed on subsequent attempts when compared with test-takers in general (non-first timers,  $N = 1302$ , passed at a 47% rate). The difference in pass rates between first-timers and non-first timers was statistically significant, with the effect size relatively strong ( $\chi^2 = 693.71$ ,  $df=1$ ,  $p < .001$ ,  $\phi = .31$ ).

### **PASS RATE by TRAINING VARIABLES**

An important perception in the field of psychology is that accreditation of the training program is an important determinant of quality (cf., Nelson, Belar, Grus, & Zlotlow, 2008). The pass-rate data from this data set support that contention. Those candidates from degree programs that were accredited by either the American Psychological Association (APA) or the Canadian Psychological Association (CPA) (6320 candidates) passed at the rate of 78%, while those from programs not accredited by APA or CPA (905 candidates) passed at the rate of 58% ( $\chi^2 = 179.33$ ,  $df = 1$ ,  $p < .001$ ,  $\phi = .16$ ).

Of the 4750 candidates who responded in the affirmative to the question of whether their internships were APA or CPA accredited or were APPIC member programs, 82% received passing scores on the EPPP. Of the 1891 who responded no, 68% passed. In addition, interestingly, 544 did not know whether their internship was accredited (of whom 58% passed) and 175 had not had a pre-doctoral internship (of whom 59% passed) ( $\chi^2 = 285$ ,  $df = 3$ ,  $p < .001$ ,  $\phi = .2$ ).

### **INDIVIDUAL PROGRAM ANALYSIS**

The multivariate analysis did reveal that there were certain programs whose students had relatively poorer pass rates on the EPPP. Computation of the pass-rate data on those programs, using 60% pass rate as the cut-off level, revealed the following: There were 37 programs (8% of all accredited or designated programs) with the lowest average pass rates, 53.2%, for their students. In contrast, programs at the 50<sup>th</sup> percentile or above had an average pass rate of 92.3%. These bottom 37 programs accounted for 647 of the 1379 EPPP failures (46.9%). In addition, 15 programs with pass rates below 60% (13 PsyD, two PhD) accounted for 535 of the 1379 EPPP failures (38.8%), while accounting for 1074 of the total number of candidates taking the examination (16.5%).

## **DISCUSSION**

There are also a number of academic programs whose students are relatively unsuccessful with the EPPP, but who are more successful in finding internships. It would be of interest to know whether the internships those students attended were APA/CPA accredited, were APPIC members, or neither. In other words, these students from poorer performing programs may have attended internship programs that had not been held up to the scrutiny of the profession, which would raise particular concerns about the quality of their overall training. Further research should explore the impact of these sequence of training issues on the licensure process.

What is clear is that a small number of accredited programs have disproportionately poor outcomes, which may hinder their students from entering the profession. This creates a significant challenge for psychology, not only in terms of protection of the public, but for the integrity of the profession. We do not know whether the lower passing rates on the EPPP are due to the quality of the educational instruction in those graduate programs or internships, to the quality of the students accepted, or to some other variable. Whichever is the case, however, we believe that the programs are ultimately responsible for the outcome of their students, whether the reasons for lower pass rates on the EPPP are due to inadequate quality of instruction or inadequate quality of admission decisions.

We believe that there are important ethical considerations for our profession in these data. Programs have an ethical obligation to provide some level of assurance that students who spend years of their lives and tens to hundreds of thousands of their dollars be able to pursue the profession for which they are being trained. We believe there is an ethical imperative for faculty to ensure that the students under their guidance can be licensed in due course, as that is the ultimate goal of most psychology trainees and the reason they attend graduate school. And, we believe that the kinds of outcomes demonstrated by our data should have important implications for decisions that are made both by students who pursue graduate training and by accrediting agencies that oversee the quality of training in educational institutions.

## CONCLUSIONS

Based on the findings from the review of this data set, we believe the following conclusions are appropriate:

1. Applicants for graduate training choose doctoral programs for a variety of reasons, including program goals, faculty mentors, reputation, areas of study, and geography, to name a few. Based on our findings, we recommend that these applicants also include EPPP pass rate of the programs' students as a factor in their choosing a graduate program. Such data will provide them with more important information regarding ultimate licensure, one consequential measure of training success, than type of degree or specialty area of study.
5. In analyzing the programs with the students who had the lowest average pass rates on the EPPP, we chose as a cut-off a 60% pass rate. That is a largely arbitrary cut-off point, chosen because a relatively small number of programs fell below that point (37 out of 466), with a strikingly disproportionate percentage of the total failures on the examination (47%). Additional discussion in the field of what an acceptable pass rate for an accredited program might be seems warranted.
6. Based on these data, it appears that additional conversations, perhaps difficult conversations, examining graduate level training in psychology will be beneficial to the profession and the students we train. It would be useful for the profession and for training associations to develop a suitable response to specific programs that appear to do a relatively poor job of preparing their students for entry into the profession of psychology. Specifically, we believe that pass rate on the EPPP should be one important variable influencing whether a graduate program receives APA or CPA accreditation.

Schaffer, Rodolfa, Owen, Lipkins, Webb, Horn (2011) to be published in Training and Education in Professional Psychology

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:15 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: NR Comments on CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <errodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:17:30 PM PDT  
**To:** judy Hall <judy@nationalregister.org>  
**Cc:** Emil Rodolfa <errodolfa@ucdavis.edu>, "Robert@DCA Kahane" <Robert.Kahane@dca.ca.gov>  
**Subject:** NR Comments on CA State Approved Schools

Dear Dr. Hall:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on graduates from approved schools ability to become certified by the National Register of Health Service Providers in Psychology (NR). If the NR does not allow graduates from approved schools to be certified, can you help us understand your rationale for your decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane

Vice President, State of California Board of Psychology Executive Officer

Chair, BOP Credentials Committee Board of Psychology

-----  
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Emil Rodolfa, Ph.D.  
Chair, California Board of Psychology  
Re: CA Accredited Schools

Dear Emil:

In 1989 the National Register wrote a letter in support of legislation requiring all California schools to be regionally accredited in order to graduate license-eligible students. Although that bill was approved by the State Assembly, it was later amended in the State Senate and eventually returned to the Assembly for reconciliation in August 2000. The result was an amended bill which, through a grandparenting provision, allowed and still allows graduates from unaccredited CA-based schools to qualify for licensure in California. That bill, AB400, did pass.

The letter that we sent in support of requiring regional accreditation is attached to the email, and was printed in the January 1999 issue of the *California Psychologist*. None of the facts presented then have changed. Regional accreditation is a minimum and necessary standard for an educational institution to offer educational programs. However, regional accreditation of an institution is not sufficient to define an acceptable doctoral program in psychology. In the United States there are two mechanisms for evaluating doctoral programs: Accreditation by the Committee on Accreditation (COA) and Designation by the ASPPB/National Register Designation Project. These bodies are a valuable resource to state boards and credentialing organizations in their evaluation of applicants for licensure.

With regard to the evaluation of CA licensed psychologists who apply for credentialing by the National Register, the minimum requirement is that the doctoral program is COA accredited, CPA accredited or ASPPB/National Register Designated at the time of the applicant's graduation. (Foreign applicants are evaluated to determine if their program meets the designation criteria.) Thus no graduate of a CA state accredited school is eligible for credentialing by the National Register. By now most graduates have learned that they are not eligible, although a few apply anyway. (It is not clear to me when they learn the restrictiveness that results from enrollment in these programs.) As is obvious, none have been approved for National Register credentialing.

In addition, supervision during the internship or in the postdoctoral year must also be from a psychologist who graduated from an approved program, as described above. Thus, students from acceptable programs must be careful not to be supervised by a psychologist who graduated from one of the state accredited schools. The National Register has to obtain degree information on each CA licensed psychologist to determine if the psychologist graduated from a regionally accredited institution. See attached article written for APPIC on internship pitfalls (although this standard also applies to the postdoctoral year).

Finally, there is another limitation on these licensed psychologists: they have no licensure mobility. Because they have not completed an approved program, they must remain in CA if they wish to continue to practice as a psychologist. It is possible that a few have slipped through the cracks in other states, simply because the state board might not have checked the yearly publication of accredited institutions nor been aware that the category of CA State Accredited Programs did exist, but virtually all of these graduates are restricted to practice in CA.

The most troubling aspect is that these CA state accredited schools are not always forthcoming with prospective students about the limitations which will be place upon their careers. I do not know the costs of enrolling in these programs but it is a shame that some students pay significant tuition to these institutions for an education that does not meet national standards. I believe it would be fairer to students to only permit enrollment in institutions with regional accreditation, given that they are more vulnerable to making decisions now that may limit them in the future.

Thank you for this opportunity to comment on this issue. I hope that CA revisits this and is successful in passing the bill originally introduced in 1989. As is obvious from the exam data the programs are not going away. In the meantime CA consumers are being treated by psychologists who do not meet licensure standards in any other state.

Sincerely,

Judy Hall

Judy E. Hall, Ph.D.

Executive Officer, National Register of Health Service Providers in Psychology  
1120 G St NW, Washington DC 20005

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# Implications Of California's Failure To Adopt The National Standard In Psychology Training

by Judy E. Hall, Ph.D.



California provisions allowing psychologists who are graduates of unaccredited schools to be eligible for licensure has created problems and confusion not only for California psychologists, but also for professional associations, credentialing organizations and licensing boards throughout the United States and

Canada. Here is some background and history from the perspective of the National Register, a credentialing organization.

In 1977, the guidelines for defining "Doctoral Degree in Psychology" were developed at an education and credentialing meeting attended by representatives of the major professional psychology organizations. These organizations included the American Psychological Association, the American Board of Professional Psychology, the Association of State and Provincial Psychology Boards and the National Register. The guidelines were a compilation of characteristics that identify an acceptable psychology doctoral program; most of the groups who were represented at the meeting identified regional accreditation as a qualifying standard for a degree-granting institution. For example, since its inception in 1974, the National Register has required that members receive a doctoral degree from a regionally accredited school or university.

## Purpose Of Regional Accreditation

One basic reason for the widespread adherence to the standard of regional accreditation is the assurance it provides that an educational institution's meeting a recognized, uniform set of standards. In most countries, the establishment and regulation of educational standards is the responsibility of the central government. However, in the United States, education was established as a responsibility of the individual states. Therefore, regional accreditation has become the mechanism by which educational standards are established, maintained and publicly known on a national basis. Although regional accreditation is a voluntary, privately operated service, it has come to be recognized by the federal government and state governments as a factor in decisions regarding public funding for educational institutions and for individual students.

The fact that the regional-accrediting bodies are independent bodies evaluating on a general, institutional basis

(rather than specific fields or programs) helps to maintain their integrity to ensure and promote quality of education. The accreditation evaluating process consists basically of a site visit by a team that includes experienced educators. The site visit team evaluates standardized material submitted by the institution and submits a report to the accrediting commission, which does the final evaluation. The involvement of the two groups in making the accreditation decision helps maintain the integrity of the review. The integrity is further maintained by the fact that the regional-accrediting bodies are evaluated themselves by a private, independent organization, currently the Council for Higher Education Accreditation (CHER).

## Dual Standard

As indicated above, the recognition of unaccredited education for psychologists in California has been an issue of concern to professional psychology organizations and state boards of psychology because of the precedent it establishes for a dual standard for the licensing of psychologists. The fundamental goal in developing the guidelines was to create a uniform set of standards for psychology doctoral programs that are recognized in all 50 states. Underlying this goal is the conviction that it is the best way to serve both the public and the profession of psychology. For many years, regional accreditation has been the minimum national standard for identifying acceptable educational institutions throughout the country. In my view, there is no discernible reason to change that standard.

## Misguiding Of Students

The National Register has concluded from its communications with graduates of state approved schools that many of their institutions do not inform their students of the limitations and outcomes of completing their doctoral programs in an unaccredited school. Many of these graduates who have expressed interest in becoming listed in the *National Register of Health Service Providers in Psychology (National Register)* were surprised to learn that their training did not meet the minimum requirements for the National Register. They were equally surprised to learn that they did not meet the minimum requirements for licensure in other states. In some instances, these graduates were interested in becoming listed in the *National Register* because insurance companies did not find the doctoral program acceptable; and because companies had informed them that a listing in the *National Register* would be the only other way they would qualify for third party payment.

## California Vs. New York State Approved Programs

The National Register's primary concern is not that California has standards for evaluating and accepting educational institutions, but rather that it has standards that do not incorporate the national standard of regional accreditation. In contrast, the State of New York has its own system of approving doctoral programs in psychology. As the New York State Board of Regents is an approved accrediting body under the United States Office of Education, this recognition can substitute for regional accreditation (e.g., Rockefeller University). However, in all other instances the degree granting institution is regionally accredited. For many years I was involved with the review of these training programs. This review involved a comprehensive evaluation of the quality and substance of each doctoral program in psychology and the educational institution in which it was housed. The New York state approval does not provide an alternative to regional accreditation, but a separate evaluation process in addition to regional accreditation by which, in the interest of the public, the state is assured that its own standards of quality in education and professional training have also been met.

### Conclusion

In light of the reasons summarized above, the National Register strongly supports the California Psychological Association's move toward regional accreditation as the minimum training standard for psychology licensure in California.

*Dr. Hall is the Executive Officer of the National Register of Health Service Providers in Psychology.*

### For Your Information

"The APA Model Act for State Licensure of Psychologists states that "by 1995 all applicants for licensure must minimally be graduates of a regionally accredited institution of higher education..." The Model Act serves as a prototype for drafting state legislation regulating the practice of psychology."

*Billie J. Hinnefeld, J.D., Ph.D.,  
Director Legal and Regulatory  
Affairs, APA Practice Directorate*



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### Pitfalls in Internship Selection

Now that the 2009 match date for internships is in the past, the majority of applicants for internships can catch their breath. Others less fortunate must submit their qualifications to the clearinghouse and look for other ways to find a suitable internship training experience to complete their doctoral training. Those who have not matched have options, and most will find suitable training sites. However, they must be careful in their decision making. These future professionals must understand that the consequences of their choices may not arise until they complete licensure and credentialing applications several years after the completion of the internship. Those involved in supervising these future professionals have a tremendous responsibility as well.

When I worked in a large internship site early in my career, I did not know that much about internship training and how it related to standards for licensure and credentialing. I have a different perspective now based upon years of evaluating the internship training programs submitted by applicants for licensure (a total of 16 years in two different states) and for credentialing purposes at the National Register of Health Service Providers in Psychology where I have been Executive Officer for 19 years. I have seen many times what can happen when a doctoral student feels, understandably, enormous pressure to locate an internship site. Shortcuts are taken. Often the doctoral student is least qualified to anticipate some of the pitfalls, and that is why this article is oriented towards those who provide internship training, those who select training sites for internship, and those who evaluate internship training.

### Quality Assurance in Internship Training

Doctoral students need to be aware of the types of review mechanisms for internship training. They know about APA/CPA accredited internships but may be less familiar with APPIC internships and how they differ from APA/CPA accredited sites. The majority of students will know very little about CAPIC listed internships, and their characteristics.

Students are often concerned about the risks of not completing an APA/CPA accredited internship. The importance of having an APA accredited internship is one of the most frequent questions I get from students and from applicants for the National Register HSPP credential. I generally start by stating that an APA accredited internship and an APA accredited doctoral program are required for graduates seeking employment in the VA. However, neither is universally required for licensure, credentialing, and other types of employment. Many state boards have adopted the National Register internship criteria into their regulations. Other board may require APA accredited *or* the equivalent and then use the National Register criteria to determine equivalence.

### What are the most common internship problems?

1. Supervisor is licensed as a psychologist, but not at the doctoral level.
2. Supervisor has a doctoral degree in psychology, but the degree is not from a regionally accredited institution.
3. Supervisor has a doctoral degree in psychology from a program that is neither APA/CPA accredited nor ASPPB/National Register Designated.
4. Fewer than two psychologists serve as supervisors.

5. Fewer than two interns are training at the site.

### **Origination of the Criteria for Evaluation of Internship Training**

The current internship criteria developed by the National Register grew out of the reviewers' experience in reviewing large number of applicants (12,000+) during the National Register's grandparenting period (1974-1978). Al Wellner, Ph.D., founding Executive Officer of the National Register, was also chair of the APA Committee on Accreditation during 1974-1979. He and Carl Zimet, Ph.D., Chair of the National Register at that time, suggested to APIC (APPIC's name at that time) that APIC adopt the same criteria to strengthen both organizations effort to identify proper internship training. These events help explain why the criteria adopted at that time by APA, APPIC and the National Register were so similar (Ron Kurz, personal communication, 9/21/93). Although modified independently over the years and with greater detail by APA and APPIC, the three sets of criteria remain very similar. The main difference among the three is that the National Register allows for the internship to occur after the completion of the doctoral degree. For the National Register criteria, go to <http://www.nationalregister.org/internship.pdf>. (See recommended web pages at the end of this article for APPIC and APA criteria)

These criteria were adopted by licensure boards to determine standards for an acceptable internship. Over time small but significant differences in licensing requirements for internship evolved, just as they did for doctoral degrees. Having completed an APA approved internship usually clears all hurdles at the state and national level. However, if the internship is not APA accredited, licensing boards and credentialing organizations examine the characteristics of the internship. In that instance differential outcomes may highlight problems in implementation of the training experience. Some of the examples below may be typical outcomes of the evaluation by a state licensing board or national credentialing organization.

### **The First Dear Applicant Letter**

Dear Applicant:

After a careful review of your application, Internship Confirmation Form, Internship Guidelines Compliance Worksheet, and an additional written explanation received from Dr. X, it appears that the internship program you completed does not meet the Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology.

Next are the several reasons that may be given. Let's examine those pitfalls.

#### **Pitfall 1: Supervisor is licensed as a psychologist but not on the basis of a doctoral degree in psychology.**

One criterion addresses the qualifications of the internship supervisors. Licensure is required for at least one of the two required supervisors. For the National Register and many licensing boards, it is insufficient if the supervisor's license was based upon a master's degree in psychology. For the two individuals who are face to face supervisors and who certify to the credentialing authority the satisfaction of the internship by the applicant, their degrees should be a doctoral degree in psychology. Many licensing boards also want face-to-face supervision provided by psychologists who meet the doctoral standard. Not having doctoral level supervisors may also pose a problem for psychologists

seeking participation in healthcare plans and may be an issue for those seeking expedited mobility. This does not mean that those supervisors may not be competent in supervision; they could serve as adjunctive but not as primary supervisors.

**Pitfall 2: Supervisor is licensed as a Psychologist on the basis of a doctoral degree but not from an institution that is regionally accredited or from a program that is approved by a credible quality assurance mechanism (APA/CPA Accredited Program or ASPPB/National Register Designated Program).**

This is a variation of the first pitfall but in this instance the supervisor's doctoral degree may cause the problem. It is not clear the degree to which accrediting bodies, APPIC, or CAPIC look beyond the supervisor's license and actually examine the origin of the doctoral degrees. The criteria often do not address this issue, and state licensing and national credentialing requirements vary. For example, in CA licensure applicants from state approved schools will now be evaluated on a case-by-case basis to determine whether the degree meets the statutory educational requirement for admission to the CA licensing examination. These are programs which are housed in institutions which are not accredited by one of the regional accrediting bodies approved by the US Department of Education. Thus, knowing that a person is a licensed psychologist in CA does not tell us that the licensee has a doctoral degree which would meet standards for licensure in other jurisdictions or for credentialing by national organizations. If that licensed psychologist starts supervising doctoral students, he/she may unwittingly be creating a future licensing roadblock for the student.

Supervisors who completed a doctoral program in a program which is neither accredited nor designated, even though housed in a regionally accredited institution, do not qualify as acceptable supervisors for the National Register (A list of eligible programs is available at [www.nationalregister.org/designate.html](http://www.nationalregister.org/designate.html).)

A suggested approach to solving this problem is to request a CV from the supervisor and verify that degree from a recognized source such as the National Register, which has on file transcripts of more than 25,000 psychologists. The APA Membership Office or the state board may also be able to verify doctoral degree program, institution, and year of graduation.

All this goes to the issue that licensure is insufficient to qualify someone as a supervisor. It is important for interns to carefully qualify their supervisors in advance.

**Pitfall 3: Remember the Twos: Two psychologists, two interns and two supervision hours face to face**

#### **The Second Dear Applicant letter**

The internship criteria specify that there must be two or more psychologists on the staff as supervisors, at least one of whom was actively licensed as a psychologist by the State Board of Examiners in Psychology. According to your supervisor, he was the only psychologist on staff. There was a second psychologist on staff as a supervisor, but she was there for only two weeks of your training. The drug and alcohol licensed counselor who provided supervision does not fulfill the requirement of having two psychologist supervisors. Apparently there were no arrangements made by the internship to bring in a second acceptable supervising psychologist when the second psychologist left.

### A Third Dear Applicant letter

The internship criteria specify that there must be a minimum of two interns at the site during the applicant's training period. The requirement of two interns makes it appear that there is the potential for a training environment. From the information we received, it was confirmed that you were the only doctoral level psychology intern on site from 09/01/2005 to 08/31/2006. Although your supervisor indicated that you had meetings with doctoral externs and psychology associates periodically, that does not substantiate that an internship level training environment was maintained by the internship program. In addition, participating in professional training and in-service training with staff or professionals in training for other professions does not demonstrate that you interacted with and affected a collegial relationship with other individuals going through doctoral level training in psychology on a regularly scheduled basis.

Or another version of this situation can be described as follows:

The internship criteria specify that there must be a minimum of two interns at the site during the applicant's training period. The requirement of two interns makes it clear that there is the potential for a training environment. From the information we received, it was confirmed that you were the only doctoral level psychology intern on site from 09/01/2000 to 08/31/2001. Dr. X indicated that the program was unable to physically house and fund no more than one intern, and that although there were other training programs in the area, he said she could not arrange joint activities due to scheduling conflicts. Although Dr. X encouraged you to "seek creative ways of connecting with others" because she "valued and understood the loss of collegial contact" you would experience, it does not substantiate that a training environment was maintained by the internship program. In addition, participating in a conference where you met with other interns, and occasionally corresponding with local interns via email or phone does not demonstrate that you interacted with and affected a collegial relationship with other individuals going through doctoral level training on a regularly scheduled basis. There are several APPIC member and APA accredited psychology internship programs in that city which could have provided opportunities for meaningful interaction, support, and socialization with other interns. Accommodations should have been made in advance to ensure that the training needs of the intern took precedence over service requirements for the counseling center.

The solutions to these internship problems lie in the execution of the criteria. In the first instance, the internship director should have made immediate plans to bring in another qualified supervisor, signed a contract with that person, and notified the interns so that their internship would later qualify. This would be the basis for the letter that would accompany the internship confirmation form to the state board or the credentialing body of the special circumstances for that year. Similarly with the last two examples, it would appear that the experience was really more like that of an employee and that creating a training environment was really not the foremost consideration. Unfortunately, interns may not appreciate these necessities but they are the ones held accountable.

### Pitfall 4: Good intentions: bad implementation

The National Register and most state licensure boards ask if the internship was APA approved at the time of the applicant's training. If the answer is no, the next question is if the internship was APPIC listed at the time. Failing to be APPIC listed typically means that the internship must be individually examined to determine if the internship meets the 12 widely accepted criteria.

It is not infrequent that in response to a question about whether the internship meets APPIC standards, the internship supervisor states that "the program was designed to follow APPIC guidelines." However, by examining the history of the internship in the APPIC Directory over the years, it was determined that the internship did not qualify until many years later for APPIC approval (and may not have even applied until many years later). As a result, at the time this individual was admitted, the internship may not have met criteria.

How is this assessed by the National Register and licensing boards? First, for any internship that is not accredited or APPIC listed, a copy of the internship brochure from that time period is generally requested. Invariably, the internship director sends a copy of the current brochure, if that even exists, stating that no copies of the brochure from 19XX exist. This has happened so frequently that at the National Register we now routinely ask that the internship director complete a form and describe in their own words how the internship met each of the 12 criteria *at the time* the applicant was in training. We have found that to be more helpful than simply relying on a brochure because the content and quality of the brochures vary tremendously.

Internships listed by CAPIC present a special challenge ([www.capic.net](http://www.capic.net)). Most internships submitted as part of an application for the National Register credential are APA accredited or APPIC listed. Only a few are CAPIC listed. It is the latter group that is less well known especially outside of CA. In addition to the unfamiliarity, most of the CAPIC listed internships are half time and many do not fund interns, thus the intern may have difficulty getting licensed in states if unpaid internships are unacceptable. According to the survey results of students published in the APPIC Newsletter in November 2008, 19% of Ph.D. programs and 45% of Psy.D. programs would allow students to apply for an unfunded internship. Even so, lack of intern funding now makes internships ineligible to qualify for APPIC listing.

While half time internships pose no problem, it is important that the two half time internships be part of an organized sequence of training for the future psychologist. Often the search for qualified internships in today's competitive environment drives the applicant to find any internship. Thus, for CAPIC internships or for internships that existed prior to APPIC approval, the completion of the internship form is an essential part of the quality assurance review by the National Register. For some individuals the half time internships are essential to their life style and education sequence. Secondly, with the competition for internship training it is important that internships have an opportunity to demonstrate whether they meet standards.

Thus, I was surprised to hear from a doctoral student at one of my recent presentations on credentialing and licensure that her doctoral program supervisor suggested that she should not pursue a CAPIC listed internship. I would not feel comfortable making that statement myself. I think it is a criterion based and empirical issue state by state and organization by organization. It is a different issue if the doctoral program requires an APA approved or APPIC listing internship.

Finally there is another category of internships which occasionally are presented for licensure or credentialing purposes: internships that are created to fill a need for a particular student. These are the most dangerous from the perspective of satisfying the professional goals of the student. Urgency may trump qualified training. Creating an internship out of a work setting is often unsuccessful. In the first place there is the requirement for two interns in training at the same time. That means recruiting another individual for training purposes. Secondly, converting an employee into an intern means that the need for the training environment supersedes service needs. This is not to say that service needs are

not important but balance must be achieved. In this situation a contract is essential to protecting the student and making clear the characteristics of a training site. In most instances it will be necessary for the former employee to be assigned to a different location with new supervisors if the employment setting is serious about creating a training environment. It can be done. It just has to be carefully implemented.

### **International training sites**

In the past five years or so I have seen increasing interest from doctoral students in obtaining experience working in foreign countries. Many of these students would like to complete an internship abroad. Even though internship training in some countries may not be as developed as our criterion-based system in the US and Canada, students should find out in advance if the experience would count for US licensure. One barrier is the qualifications of the supervisors. Is there governmental licensure in that country, and if so, is the license based upon a requirement of having a doctoral degree in psychology? Often the answer to both questions is no. If licensure exists it is typically at the master's level in psychology. Finally, training in some European countries may be available only in psychotherapy training institutes as opposed to health service delivery systems. Unlike the US, some countries have two recognition systems or approaches to psychologists, one of which is as a psychotherapist. For these many other reasons related to structural barriers (work permits) and cultural barriers (language and culture) it is a challenge for US trained students. I am willing to try to advise these students if they are interested. Simply suggest that they email me at [judy@nationalregister.org](mailto:judy@nationalregister.org)

### **What could be done by internship directors to solve some of these problems?**

1. Certify Internship for all Interns at the time of Completion:  
Internship directors should complete and sign the NR Internship Confirmation Form for each intern at the end of the year and then submit a copy to the National Register credentials bank. The National Register will serve as a bank for those forms until they are reviewed formally at the request of the applicant at the time of credentialing. At the same time supervisors should keep a copy and give a copy to the intern. Attach a copy of the brochure for that year to the form that you keep and be certain that the internship brochure is dated. Then at the time the intern applies for a license you will have in your files a contemporaneously completed form which attests to satisfactory completion of an internship. The internship form is available online at [www.nationalregister.org/internship.pdf](http://www.nationalregister.org/internship.pdf)
2. Bank Official Descriptions of Internship:  
Keep copies of dated internship brochures and descriptions, especially when the program is not APA accredited or APPIC /CAPIC listed for each year that the internship is in existence. Keep a list of the names in the internship class by year. This contemporaneous information is typically needed when former interns apply for licensure and the National Register HSPP credential. As both applications typically occur several years after the completion of the internship, each year's description or contract with the student is critical to have on file and dated.
3. Determine that Supervisors at the Internship Site Meet Professional Standards:  
At the time that the supervisor is chosen to be part of the internship staff, obtain accurate and verified information on education and training and licensure. Then keep dated copies of CVs on file. When former interns apply for NR, licensure, or other credential, the credentials of the supervisors may be questioned. Be certain that doctoral degree institution, program completed and date of degree are provided in response to questions about the credentials of the internship staff. As indicated previously, hiring supervisors who have completed a doctoral program from an institution that is regionally accredited but not APA Accredited or ASPPB/National Register

Designated may not be sufficient to meet standards for the profession. The degree must be from a program that is accredited, designated or determined by a credible authority to be the equivalent. For instance, for credentialing by the National Register, state accreditation of an institution/program is insufficient to qualify a person as an acceptable supervisor, even if the supervisor is licensed as a psychologist. To do so would mean that a standard for supervisors is lower than what is expected for applicants for credentialing by the National Register.

Other Resources

[http://www.apa.org/ed/accreditation/qrg\\_interns.html](http://www.apa.org/ed/accreditation/qrg_interns.html)

[http://www.appic.org/about/2 3 1 about policies and procedures internship.html](http://www.appic.org/about/2_3_1_about_policies_and_procedures_internship.html)

### **About the Author**

Judy E. Hall, Ph.D., has been the Executive Officer of the National Register of Health Service Providers in Psychology since 1990. Before that she was the Executive Secretary for the New York State Board for Psychology for 12 years. She has served as President of the Association of State and Provincial Psychology Boards and Chairperson of the APA Board of Professional Affairs and APA Ethics Committee. Dr. Hall co-edited *Global Promise: Quality Assurance and Accountability in Professional Psychology* (Oxford, 2008). She is Fellow of APA.

For more information on the National Register, see [www.nationalregister.org](http://www.nationalregister.org).

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:15 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: NCSPP Comments on CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <erodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:15:29 PM PDT  
**To:** Wendy Paszkiewicz <paszk@adler.edu>, ncspp@cox.net  
**Cc:** Emil Rodolfa <erodolfa@ucdavis.edu>, "Robert@DCA Kahane" <Robert.Kahane@dca.ca.gov>  
**Subject:** NCSPP Comments on CA State Approved Schools

Dear Dr. Paszkiewicz and Ms. Beeff:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on the approved schools in psychology ability to become a member of NCSPP. If NCSPP does not allow California Approved Schools to become a member of your association, can you help us understand your rationale for the NCSPP decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane,

Vice President, State of California Board of Psychology Executive Officer

Chair, BOP Credentials Committee Board of Psychology

-----  
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e-Mail: [erodolfa@ucdavis.edu](mailto:erodolfa@ucdavis.edu)  
Telephone: (530) 752-9131  
Fax: (530) 752-9923

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On Nov 1, 2011, at 7:05 AM, Paszkiewicz, Wendy wrote:

November 1, 2011

Drs. Rodolfa and Kahane –

I am writing in response to your request for information about California Approved Schools and their ability to become a member of NCSPP. NCSPP does not have a formal policy about state approval in the absence of regional accreditation. We do, however, have membership categories and regional accreditation is required for both classes of membership within NCSPP.

In order to be eligible for full membership in NCSPP a doctoral level program in psychology must be accredited by the American Psychological Association, and thus needs to be regionally accredited. Associate members include programs within an institution with either provisional or full accreditation by a regional accrediting body recognized by the United States Department of Education. Such programs must offer doctoral training in professional psychology but need not be accredited. Programs are not eligible for associate or full membership with state approval only.

We believe it is essential for all NCSPP members to have regional accreditation for the purposes of quality assurance and institutional and program improvement. It is also our belief that specialized accreditation, such as APA-accreditation, is valued and we encourage and provide mentoring to our Associate member programs to seek this status. Sincerely,

Wendy B. Paszkiewicz, PsyD

President, NCSPP

Wendy Paszkiewicz, PsyD  
Adler School of Professional Psychology  
Associate Vice President of Academic Affairs  
President, National Council of Schools and Programs in Professional Psychology  
17 N. Dearborn  
Chicago, IL 60602  
312-662-4211

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**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:15 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: ABPP Comments on CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <erodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:15:51 PM PDT  
**To:** "David R. Cox, PhD, ABPP" <drcox@abpp.org>  
**Cc:** Emil Rodolfa <erodolfa@ucdavis.edu>, "Robert@DCA Kahane" <Robert.Kahane@dca.ca.gov>  
**Subject:** **ABPP Comments on CA State Approved Schools**

Dear Dr. Cox:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on graduates from approved schools ability to become Board Certified through the American Board of Professional Psychology (ABPP). If ABPP does not allow graduates from approved schools to be board certified, can you help us understand your rationale for your decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane

Vice President, State of California Board of Psychology Executive Officer

Chair, BOP Credentials Committee Board of Psychology

-----  
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[www.shcs.ucdavis.edu](http://www.shcs.ucdavis.edu)

Dear Dr. Rodolfa and Mr. Kahane:

I will gladly respond to your inquiry, as this is an issue that I have found poses difficulties for some individuals who seek to advance their career as a psychologist by either becoming board certified through the American Board of Professional Psychology (ABPP) and/or becoming licensed in another jurisdiction.

It has long been a requirement of ABPP, as well as many other psychology organizations and jurisdictions, that an individual must graduate from a doctoral degree program in an institution that has at least been accredited by a regional accrediting body (e.g., the Western Association of Schools and Colleges or similar). It is generally preferable that the degree program be accredited by the American Psychological Association (APA) or an ASPPB/NR designated program (and for those programs accredited/designated, regional accreditation of the degree granting institution is a requirement). ABPP expects the candidate's doctoral training to meet a minimum standard of rigor as well as include training in the foundational areas of psychology through a relatively standard course of study. Regional accreditation has been the minimum level acceptable for an institution; regional accreditation of the institution helps assure credentialing/licensing boards that the institution has met standards that the psychology education profession has deemed acceptable for minimal requirements for education – it should be noted that regional accreditation in and of itself does not apply to the education degree program, per se, but rather to the institution. Further review of the graduate program from which an individual has graduated is also a requirement for ABPP, and for many jurisdictions.

It has been my experience that many students appear to not understand the implications of graduating from a program at an institution that is not, at a minimum, regionally accredited. Further, many such applicants from California state approved programs often seem to be of the impression that the doctoral degree program from which they graduated is acceptable for ABPP Certification and/or licensure in other jurisdictions because they have been led to believe that the program was “in the process of applying” for APA accreditation, or they simply did not realize that most jurisdictions would require that the degree be from a regionally accredited institution in order to be license-eligible. They are often sorely disappointed and, at times, outright angry that they did not know this or were “misled” by the degree granting institution.

All of this impacts protection of the consumer of psychological services. Professional psychology has established minimal entry expectations that include regional accreditation. The emphasis here is on minimal; essentially, there is a consensus that residency in the program is also a significant requirement (in other words, regional accreditation of distance learning program may not meet the current professional expectations). To have institutions that are not accredited accepted by a state licensing board leads to licensing individuals in one state who will very likely not be eligible for licensure in any other jurisdiction. Thus, this situation results in one state determining that eligibility for licensure is acceptable below the standard widely accepted within our profession.

Why the California Board of Psychology would feel that its constituents do not deserve the same minimal standards expected nationally within the profession of psychology is

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:15 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: APPIC Comments on the CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <errodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:14:57 PM PDT  
**To:** Jeff baker <jeffbaker@appic.org>, "eugene d'angelo" <Eugene.DAngelo@childrens.harvard.edu>  
**Cc:** Emil Rodolfa <errodolfa@ucdavis.edu>, Robert <Robert.Kahane@dca.ca.gov>  
**Subject:** APPIC Comments on the CA State Approved Schools

Dear Dr. Baker and Dr. D'Angelo:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on the ability of students from CA state approved schools to participate in the National Psychology Internship Match Program coordinated by APPIC. If APPIC does not allow students from California Approved Schools to participate in the National Psychology match, can you help us understand your rationale for the APPIC decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane,

1/31/2012

Vice President, State of California Board of Psychology Executive Officer  
Chair, BOP Credentials Committee Board of Psychology

-----  
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[www.shcs.ucdavis.edu](http://www.shcs.ucdavis.edu)

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

Eugene J. D'Angelo, PhD, ABPP  
Chief, Division of Psychology  
Director, Outpatient Psychiatry Service  
Linda and Timothy O'Neill Chair in Psychology  
Department of Psychiatry  
Children's Hospital Boston  
300 Longwood Avenue  
Boston, Massachusetts 02115

Associate Professor of Psychology  
Department of Psychiatry  
Harvard Medical School

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:15 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: VAPTC Comments on the CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <erodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:14:24 PM PDT  
**To:** "Stephen R. McCutcheon" <Stephen.McCutcheon@va.gov>  
**Cc:** Emil Rodolfa <erodolfa@ucdavis.edu>, Robert  
<Robert\_Kahane@dca.ca.gov>  
**Subject:** VAPTC Comments on the CA State Approved Schools

Dear Dr. McCutcheon:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about the Veteran's Administration view of approved schools and their graduates. Specifically can you provide comment on the ability of students from CA state approved schools to receive internship training at Veterans Administration Institutions. If the VA does not allow students from California Approved Schools to receive training at VA institutions, can you help us understand the rationale for the VA decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane,

Vice President, State of California Board of Psychology Executive Officer

Chair, BOP Credentials Committee Board of Psychology

-----  
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DEPARTMENT OF VETERANS AFFAIRS  
Puget Sound Health Care System  
1660 South Columbian Way Seattle, WA 98108-1597

November 14, 2011

In Reply Refer To: 116

Emil Rodolfa, Ph.D.  
Director  
University of California, Davis  
CAPS - Counseling and Psychological Services  
North Hall  
One Shields Avenue  
Davis, CA 95616-8568

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.

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:16 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: APA Comments on CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <erodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:18:23 PM PDT  
**To:** Catherine Grus <CGrus@apa.org>  
**Cc:** Emil Rodolfa <erodolfa@ucdavis.edu>, "Robert@DCA  
Kahane" <Robert.Kahane@dca.ca.gov>  
**Subject:** **APA Comments on CA State Approved Schools**

Dear Dr. Grus:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on graduates from approved schools ability to become a member of the American Psychological Association (APA). If APA does not allow graduates from approved schools to be a member, can you help us understand your rationale for your decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane,

Vice President, State of California Board of Psychology Executive Officer

Chair, BOP Credentials Committee Board of Psychology

-----  
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[www.shcs.ucdavis.edu](http://www.shcs.ucdavis.edu)

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [erodolfa@shcs.ucdavis.edu]  
**Sent:** Tuesday, January 31, 2012 10:16 AM  
**To:** Snyder, Lavinia@DCA  
**Subject:** Fwd: CoA Comments on CA State Approved Schools

Begin forwarded message:

**From:** Emil Rodolfa <erodolfa@ucdavis.edu>  
**Date:** October 16, 2011 8:18:08 PM PDT  
**To:** Susan Zlotlow <szlotlow@apa.org>  
**Cc:** Emil Rodolfa <erodolfa@ucdavis.edu>, Robert  
<Robert\_Kahane@dca.ca.gov>  
**Subject: CoA Comments on CA State Approved Schools**

Dear Dr. Zlotlow:

We are writing to you on behalf of the State of California Board of Psychology (BOP) Credentials Committee. The BOP is reviewing qualifications for licensure and how qualifications affect the practice of psychology and the education of psychologists.

As you may know, the State of California sanctions the doctoral education of psychology students from State Approved Schools. Currently there are 12 approved schools of psychology in California that are allowed to have their students seek and obtain licensure in California.

California State Approved Schools are not regionally accredited. The BOP would like to understand the impact of an education at a state approved school and requested that the Board's Credentials Committee seek information about the profession's view of these schools and their students. As a result I am writing to you, to ask if you can provide information about your association's view of approved schools and their graduates. Specifically can you provide comment on the approved schools/programs in psychology ability to become accredited by the American Psychological Association Commission on Accreditation (CoA). If CoA does not allow California Approved Schools to become accredited, can you help us understand your rationale for the CoA decision.

We would greatly appreciate a response by November 7, 2011, so we are able to discuss this issue at our November Board Meeting. Thank you very much for your response to this request.

Sincerely,

Emil Rodolfa, Ph.D. Robert Kahane,

Vice President, State of California Board of Psychology Executive Officer

1/31/2012

Chair, BOP Credentials Committee Board of Psychology

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AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

Education Directorate

November 2, 2011

Emil Rodolfa, Ph.D.  
Chair, BOP Credentials Committee Board of Psychology

Robert Kahane, Vice President,  
State of California Board of Psychology Executive Officer

Dear Dr. Rodolfa and Mr. Kahane,

Thank you for your query regarding accreditation of programs in psychology by the American psychological Association (APA) Commission on Accreditation (CoA) and the requirement for accreditation that programs seeking accreditation are part of regionally accredited institutions.

Quality control in higher education in the United States has been conducted by a system of peer review by accrediting bodies rather than by a federal agency. A system of federal and non-federal recognition bodies is in place to recognize those accrediting bodies that follow appropriate policies and procedures to ensure continued quality and stability of the higher education enterprise. Both groups recognize three basic types of accrediting bodies: national, regional; and specialized and professional accrediting bodies.

In the United States, the role of the federal government in higher education has by design been limited to funding for educational opportunities. The United States Department of Education follows the law and concomitant regulations regarding the recognition of peer review agencies that are "reliable authorities regarding the quality of education or training offered by the institutions or programs they accredit" under the Higher Education Act which was revised in August 2008 in the Higher Education Opportunity Act. The regulations call for adherence to a series of regulations regarding standards and procedures in place for the purposes of recognition at both the institutional level (for regional and national accreditation) and at the programmatic level (for agencies such as the APA-CoA). These standards include: standards for accreditation; information about the consistency of decisions regarding accreditation, how institutions and programs are consistently monitored regarding their quality; student learning outcomes – including graduation and licensure rates; and how accreditation standards are enforced and reviewed. The regulations also include a review of policies and procedures including: review of changes in the institutions/program; policies regarding the review process and due process; notification of the public. Institutional accreditors (regional and national accrediting bodies) also must address the fiscal viability of institutions since the accreditors serve as Title IV gatekeepers of federal funds.

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(202) 336-5001 Fax  
www.apa.org

E-mail: [education@apa.org](mailto:education@apa.org)  
Web: [www.apa.org](http://www.apa.org)



The non-federal recognition body, the Council of Higher Education Accreditation or CHEA, also has standards for the recognition of accrediting bodies. One major difference between the two recognition bodies is that there are no links to federal funding involved in CHEA recognition and CHEA is limited to accreditation of agencies reviewing degree-granting institutions and programs.

One major difference among these accrediting bodies includes different scopes in terms of what the "unit of analysis" is that is undergoing quality review. In the case of regional and most national accreditors), the unit of analysis is the entire institution seeking accreditation. For most of the professional accreditation agencies, such as the APA-CoA, it is the particular program itself that is being reviewed for the purposes of quality assurance. Thus, the six regional accrediting bodies focus on institutions granting undergraduate and post graduate degrees, the CoA looks solely at the quality of programs providing advanced education and training in professional psychology. The APA CoA is the only accreditor recognized by both the Department of Education and the Council of Higher Education Accreditation to provide accreditation of programs in professional psychology.

The APA CoA relies on regional institutional accreditation for a variety of judgments including the stability of the overall institution and other institutional resources such as access to library materials, student services, financial aid services, and broader faculty policies and procedures that meet standards for higher education. With recent regulations such as the federal definition of a credit hour, the APA-CoA also relies on the review of regional accrediting bodies.

With respect to APA membership, it is important to note that many psychologists are trained in areas (e.g., social psychology, cognitive psychology) that do not prepare them to enter professional practice. Those programs are not eligible for APA accreditation, thus the reliance on regional accreditation as a criteria for APA membership.

Sincerely



Cynthia D. Belar, Ph.D., ABPP,  
Executive Director, Education Directorate  
American Psychological Association

**Snyder, Lavinia@DCA**

**From:** Emil Rodolfa [errodolfa@ucdavis.edu]  
**Sent:** Saturday, December 10, 2011 2:09 PM  
**To:** Robert Kahane; Snyder, Lavinia@DCA  
**Subject:** Fwd: Profit-making, State Approved Schools

Please include in a packet on approved schools that we will develop for the upcoming board meeting

-----  
Emil Rodolfa, Ph.D.  
Director  
University of California, Davis  
CAPS - Counseling and Psychological Services  
North Hall  
One Shields Avenue  
Davis, CA 95616-8568  
www.caps.ucdavis.edu  
e-Mail: errodolfa@ucdavis.edu  
Telephone: (530) 752-9131  
Fax: (530) 752-9923

\*\*\*\*\*  
This is a CONFIDENTIAL communication. If you have received this  
e-mail in error, please notify sender and destroy.  
\*\*\*\*\*



Please consider the environment before printing this e-mail

Begin forwarded message:

**From:** "Charles Faltz, Ph.D." <cpadpa@pacbell.net>  
**Date:** December 9, 2011 1:03:15 PM EST  
**To:** "rodolfa, emil r" <errodolfa@ucdavis.edu>  
**Cc:** gail evans <gaevans@aol.com>, "kahane, robert" <Robert\_Kahane@dca.ca.gov>, Jo Linder-Crow <jlindercrow@cpapsych.org>, Amanda Levy <alevy@cpapsych.org>  
**Subject:** Profit-making, State Approved Schools  
**Reply-To:** cpadpa@pacbell.net

Hi Emil- In terms of public policy, there is strong evidence in two areas that raises serious questions about profit-making, California state approved schools. First, the problems center about the long history of the State being unable to effectively regulate these schools. The second area, which probably relates to the first problem, is how these schools often exploit students by strongly encouraging them to borrow substantial amounts of money to pay the tuition in the context of many of them never completing the course of study or, having completed the courses that are offered, are unable to find employment with enough compensation to justify the amount of debt the student incurs. This usually happens with the explicit encouragement by the schools.

Today's NY Times has a feature article about a California trade school that is an example of the problems students at these institutions encounter. If there is a wish to ask the legislature to address the problems of state approved schools, the numerous articles that have appeared about these two issues and others that illustrate the basic problems in this industry should be presented to the legislature as problems that warrant additional protection for those the schools exploit.

Below I have pasted the NY Times article. Best regards, Chuck

=====  
=====

From the NY Times  
December 9, 2011

## Low Marks for a Medical Training Institute, and the State Lags in Oversight

By JENNIFER GOLLAN

Rebecca Solomon struggled during her brief internship at a women's clinic in Salinas.

Although the internship was required to earn a degree as an ultrasound technician, Ms. Solomon said she lacked fundamental skills, like how to perform ultrasound exams on pregnant women. Frustrated, she quit the internship after two weeks. She is now working at a Cost Plus World Market.

She blames the Institute of Medical Education, a postsecondary vocational school. Now, she finds herself deeply in debt and without the skills necessary to get the jobs she thought she was being trained to do.

When Ms. Solomon complained to the California Bureau for Private Postsecondary Education, established by the Legislature two years ago to strengthen protections for students at private vocational schools, she said she was told that the bureau did not have the staff needed to investigate her complaint.

Thousands of Californians find successful careers after attending private vocational schools — from beauticians and medical assistants to computer programmers and truck drivers. There are about 1,500 private, postsecondary vocational schools in the state, with an estimated 400,000 students. But despite hundreds of complaints, the bureau gives students little guidance in knowing which schools are best qualified and indeed does not fulfill many of its core oversight responsibilities.

Ms. Solomon, 26, of Monterey, said she paid \$20,000 in tuition and fees to the Institute of Medical Education, which promised her she would get the education she needed to receive an ultrasound technician degree within 18 months. But the institute, which has campuses in San Jose and Oakland, "didn't give me the education that was promised or that I needed to go into the field," she said.

"This was supposed to be a career for me," she said. "Now, I am basically stuck paying this \$20,000."

The Institute of Medical Education offers certificate programs in vocational nursing, medical assisting and other health-related fields, and associate degrees in dental hygiene, for fees as high as \$40,000. In the last three years, Ms. Solomon and five other students have filed complaints with the Better Business Bureau of Silicon Valley about the quality of the program.

This fall, regulators from the California Board of Vocational Nursing and Psychiatric Technicians placed the institute's accreditation for its vocational nursing program on "provisional status," after many graduates were found to be failing the national licensing exam. A national accrediting body affiliated with the American Dental Association recently issued a warning that the institute's dental hygiene program could lose its accreditation early next year.

Khoi M. Lam, program manager at the institute, defended it.

"The Institute of Medical Education's highest priority is to offer the tools, resources and opportunities for all students to succeed," Mr. Lam said in a written statement. "Ultimately, it is the student's responsibility to seize the opportunities and be proactive."

Mr. Lam also disputed Ms. Solomon's complaints, saying she had quit two internships and missed at least eight days of school.

"The complaints made by Rebecca Solomon concerning the inadequacy of the institution's curriculum are not legitimate on many levels," he said. "With so many absences in a single month, any student undoubtedly will struggle at any academic level, and especially with the advanced curriculum that I.M.E. offers its students."

The Institute of Medical Education remains on the list of approved schools on the Web site of the California Bureau for Private Postsecondary Education.

An examination by The Bay Citizen found that over the last two years, the bureau had not met many of its core responsibilities, like swiftly investigating complaints, monitoring the quality of educational programs and rooting out unlicensed schools.

It found that the bureau has provided little enforcement of unlicensed institutions, including diploma mills, which provide degrees for little or no work. In addition, the agency has a backlog of some 200 investigations of schools accused of hiring unqualified faculty members, providing degrees of dubious value and other violations of state education code.

Also, the bureau has violated a state requirement to process and resolve at least some of these cases within 18 months. It did not send inspectors to campuses until last month, although it is required to do so every two years under state law to check that schools are financially solvent, employ qualified faculty members and deliver on their academic promises.

Emily Rusch, state director of the California Public Interest Research Group, a consumer advocacy group, said, "Clearly, the bureau isn't meeting the intent of legislators, and regulators should ensure that the bureau's staffing is adequate to actually protect students."

The bureau was created to replace a regulatory agency disbanded in 2007 because, according to state lawmakers, it "failed to ensure student protections or provide effective oversight of private postsecondary schools."

The current bureau began operations in January 2010.

"We had a delayed start because of staffing issues," said Russ Heimerich, a spokesman for the State Department of Consumer Affairs, which oversees the bureau.

Hiring freezes, budget delays and spending cuts under former Gov. Arnold Schwarzenegger and current Gov. Jerry Brown were responsible, Mr. Heimerich said, adding, "Once our compliance unit is fully functioning, we will see a lot cleaner compliance from the schools," and complaints from students will decline.

Mr. Heimerich said that for most of last year the bureau operated with just three employees — a manager and two clerical employees. It now has 48 employees, with 12 vacant positions.

Fiji Evangelista, 28, of Fremont, another former student at the Institute of Medical Education, said she dropped out of its vocational nursing program in July 2008 after just three months, concerned about the quality of the instruction. Classes largely consisted of instructors' reading from a book, she said.

Ms. Evangelista said that when she learned that many of the institute's graduates failed to pass the vocational nursing exam, she decided to quit. She is still paying off a \$10,000 loan for the program.

State documents show that in the year ending June 30, 2011, an average of 42 percent of the Institute of Medical Education's graduates failed the national vocational nursing licensing exam, versus a statewide average of 24 percent. The institute's pass rates on the board exams fell more than 10 percentage points below the statewide average for eight consecutive quarters, a violation of state code.

On a recent afternoon outside the institute's San Jose campus, students wearing medical scrubs gave a more positive review.

"The teachers are decent," said Maria Obis, 32, a dental hygiene student from San Lorenzo, noting that her classes were taught by licensed doctors, dentists and dental hygienists. "And it's accredited. That's the most important part, so we can take the board exam."

Chris Dang, 22, a vocational nursing student from Los Gatos, said that for one subject, medical surgery, he had four instructors who quit or were fired over the course of two months.

But, Mr. Dang said, "I'm grateful, because it's kind of affordable and they didn't have a wait list."

*jgollan@baycitizen.org*

SAMUEL H. PARK

ATTORNEY AT LAW



P.O. Box 927586, San Diego, California 92192 Phone: (619) 674-7392 Fax: (619) 713-7374 samuel@muanpark.com

Via Personal Delivery

November 18, 2011

Board of Psychology  
Department of Consumer Affairs  
2005 Evergreen Street Suite 1400  
Sacramento, CA 95815

Re: Agenda Item 8(e) for November 18, 2011 Board Meeting

Dear Board of Psychology:

San Diego University for Integrative Studies ("SDUIS"), again, objects to the above referenced agenda item for the Board of Psychology's ("Board") November 18, 2011 Meeting. In a letter, dated August 17, 2011, SDUIS set out several objections to the same agenda item, now carried over from the Board Meeting in August. However, said letter was not included in the Board's materials and additional hand carried items to be considered for Agenda item 8(e), posted yesterday. Government Code §11125.1, requires that: "writings, when distributed to all or a majority of all, of the members of a state body by any person in connection with a matter subject to discussion or consideration at a public meeting of the body, are disclosable public records under the California Public Records Act...." Government Code §11125.1. Therefore, each of the documents provided to you by SDUIS, not only must be considered by the Board, but must be disclosed as public records. It does not appear that the Board is complying with either requirement.

As stated previously, the proposed discussion is immaterial, is improperly framed, and contemplates matters that are beyond the scope of the Board's powers. The sole purpose of the Board of Psychology, and the Board of Private Postsecondary Education ("BPPE"), is to protect the public by regulating schools in conformance with state law. Cal. Bus. & Prof. Code §2936; Education Code §94875, et seq. The agenda item, "Discuss California Laws and Regulations Regarding Approved Schools Versus the National Educational Standards for Psychologists," is therefore preempted. The California Private Postsecondary Education Act of 2009, A.B. 48, and the Psychology Licensing Law (Cal. Bus. & Prof. §2900, et seq.) absolutely prohibit the Board from passing regulation barring graduates of Approved Schools from applying for licensure in the State of California. Therefore, it simply makes no difference whether other entities, such as the American Psychological Association, which are involved in accreditation, disapproves. The Board of Psychology owes a fiduciary duty to consumers in the State of California, and it must implement, rather than sabotage, the will of the people to retain California's longstanding system of Approved Schools.

Of immediate concern, is the apparent bias among certain members of the Board to drive the licensure of Approved School graduates into extinction. Of the materials and "additional hand carried items" that were posted two days prior to the Meeting, none of them represent, or are favorable of, the position of Approved Schools. Each and every document singularly disapproved of California's licensing of graduates from unaccredited schools. Yet, many of the documents appear to be return correspondence, elicited by inquiries made by Board Member, Rodolfa, and concern the extra-jurisdictional treatment of California Approved School graduates. Was even one inquiry made by the Board to the potential victims on the plate? Though the agenda item purports to be a "discussion" item, why is only one viewpoint in circulation?

Even setting aside, for the moment, the issue of relevance, many of the licensing concerns raised by those interested in eliminating competition from the State of California are squarely addressed in Education Code §94885, et seq.

**Education Code §94875:** The bureau shall, by January 1, 2011, adopt by regulation minimum operating standards for an institution that shall reasonably ensure that all of the following occur:

- (a) The content of each educational program can achieve its stated objective.
- (b) The institution maintains specific written standards for student admissions for each educational program and those standards are related to the particular educational program.
- (c) The facilities, instructional equipment, and materials are sufficient to enable students to achieve the educational program's goals.
- (d) The institution maintains a withdrawal policy and provides refunds.
- (e) The directors, administrators, and faculty are properly qualified.
- (f) The institution is financially sound and capable of fulfilling its commitments to students.
- (g) That, upon satisfactory completion of an educational program, the institution gives students a document signifying the degree or diploma awarded.
- (h) Adequate records and standard transcripts are maintained and are available to students.

(i) The institution is maintained and operated in compliance with this chapter and all other applicable ordinances and laws.

The Bureau must independently verify the eligibility of Approved Schools and may utilize "site visits or other methods deemed appropriate by the bureau." Education Code §94887. The Board of Psychology must aid in these endeavors by, among others, "adopting a program of consumer and professional education in matters relevant to the ethical practice of psychology." Bus. & Prof. Code §2936. The issue of whether or not Approved School graduates may sit for licensure, however, is within the domain of the California State Legislature.

We, therefore, urge the Board of Psychology to remember that its fiduciary duty is to the consumers of California, alone. If external factors, such as the purported discrimination suffered by California's psychologists, represent a danger to consumers of California, perhaps it is the persons inflicting the harm, rather than fruits of the prejudice, that should be examined, discussed, and, if necessary, confronted. Unless there is a bona fide issue, *correctable by the Approved Schools or the Board of Psychology*, regarding the competence of California licensed psychologists, no discussion can be had in an area already occupied by general State law.

For the foregoing reasons, and in addition to those previously asserted, San Diego University for Integrative Studies respectfully objects to the discussion contemplated under Agenda Item 8(e), the documents posted by the Board of Psychology on the eve of the Meeting, and to any subsequent action taken as a result of the improper discussion.

Respectfully,

A handwritten signature in black ink, appearing to read 'S. H. Park', written in a cursive style.

Samuel H. Park

**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,

*Barry Lord, Psy.D.*  
Program Director  
Behavioral Science Dept.  
Southern California Seminary  
619-201-8985  
[Blord@socalsem.edu](mailto:Blord@socalsem.edu)

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# DETC

“ Through its excellent leadership, DETC is highly regarded as both a gateway to improving distance education and a gatekeeper for barring misuse of federal and other funds—and the diminution of quality ”

Susan Porter Robinson  
Vice President of Lifelong Learning  
American Council of Education

“ DETC accredited schools were the first to be allowed to admit DETC application in lieu of specified sections of the state application. We also utilize DETC as the sole resource for our program review of distance education programs. Indeed, the Bureau staff has benefited from the training and expertise of DETC during the accrediting visits and conferences. ”

Sheila M. Hawkins  
Education Administrator, Degree Programs  
California Bureau of Private Postsecondary and Vocational Education

“ Based on my experience over the past eight years, DETC is viewed as a most reliable accrediting body regarding the quality of education and training offered by the institutions it accredits. In particular, when we determine that it (an institution) is DETC accredited, we know that the school has already met a rigorous review and will have little difficulty in meeting Georgia's standards and criteria. ”

William C. Crews  
Executive Director  
Non-public Postsecondary Education Commission

“ Evidence is overwhelming that DETC deserves continued recognition as a reliable partner in our mutual quest for high quality educational opportunities for adult learners. ”

Kathryn M. Snead  
President  
Servicemembers Opportunity Colleges

“ I use DETC often as my measure of the best. I can always count on DETC doing things right, and for the right reasons. Wisconsin has only one Memorandum of Understanding with one accrediting agency, DETC. We did this because we trusted the quality and competence of DETC. Over the years, our decision has been tested, and it has always proved to be the correct decision for Wisconsin residents. ”

Patrick Sweeney  
State of Wisconsin  
Education Approval Board

“ The (Missouri) department considers DETC to be a reliable arbiter of educational integrity and quality and an important member of the postsecondary education community. The standards by which the (DETC) Commission evaluates schools and its decisions concerning individual schools are an important part of the licensure process in Missouri. ”

Leroy Wade  
Director  
Proprietary School Certification  
State of Missouri

**Founded:** 1926, with a grant from the Carnegie Corporation

**Size:** 100 distance institutions in 7 countries enrolling over 3 million students

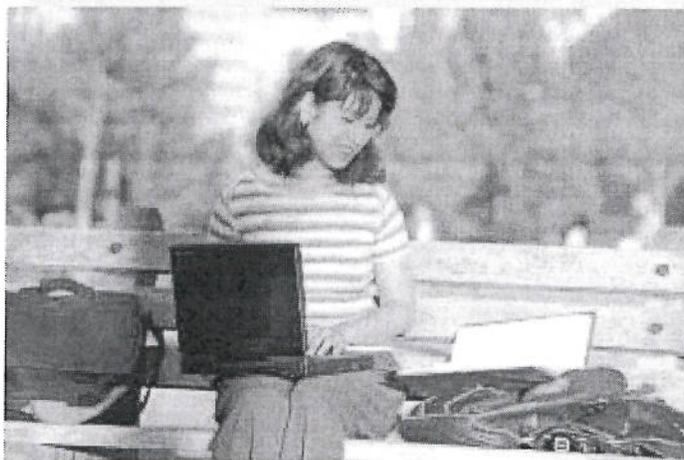
**Recognitions:** U.S. Secretary of Education, 1959-present; National Commission on Accrediting, 1973-75; COPA, 1975-93; CORPA, 1993-98; CHEA, 2001-present.

**Scope of Activity:** Accreditation of primarily distance institutions at the non-degree postsecondary level and accreditation of degree-awarding primarily distance institutions from the associates through the professional doctoral degree levels; includes Title IV authority for degree institutions.

**Staff:** Six full time staff; the Executive Director and Associate Director have a combined seven decades of DETC service.

### Institutional Ownership Types

1.	Closely Held	65
2.	Military	3
3.	Faith-Based	5
4.	Non-Profit Assn	4
5.	U.S. State Owned	1
6.	Non-U.S. State	5
7.	Non-U.S. Private	4
8.	Publicly Traded	2
9.	High Schools	11
	TOTAL	100



### Student Profile

Most DETC students select the distance study method because it is the most convenient way for them to learn. The largest percentage of students are ages 41-45 and make \$61-71,000 a year. 26% of degrees awarded are at the Associate's degrees, 27% are Bachelor's degrees, 37% are Master's degrees, 7% Juris Doctor, and 3% other First Professional Degree. It takes an average of 3.4 years for a DETC student to earn a degree.

## A. The Postsecondary DETC Student

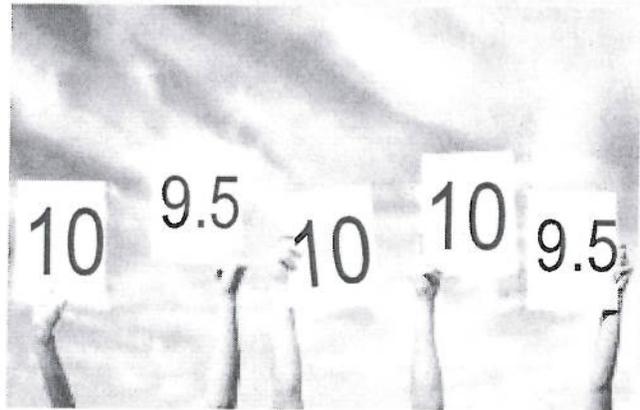
- Average Age is 34; 47% male, 53% female
- 81% are employed at the time of enrollment
- 40% have their tuition paid by employers
- 85% have a high school diploma or GED certificate, 40% have an associate's degree, 20% have a bachelor's degree, and 2% have a master's degree
- The average lesson completion rate is 77%, the average graduation rate is 71%

## B. The Degree-Granting Student

- The average age is 37; 55% are male, 45% are female
- 94% are employed at the time of enrollment
- 38% have their tuition paid by employers
- The average lesson completion rate is 74%, the average graduation rate is 69%

## Graduate Satisfaction Rates

A. Achieved all their Goals	95%
B. Satisfied overall	97%
C. Would Recommend	97%
D. Successful Credit Transfer	70%



## *A few Famous Alumni*

- ◆ Industrialist Walter Chrysler
- ◆ Senators Barry Goldwater & Stuart Symington
- ◆ President Franklin D. Roosevelt
- ◆ South African President Nelson Mandela
- ◆ Cartoonist Charles Schulz
- ◆ Playwright Clifford Odets

## Supervisor Satisfaction Rates

A. Said DETC Graduates Compared Favorably with Resident School Grads	100%
B. Said Graduate Performs Better on the Job	87%
C. Would Encourage Others to Enroll in Accredited Distance Education Programs	93%

## How Difficult is it to Earn the DETC Seal?

Approximately 1 out of 3 applicants eventually earns DETC accreditation. In the period 2001-2006, out of more than 100 new applications, only 36 new institutions were accredited; 3 institutions had accreditation withdrawn by DETC and 13 others resigned.



## A Leader in National and State Affairs

- DETC was among the first accrediting associations to accredit military educational institutes: the U.S. Air Force in 1975, the U.S. Marine Corps in 1977 and the U.S. Army in 1978.
- DETC institutions trained over 1.2 million students using their Vietnam-era G.I. Bill benefits.
- DETC was responsible, in 1985, for opening the door for all nationally accredited schools to become eligible for military tuition reimbursement funding for active and reserve military members.
- DETC was the only national accrediting agency to gain recognition from the National Commission on Accrediting, the predecessor non-government association of institutional accreditors to the Council on Postsecondary Accreditation (COPA).
- DETC was the first of the national accrediting agencies to forge a partnership with the American Council on Education's college credit recommendation program (CREDIT).
- DETC served on the CHEA Task Force on Credit Transfer (see CHEA's "Transfer and the Public Interest," [www.chea.org](http://www.chea.org)).
- DETC actively supports the National Association of State Administrators and Supervisors of Private Schools (NASASPS) and has presented at several NASASPS Annual Conferences.
- DETC has executed an agreement for dual accreditation for its institutions with the Middle States Association-Commission on Secondary Schools.
- DETC has executed a Memorandum of Understanding with the Wisconsin Educational Approval Board which accepts DETC accreditation in lieu of EAB review for all non-Wisconsin distance institutions enrolling Wisconsin students.
- DETC is accepted by the California Bureau of Private Postsecondary and Vocational Education (BPPVE), where BPPVE accepts DETC evaluations and reports in lieu of BPPVE reports.
- DETC's Executive Director serves or has served on the CHEA International Commission; the CHEA Advisory Board on Specialized and National Accreditation; the CHEA 10th Anniversary Commission; the ACE Commission on Lifelong Learning and the Servicemembers Opportunity College (SOC) Advisory Board.
- DETC works closely with the Office of the Secretary of Defense on voluntary education matters that affect all accredited institutions. The DETC Executive Director was the Co-Chair of the DoD Task Force on Principles of Good Practice in Distance Learning.

Council for  
Higher Education  
Accreditation

**An Overview of  
U.S. Accreditation**

*Judith S. Eaton*

*Revised August 2011*

®  
CHEA

## **The Council for Higher Education Accreditation Mission Statement**

*The Council for Higher Education Accreditation will serve students and their families, colleges and universities, sponsoring bodies, governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and will coordinate and work to advance self-regulation through accreditation.*

(1996)

*The Council for Higher Education Accreditation (CHEA) is a private, nonprofit national organization that coordinates accreditation activity in the United States. CHEA represents more than 3,000 colleges and universities and 59 national, regional and specialized accreditors.*

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[www.chea.org](http://www.chea.org)

# Accreditation

*Judith S. Eaton*

*President, Council for Higher Education Accreditation*

Accreditation is a process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement. Accreditation in the United States is more than 100 years old, emerging from concerns to protect public health and safety and to serve the public interest.

In the United States, accreditation is carried out by private, nonprofit organizations designed for this specific purpose. External quality review of higher education is a nongovernmental enterprise. The U.S. accreditation structure is decentralized and complex, mirroring the decentralization and complexity of American higher education. The higher education enterprise is made up of degree-granting and non-degree-granting institutions. These may be public or private, two- or four-year, nonprofit or for-profit. They spend \$420 billion USD and employ approximately 3.4 million full- and part-time people with enrollment of credit students projected at more than 19 million for 2011.\*

**In the United States, accreditation is carried out by private, nonprofit organizations designed for this specific purpose.**

U.S. accreditors review colleges and universities in 50 states and 113 other countries. They review many thousands of programs in a range of professions and specialties including law, medicine, business, nursing, social work, pharmacy, arts and journalism.

Both federal and state government consider accreditation to be a reliable authority on academic quality. The federal government relies on accreditation to assure the quality of institutions and programs for which the government provides federal funds and for which the government provides federal aid to students. Most state governments will initially license institutions and programs without accreditation. However, states will subsequently require accreditation to make state funds available

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\* *The Chronicle of Higher Education*, August 27, 2010.

to institutions and students. States often require that individuals who sit for state licensure in various professions have graduated from accredited institutions and programs.

### **TYPES OF U.S. ACCREDITING ORGANIZATIONS**

There are four types of accrediting organizations:

- *Regional accreditors.* Accredit public and private, mainly nonprofit and degree-granting, two- and four-year institutions.
- *National faith-related accreditors.* Accredit religiously affiliated and doctrinally based institutions, mainly nonprofit and degree-granting.
- *National career-related accreditors.* Accredit mainly for-profit, career-based, single-purpose institutions, both degree and non-degree.
- *Programmatic accreditors.* Accredit specific programs, professions and freestanding schools, e.g., law, medicine, engineering and health professions.

### **HOW U.S. ACCREDITATION IS ORGANIZED**

**Accreditation is the primary means by which colleges, universities and programs assure quality to students and the public.**

Eighty recognized institutional and programmatic accrediting organizations operate in the United States.\* Accrediting organizations derive their legitimacy from the colleges, universities and programs that created accreditation, not government. In 2008–2009, accrediting organizations employed more than 760 paid full- and part-time staff and worked with more than 19,000 volunteers.\*\*

### **THE ROLES OF ACCREDITATION**

Accreditation carries out the following roles:

- *Assuring quality.* Accreditation is the primary means by which colleges, universities and programs assure quality to students and the public. Accredited status is a signal to students and the public that an institution or program meets at least threshold standards for, e.g., its faculty, curriculum, student services and libraries. Accredited status is conveyed only if institutions and programs provide evidence of fiscal stability.

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\* 2009 CHEA *Almanac of External Quality Review*. The number of recognized accreditors varies depending on whether an existing accreditor maintains recognition or a new accreditor earns recognition. These variations have been modest, perhaps one or two per year.

\*\* 2009 CHEA *Almanac of External Quality Review*.

- **Access to federal and state funds.** Accreditation is required for access to federal funds such as student aid and other federal programs. Federal student aid funds are available to students only if the institution or program they are attending is accredited by a recognized accrediting organization. The government provides \$150 billion USD in federal funds per year. State funds to institutions and students are contingent on accredited status.
- **Engendering private sector confidence.** Accreditation status of an institution or program is important to employers when evaluating credentials of job applicants and when deciding whether to provide tuition support for current employees seeking additional education. Private individuals and foundations look for evidence of accreditation when making decisions about private giving.
- **Easing transfer.** Accreditation is important to students for smooth transfer of courses and programs among colleges and universities. Receiving institutions take note of whether or not the credits a student wishes to transfer have been earned at an accredited institution. Although accreditation is but one among several factors taken into account by receiving institutions, it is viewed carefully and is considered an important indicator of quality.

**Accreditation status of an institution or program is important to employers when evaluating credentials of job applicants and when deciding whether to provide tuition support for current employees seeking additional education.**

**VALUES AND BELIEFS OF ACCREDITATION**

U.S. accreditation is built upon a core set of traditional academic values and beliefs. These are described by the following statements:

- Higher education institutions have primary responsibility for academic quality; colleges and universities are the leaders and the key sources of authority in academic matters.
- Institutional mission is central to judgments of academic quality.
- Institutional autonomy is essential to sustaining and enhancing academic quality.
- Academic freedom flourishes in an environment of academic leadership of institutions.
- The higher education enterprise and our society thrive on decentralization and diversity of institutional purpose and mission.

### **HOW U.S. ACCREDITATION IS FUNDED**

Accrediting organizations are funded primarily by annual dues from institutions and programs that are accredited and fees that institutions and programs pay for accreditation reviews. In some instances, an accrediting organization may receive financial assistance from sponsoring organizations. Accrediting organizations sometimes obtain funds for special initiatives from government or from private foundations. Accrediting organizations report that they spent more than \$98 million USD in 2008–2009.\*

### **THE OPERATION OF U.S. ACCREDITATION**

Accreditation of institutions and programs takes place on a cycle that may range from every few years to as many as 10 years. Accreditation is ongoing; the initial earning of accreditation is not entry to indefinite accredited status. Periodic review is a fact of life for accredited institutions and programs. Self-accreditation is not an option.

An institution or program seeking accreditation must go through a number of steps stipulated by an accrediting organization. These steps involve a combination of several tasks: preparation of evidence of accomplishment by the institution or program, scrutiny of this evidence and a site visit by faculty and administrative peers and action by the accrediting organization to determine accreditation status.

- **Self-study.** Institutions and programs prepare a written summary of performance, based on accrediting organizations' standards.
- **Peer review.** Accreditation review is conducted primarily by faculty and administrative peers in the profession. These colleagues review the self-study and serve on visiting teams that review institutions and programs after the self-study is completed. Peers constitute the majority of members of the accrediting commissions or boards that make judgments about accrediting status.
- **Site visit.** Accrediting organizations normally send a visiting team to review an institution or program. The self-study provides the foundation for the team visit. Teams, in addition to the peers described above, may also include public members (non-academics who have an interest in higher education). All team members are volunteers and are generally not compensated.

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\*2009 CHEA Almanac of External Quality Review.

- ***Judgment by accrediting organization.*** Accrediting organizations have decision-making bodies (commissions) made up of administrators and faculty from institutions and programs as well as public members. These commissions may affirm accreditation for new institutions and programs, reaffirm accreditation for ongoing institutions and programs and deny accreditation to institutions and programs.
- ***Periodic external review.*** Institutions and programs continue to be reviewed over time. They normally prepare a self-study and undergo a site visit each time.

Accreditation is a trust-based, standards-based, evidence-based, judgment-based, peer-based process.

### **HOLDING ACCREDITORS ACCOUNTABLE: “RECOGNITION” OF ACCREDITING ORGANIZATIONS**

In the United States, accreditors are accountable to the institutions and programs they accredit. They are accountable to the public and government that have invested heavily in higher education and expect quality. Accreditors undertake an organizational self-assessment on a routine basis and are required to have internal complaint procedures.

Accreditors also undergo a periodic external review of their organizations known as “recognition.” Recognition is carried out either by another private organization, the Council for Higher Education Accreditation (CHEA, a national coordinating body for institutional and programmatic accreditation) or the United States Department of Education (USDE). Although accreditation is strictly a nongovernmental activity, recognition is not.

### **HOW RECOGNITION OPERATES**

The process of recognition is similar to accreditation in a number of ways:

- CHEA and USDE each develop standards that must be met by an accrediting organization in order to be recognized.
- An accrediting organization undertakes self-evaluation based on recognition standards.

- CHEA or USDE may require a staff site visit to the accreditor and staff report on the visit.
- CHEA and USDE award or deny recognition status.
- An accrediting organization undergoes periodic review to maintain recognition.

As of 2009, 19 institutional accrediting organizations were or had been recognized by either CHEA or USDE or both. These organizations accredit approximately 7,400 institutions that make up U.S. higher education. Sixty-one (61) programmatic accrediting organizations were or had been recognized and accredit more than 21,000 programs.\*

### **COUNCIL FOR HIGHER EDUCATION ACCREDITATION (CHEA)**

CHEA has six standards by which it reviews accrediting organizations for recognition. The standards place primary emphasis on academic quality assurance and improvement for an institution or program. They require accreditors to advance academic quality, demonstrate accountability, encourage purposeful change and needed improvement, employ appropriate and fair procedures in decision making, continually reassess accreditation practices and sustain fiscal stability.

CHEA accreditors are normally reviewed on a 10-year cycle with two interim reports. The review is carried out by the CHEA committee on recognition, a group of institutional representatives, accreditors and public members who scrutinize accreditors for their eligibility for CHEA recognition and review accreditors based on an accreditor self-evaluation. The review may also include a site visit. The committee on recognition makes recommendations to the CHEA governing board to affirm or deny recognition to an accreditor.

### **CHEA (NONGOVERNMENTAL) RECOGNITION STANDARDS\*\***

- **Advance academic quality.** Accreditors have a clear description of academic quality and clear expectations that the institutions or programs they accredit have processes to determine whether quality standards are being met.
- **Demonstrate accountability.** Accreditors have standards that call for institutions and programs to provide consistent, reliable information about academic quality and student achievement to foster continuing public confidence and investment.

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\* 2009 CHEA Almanac of External Quality Review.

\*\*As of June 2010. This language illustrates the recognition standards and is not the full or official CHEA policy statement.

- ***Encourage, where appropriate, self-scrutiny and planning for change and needed improvement.*** Accreditors encourage self-scrutiny for change and needed improvement through ongoing self-examination in institutions and programs.
- ***Employ appropriate and fair procedures in decision making.*** Accreditors maintain appropriate and fair organizational policies and procedures that include effective checks and balances.
- ***Demonstrate ongoing review of accreditation practice.*** Accreditors undertake self-scrutiny of their accrediting activities.
- ***Possess sufficient resources.*** Accreditors have and maintain predictable and stable resources.

#### **UNITED STATES DEPARTMENT OF EDUCATION (USDE)**

USDE recognition standards place primary emphasis on whether an institution or program is of sufficient quality to qualify for federal funds for student financial aid and other federal programs. These standards require accreditors to maintain criteria or standards in specific areas: student achievement, curricula, faculty, facilities (includes equipment and supplies), fiscal and administrative capacity, student support services, recruiting and admissions practices, measures of program length and objectives of degrees or credentials offered, record of student complaints and record of compliance with program responsibilities for student aid as required by the 1965 federal Higher Education Act (Title IV) as amended.

USDE recognition review normally takes place every five years. USDE staff conduct the review based on communication with the accreditor, a written report from the accreditor and, from time to time, a visit to the accreditor. USDE staff make recommendations to the National Advisory Committee on Institutional Quality and Integrity (NACIQI), an appointed group of educators and public members, to recognize or not recognize an accrediting organization. The committee, in turn, recommends action to the U.S. Secretary of Education.

### **FEDERAL (GOVERNMENTAL) RECOGNITION STANDARDS\***

- Success with respect to student achievement in relation to the institution's mission, which may include different standards for different institutions or programs, as established by the institution, including as appropriate, consideration of course completion, State licensing examination and job placement rates
- Curricula
- Faculty
- Facilities, equipment and supplies
- Fiscal and administrative capacity as appropriate to the specified scale of operations
- Student support services
- Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising
- Measures of program length and the objectives of the degrees or credentials offered
- Record of student complaints received by, or available to, the agency
- Record of compliance with the institution's program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews and any other information that the Secretary may provide to the agency.

CHEA and USDE recognize many of the same accrediting organizations, but not all. Accreditors seek CHEA or USDE recognition for different reasons. 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. USDE recognition is required for accreditors whose institutions or programs seek eligibility for federal student aid funds.

### **HOW RECOGNITION IS FUNDED**

CHEA funds its recognition activity through annual fees paid by its institutional

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\*As of August 2008.

members. The federal government funds its recognition activity through a budget allocation from Congress to USDE.

### **SUMMARY**

Accreditation in the United States is about quality assurance and quality improvement. It is a process to scrutinize higher education institutions and programs. Accreditation is private (nongovernmental) and nonprofit — an outgrowth of the higher education community and not of government. It is funded primarily by the institutions and programs that are accredited. Accreditation has a complex relationship with government, especially in relation to funding higher education. It adds value to society through assuring quality, enabling government to make sound judgments about the use of public funds, aiding the private sector in decisions about financial support and easing transfer of credit.

Recognition in the United States is about scrutiny of the quality and effectiveness of accrediting organizations. It is carried out by the higher education enterprise through CHEA, a private body, and by government (USDE). CHEA recognition is funded by institutional dues; USDE recognition is funded by the U.S. Congress. The goals of the two recognition processes are different:

- **CHEA:** Assuring that accrediting organizations contribute to maintaining and improving academic quality.
- **USDE:** Assuring that accrediting organizations contribute to maintaining the soundness of institutions and programs that receive federal funds.

The two recognition processes are similar: self-evaluation based on standards, site visit and report, award of recognition status. Recognition adds value to society as a vital part of accreditation accountability or “accrediting the accreditors.”

### **REFERENCES**

- Council for Higher Education Accreditation. *2009 CHEA Almanac of External Quality Review*, Council for Higher Education Accreditation: Washington, DC, 2011.
- The Chronicle of Higher Education Almanac Issue 2010–2011*, August 27, 2010.

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*For additional information, visit the Council for Higher Education Accreditation Website at [www.chea.org](http://www.chea.org) and the United States Department of Education Website at [www.ed.gov](http://www.ed.gov).*

Council for  
Higher Education  
Accreditation

THE  
Fundamentals  
*of*  
ACCREDITATION

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*WHAT  
DO YOU NEED  
TO KNOW?*

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September 2002

CHEEA

*The Council for Higher Education Accreditation (CHEA) is a private, nonprofit national organization that coordinates accreditation activity in the United States. CHEA represents more than 3,000 colleges and universities and 60 national, regional, and specialized accreditors.*

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THE  
Fundamentals  
*of*  
ACCREDITATION

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*WHAT*  
*DO YOU NEED*  
*TO KNOW?*

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# Q&A

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 moni -

toring 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.

- Peers have a responsibility to the entire higher education community and closer to home; they do not seek to undermine the perceived quality of their own institutions or programs by recommending accreditation for “anyone who wants to get accredited.”

**10. Q. If an institution or program says that it is accredited, but the accrediting organization is not recognized by either USDE or CHEA, is it a bad accrediting organization?**

- A.** If an institution or program is not accredited by a recognized accrediting organization, it means we probably lack needed information about the institution’s or program’s quality and the quality of the accrediting organization. We don’t know if the organization is good or bad. However, there are exceptions. Some institutions and programs are accredited by organizations that are not recognized by USDE or CHEA for reasons that do not relate to quality.

For example, after passage of the Higher Education Amendments of 1992, the USDE interpreted the statute and issued regulations to require USDE recognition of only those accrediting organizations where institutions or programs are seeking eligibility for certain federal financial aid and other federal programs. Thus, a number of formerly recognized accrediting organizations were no longer recognized by USDE.

**11. Q. What if an institution or program is not accredited? Does that mean it’s bad?**

- A.** Not necessarily, but it does mean one should review as much information as possible about the institution before enrollment. An institution or program may be new and may not have met minimum standards to even be considered eligible for accreditation. If an institution or program is not accredited, it should have some other means of quality review.

12. Q. **Some argue that accreditation and access to Title IV student financial assistance should not be linked. Are they linked?**

A. Although accreditation is a nongovernmental activity, it is used by the government as one of the tools to help protect the federal investment in institutions and ensures students and parents that basic standards of quality are being met.

- The federal government has relied on accreditation since 1952 with the reauthorization of the GI Bill for Korean War veterans. After the first GI Bill, a number of new institutions were established and there were some doubts as to the quality of these institutions. Rather than reinvent the wheel, the federal government decided to rely on accreditation to determine academic quality.
- One of the ten standards required in USDE recognition requires accrediting organizations to ensure compliance with program responsibilities for Title IV, student financial assistance. If an institution is fiscally unstable, it cannot meet its goals with respect to mission or serve students well.

13. Q. **A recent study released by USDE, *Meeting the Highly Qualified Teachers Challenge, The Secretary's Annual Report on Teacher Quality* (2002), indicated that schools of education in this country are in need of a serious overhaul. Does accreditation fit into this picture, if so, how?**

A. Accreditation alone does not guarantee student achievement, but when student achievement is lacking, accreditation can and should be part of the solution. Teacher education accrediting organizations such as the National Council for Accreditation of Teacher Education and the Teacher Education Accreditation Council are working with their schools of education where graduates may be doing poorly to raise student achievement. This effort requires assistance from the institutions in which

schools of education reside to address curriculum requirements and academic standards. It also requires assistance from states through their role in setting licensure requirements.

**14. Q. How should accreditation be strengthened to better protect students and the public?**

- A. One answer is to ask accrediting organizations, institutions, and programs to provide more detailed information about their effectiveness. Institutions already provide a great deal of information that is readily available on their Websites or in their student handbooks. Students and the public can benefit from more readily available information about just what accredited status means for a particular institution or program.

**15. Q. If you attend a nationally accredited institution, can you transfer and get your credits accepted from a regionally accredited school?**

- A. Yes, but not all of the time. Decisions about transfer of credit are made at the local level by colleges and universities. Sometimes there is not an adequate fit in curriculum or standards between two schools and credits will not transfer. Although some have suggested that transfer of credit be mandated by the federal government, most people prefer local control of higher education just as we have local control of elementary and secondary education.

Because of the array of issues surrounding transfer of credit, CHEA has been actively involved since 1998 in getting to the root problems and suggesting solutions. Prompted by concern that accredited status of a program or institution assist, not hinder, students in the transfer process, CHEA published *A Statement to the Community: Transfer and the Public Interest* in November 2000.

CHEA has also worked closely with the 19 recognized institutional accrediting organizations—regional and national—to identify key responsibilities that accrediting organizations and institutions are asked to consider if the CHEA Statement is to be used effectively. Both documents are available on the CHEA Website, [www.chea.org](http://www.chea.org).

**16. Q. What about distance learning and accreditation? How can we be sure that programs offered through distance learning are quality offerings?**

**A.** Standards, guidelines, and polices to determine academic quality are in place for the scrutiny of distance learning. The 17 institutional accrediting organizations that review institutions offering distance learning programs or courses actively apply these standards or guidelines in their review. Where appropriate, accrediting organizations modified and expanded practices to address unique features of distance learning.

**17. Q. Shouldn't there be a separate standard in the law to review distance learning?**

**A.** Right now, institutional and programmatic accrediting organizations are effectively reviewing distance learning within the framework of the agreement reached with USDE and the Congress during the 1998 reauthorization: distance learning is considered part of the scope of accrediting organizations if they had been reviewing distance learning prior to 1998. At this time, there does not appear to be a need for a separate standard.

However, as new types of education offerings—e.g., online non-degree options from providers that are not affiliated with any accredited entity—become more and more available, accrediting organizations may need to consider whether they should be examining the quality of these offerings as well. And, this may involve consideration of a separate standard.

**18. Q. In this era of accountability, how can the concept of self-regulation work? How can we be sure higher education will remain the envy of the world?**

**A.** Key to meeting accountability expectations of the public and government is accreditation's capacity to provide reliable information about institution and program performance and student learning outcomes. Many of the recent reforms undertaken by accrediting organizations have led to standards and policies calling for developing and using evidence of how well institutions and programs perform and students learn when making judgments about accredited status.

The self-regulatory process of accreditation works. It has helped to create a higher education system that is the most diverse, highest quality, yet, most accessible in the world. Self-regulation assures self-responsibility, builds pride, and has been instrumental in creating the unparalleled intellectual accomplishment of our society.

**19. Q. There has been a great deal of attention lately paid to outcomes as evidence of student learning. In K-12, children will have to get tested annually—what is higher education doing about student learning outcomes?**

**A.** Accreditors are keenly aware of the heightened emphasis that is being placed on student learning outcomes. Governments, students, and the public all want evidence of student learning outcomes in quality reviews of institutions. With that said, the measures and the lexicon we use with respect to student learning outcomes are as diverse as the topic.

CHEA has focused its attention on student learning outcomes. In September 2001, CHEA published *Accreditation and Student Learning Outcomes: A Point of Departure* by Peter Ewell, vice president of the

National Center for Higher Education Management Systems (NCHEMS). In addition, CHEA is hosting workshops across the country to assist accreditation organizations in their work on student learning outcomes.

**20. Q. Where can I go to get more information about accreditation?**

- A.** The CHEA Website, [www.chea.org](http://www.chea.org), has a great deal of general information on accreditation, including the latest research and information on the CHEA recognition process. In addition, the USDE Website, [www.ed.gov/offices/OPE/accreditation/index.html](http://www.ed.gov/offices/OPE/accreditation/index.html) also has information on accreditation and the federal recognition process.

How to get in touch with CHEA:

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# ACCREDITATION AND RECOGNITION IN THE UNITED STATES

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Judith S. Eaton, President

Council for Higher Education Accreditation, USA

*A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.*

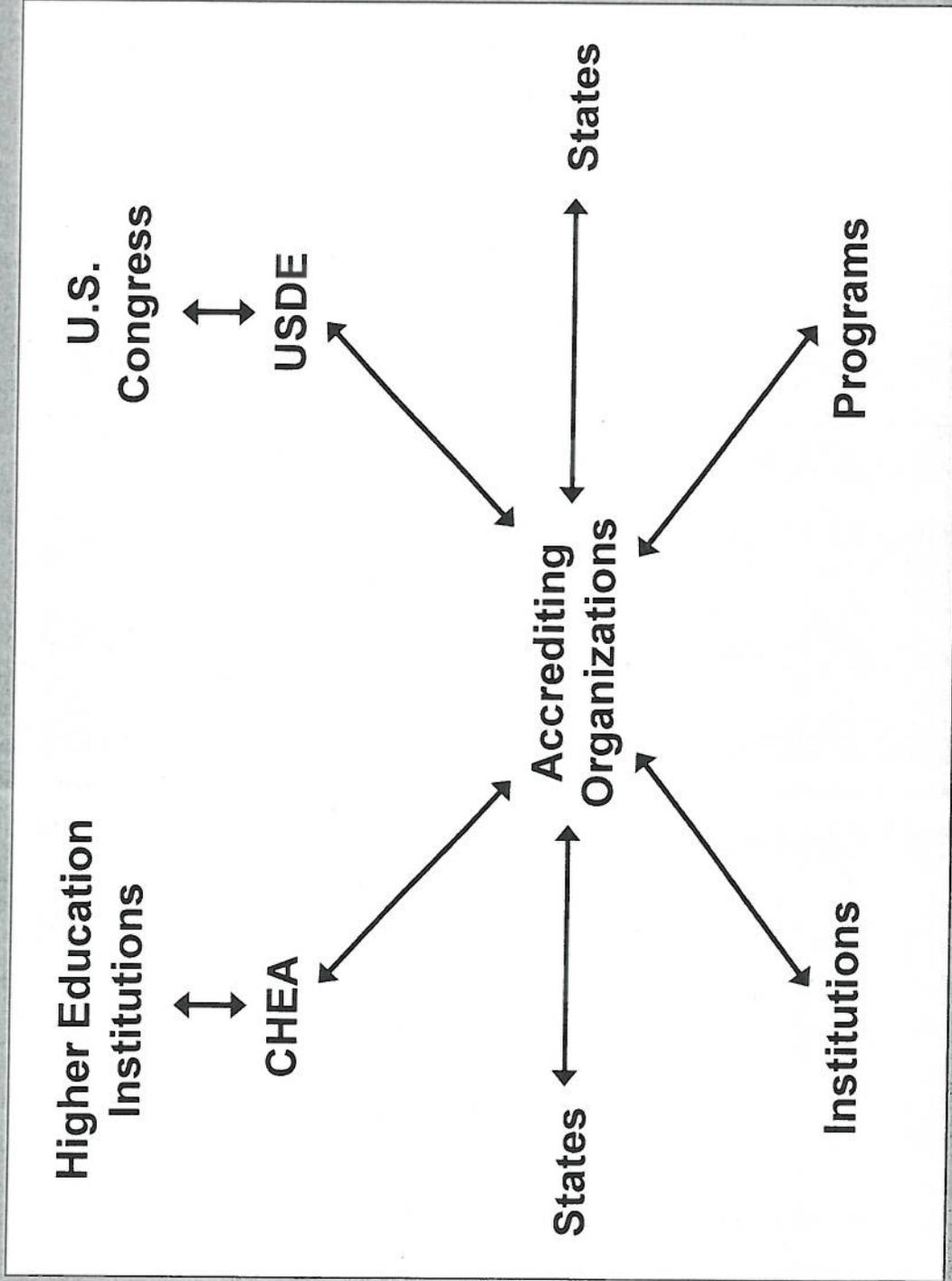


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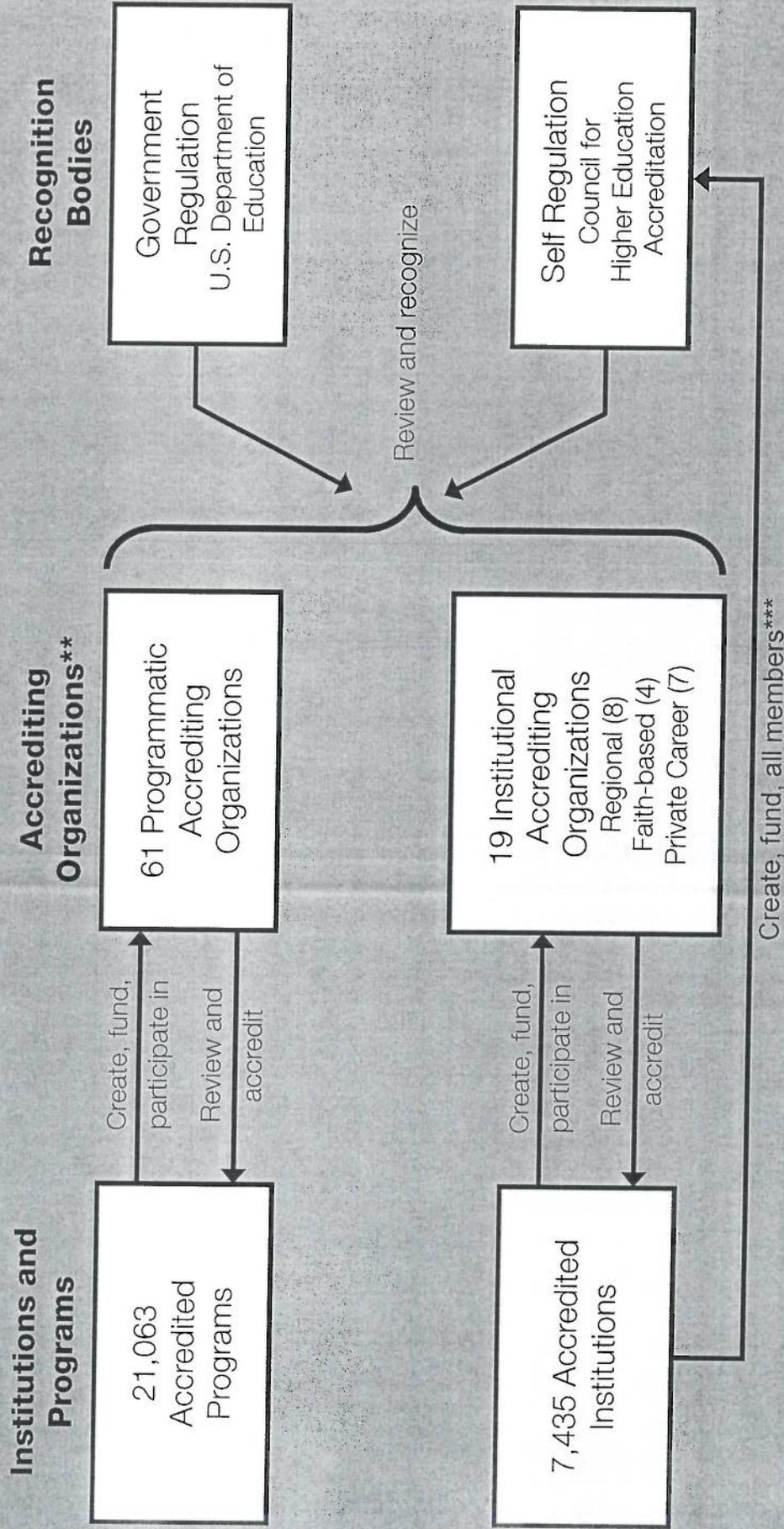
# Accreditation, Recognition and the Major Actors

- Higher Education Institutions and Programs
- Accrediting Organizations
- Recognition Bodies
- State Government
- Federal Government
- Students, Families and the Public

# Complex Relationships



# Relationship among Institutions Accredited by Recognized Accrediting Organizations, Recognized Accrediting Organizations and Recognition Bodies\*



\*2009 CHEA Almanac of External Quality Review

\*\*Some accrediting organizations are recognized only by CHEA, some only by USDE, some by both.

\*\*\*Not all accredited institutions are members of CHEA.



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## U.S. Accreditation and Recognition are Grounded in Certain Values . . .

- That **higher education institutions** have primary responsibility for academic quality: They are the leaders and the primary sources of authority in academic matters.
- That **institutional mission** is central to all judgments of academic quality.
- That **institutional autonomy** is essential to sustaining and enhancing academic quality.
- That our higher education enterprise – and our society – thrives on **decentralization and diversity** of institutional purpose and mission.
- That **academic freedom** flourishes only in an environment of academic leadership of institutions.

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## How is U.S. Accreditation Defined?

- Accreditation is about both
  - **Quality assurance:** assuring threshold quality in higher education; and
  - **Quality improvement:** assuring that institutions and programs have processes to try to do what they do better.

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## How is U.S. Accreditation Organized?

- 81 recognized accrediting organizations in 2008-2009\*
- Autonomous, private (nongovernmental), nonprofit;
- Emerged from higher education, not government;
- Legitimacy derives from higher education, not government; and
- More than 100 years old.

\*2009 CHEA Almanac of External Quality Review

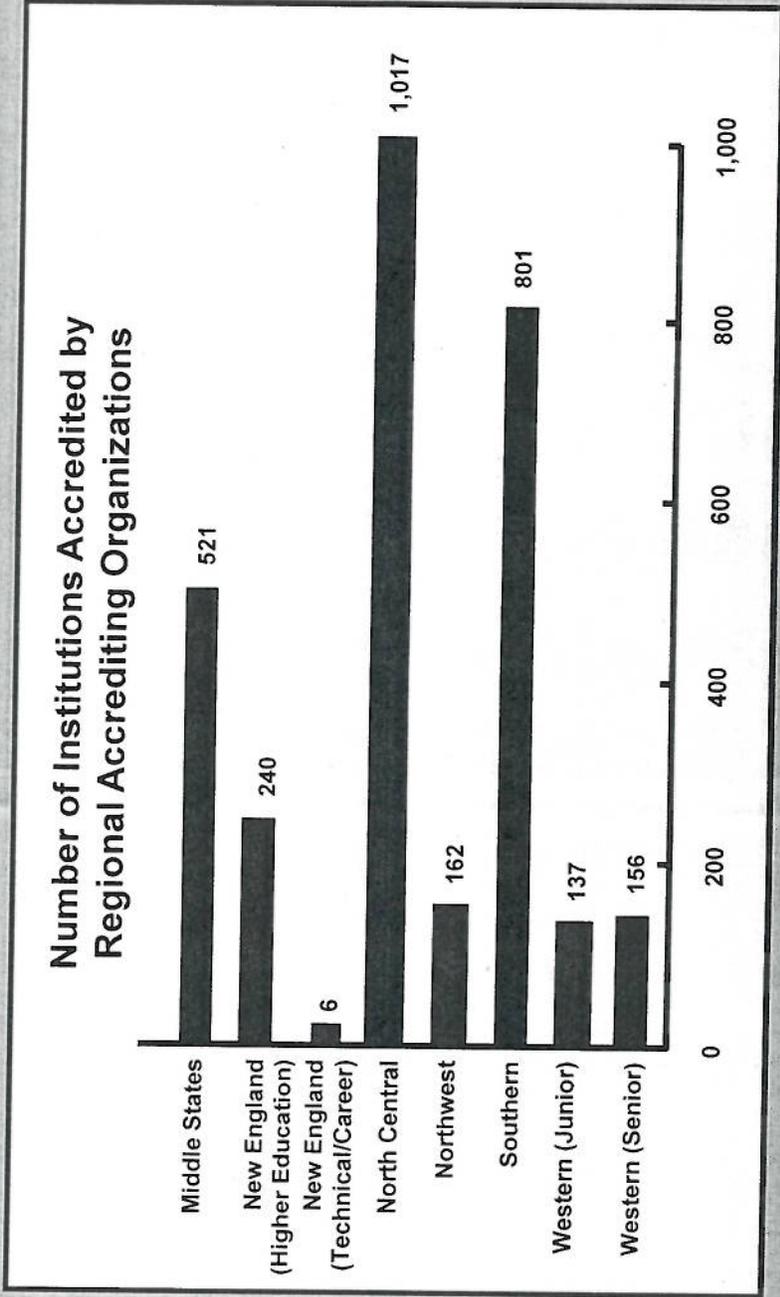
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## How is Accreditation Funded?

- Accreditation organizations are funded by:
  - Annual dues from institutions and programs that are accredited.
  - Fees that institutions and programs pay for accreditation visits.
  - In some instances, financial assistance from sponsoring organizations.
- Accrediting organizations sometimes obtain funds for special initiatives from government or from private foundations.

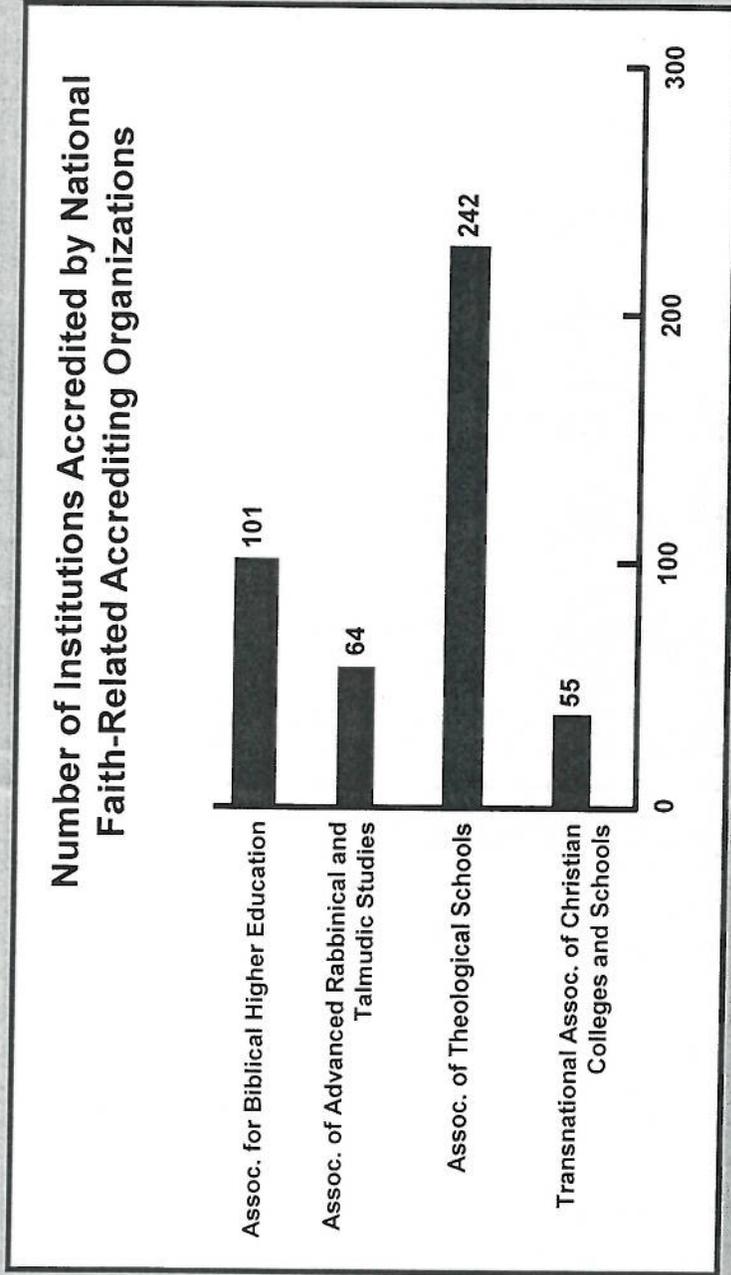
# Types of U.S. Accrediting Organizations

- **Institutional Accreditors**
- **Regional:** Accredited 3,040 public and private, mainly nonprofit and degree-granting, two- and four-year institutions.



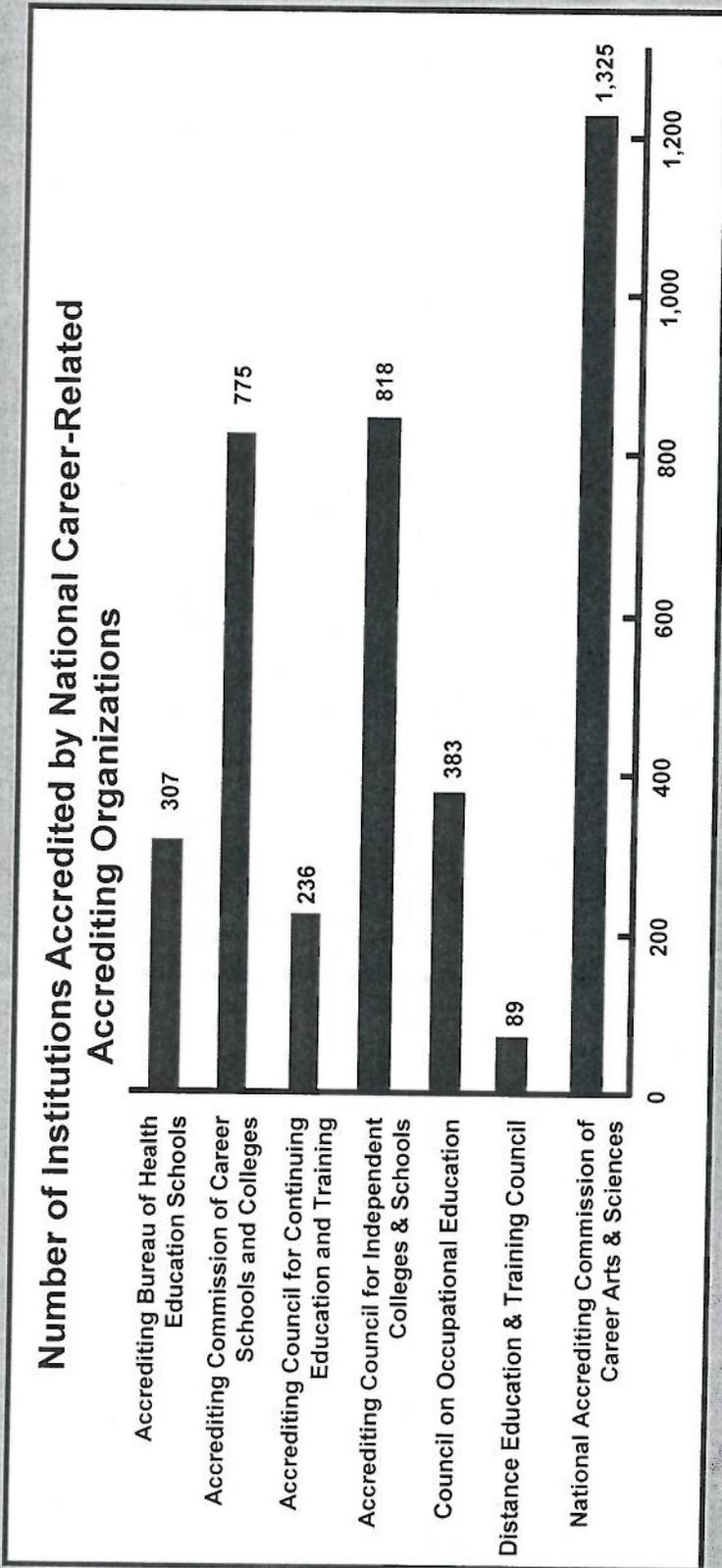
# Types of U.S. Accrediting Organizations

- **Institutional Accreditors**
- **National Faith-Related:** Accredited 462 religiously affiliated or doctrinally based institutions, mainly nonprofit and degree-granting.



# Types of U.S. Accrediting Organizations

- **Institutional Accreditors**
- **National Career-Related:** Accredited 3,933 mainly for-profit, career-based, single-purpose institutions, including distance learning colleges and universities.



# Types of U.S. Accrediting Organizations

- Programmatic Accreditors:** Accredited 21,063 specific programs, professions or schools, e.g., law, medicine, engineering and health professions. Some schools may be freestanding.

**Programmatic Accreditors by Degree- or Non-Degree Status\***

	Public	Private Non-Profit	Private For Profit	Institutional Control Not Indicated	Total
Degree	7,039	3,281	623	5,869	16,812
Non-Degree	1,502	446	574	1,085	3,609
<b>Programmatic Total</b>	<b>8,541</b>	<b>3,727</b>	<b>1,197</b>	<b>6,954</b>	<b>20,419</b>

\*The totals differ because twelve accrediting organizations not reporting programs and freestanding institutions; four organizations not reporting degree-granting/non-degree granting status.

## What is Accredited?\*

- Institutions and Programs
- Not Courses or Individuals
- More than 7,400 institutions
- 63 percent are degree-granting (associate degree or above)
- 37 percent are nondegree
- 51 percent are nonprofit
- 49 percent are for-profit
- More than 20,000 programs

\*As of 2009

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## How does U.S. Accreditation Operate? (Detail)

- Accrediting organizations develop **standards** that must be met in order to be accredited.
- Institutions and programs undertake **self studies** based on standards.
- Institutions and programs are subject to **peer review**, including site visits and team reports;
- Accrediting organizations make a **judgment** based on standards through their decision-making commissions and **award** (or do not award) accredited status.
- Institutions and programs undergo **periodic review** by accrediting organizations to maintain accredited status.

*Accreditation is a standards-based, evidence-based, judgment-based, peer-based process*

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## How does U.S. Accreditation Operate? (Detail Cont.)

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- **Self-study:** Institutions and programs prepare a written summary of performance based on accrediting organizations' standards.
- **Peer review:** Accreditation review is conducted primarily by faculty and administrative peers in the profession. These colleagues review the self-study and serve on visiting teams that review institutions and programs after the self-study is completed. Peers constitute the majority of members of the accrediting commissions or boards that make judgments about accrediting status.
- **Site visit:** Accrediting organizations normally send a visiting team to review an institution or program. The self-study provides the foundation for the team visit. Teams, in addition to the peers described above, may also include public members (non-academics who have an interest in higher education). All team members are volunteers and are generally not compensated.

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## How does U.S. Accreditation Operate? (Detail Cont.)

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- **Judgment by accrediting organization:** Accrediting organizations have decision-making bodies (commissions) made up of administrators and faculty from institutions and programs as well as public members. These commissions may affirm accreditation for new institutions and programs, reaffirm accreditation for ongoing institutions and programs, and deny accreditation to institutions and programs.
- **Periodic external review:** Institutions and programs continue to be reviewed over time on cycles that range from every few years to ten years. They normally prepare a self-study and undergo a site visit each time.

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## What Role does Accreditation Play in U.S. Society?

- Assures threshold quality for students and the public.
- Required for access to federal and state funds.
- One basis for private sector (e.g., corporations, individuals and foundations) decisions to support higher education: tuition assistance, charitable giving, research.
- Eases transfer of credit.

## What Role does U.S. Accreditation Play? (Detail)

- **Assuring quality.** Accreditation is the primary means by which colleges, universities and programs assure quality to students and the public. Accredited status is a signal to students and the public that an institution or program meets at least threshold standards for its faculty, curriculum, student services and libraries. Accredited status is conveyed only if institutions and programs provide evidence of fiscal stability.
- **Access to federal and state funds.** Accreditation is required for access to federal funds such as student aid and other federal programs. Federal student aid funds are available to students only if the institution or program they are attending is accredited by a recognized accrediting organization. The United States awarded \$69 billion (US) in student grants and loans in 2002 alone. State funds to institutions and students are contingent on accredited status.

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## What Role does U.S. Accreditation Play? (Detail – Cont.)

- **Engendering private sector confidence.** Accreditation status of an institution or program is important to employers when evaluating credentials of job applicants and when deciding whether to provide tuition support for current employees seeking additional education. Individuals and foundations look for evidence of accreditation when making decisions about private giving.
- **Easing transfer.** Accreditation is important to students for smooth transfer of courses and programs among colleges, universities and programs. Receiving institutions take note of whether or not the credits a student wishes to transfer have been earned at an accredited institution. Although accreditation is but one among several factors taken into account by receiving institutions, it is viewed carefully and is considered an important indicator of quality.

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# What is Accreditation's Relationship to Government?

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## **Federal government**

- Relies on accreditation to assure quality of institutions and programs for which the government provides federal funds and for which the government provides federal aid to students.

## **State governments**

- Will initially license institutions and programs without accreditation (in most states).
- However, will require accreditation to make state funds available to institutions and students.
- Often requires that individuals who sit for state licensure in various professions have graduated from accredited institutions and programs.

*Government Considers Accreditation To Be  
A Reliable Authority On Academic Quality*

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## In Summary . . .

- Accreditation in the United States is about quality assurance and quality improvement.
- It is private (nongovernmental) and nonprofit – an outgrowth of the higher education community and not government.
- It is a process to scrutinize institutions and programs.
- It has a complex relationship with government, especially in relation to funding higher education.
- It adds value to the society through assuring quality, enabling government to make sound judgments about the use of public funds, aiding the private sector in decisions about financial support and easing transfer of credit.

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## What Assures the Quality of Accrediting Organizations?

The process of assuring the quality of accreditors is called “**recognition**.”

“**Recognition**” is a review of the quality and effectiveness of accrediting organizations based on a specific set of standards.

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## Who Assures the Quality of Accreditation? (Who “Recognizes” U.S. Accreditors?)

### **CHEA**

A private (nongovernmental), institutional membership organization that scrutinizes the capacity of accrediting bodies to assure and improve the academic quality of institutions and programs, based on CHEA standards.

### **United States Department of Education**

A federal government agency that scrutinizes the capacity of accrediting organizations to assure the soundness of institutions and programs that are eligible for federal funds including student aid, based on federal standards.

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## CHEA and USDE Recognition: Purposes

- **CHEA**'s primary purpose is to assure and strengthen academic quality and ongoing quality improvement in institutions and programs.
- **USDE**'s primary purpose is to assure that federal student aid and other federal funds are purchasing quality programs and degrees.
- **CHEA and USDE:**
  - Undertake parallel but not identical recognition activity;
  - Maintain ongoing, informal consultation about the recognition of accrediting organizations; and
  - Sustain a valuable public-private relationship of government regulation and self-regulation.

# Accrediting Organizations Recognized by CHEA or USDE\*

## Accrediting Organizations Recognized by CHEA and USDE\*\*

	Regional	National Faith-Related	National Career Related	Programmatic
CHEA- recognized	8	4	2	46
USDE-recognized	8	4	7	38
<b>Total Organizations (78)</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>59</b>

\*As of November 2009. Some accrediting organizations are recognized by both CHEA and USDE.

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## How does Recognition Operate?

- CHEA and USDE develop **standards** that must be met by accrediting organizations in order to be recognized.
- Accrediting organization undertakes **self evaluation** based on recognition standards.
- CHEA or USDE may require a **staff site visit** and **staff report**.
- CHEA and USDE **award** (or do not award) recognition status.
- Accrediting organization undergoes **periodic review** to maintain recognition.

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## How is Recognition Funded?

- CHEA funds its recognition activity through annual fees charged to its institutional members.
- The federal government funds its recognition activity through a budget allocation from Congress to USDE.

# CHEA (Nongovernmental) Recognition Standards\*

- **Advance academic quality.** Accreditors have a clear description of academic quality and clear expectations that the institutions or programs they accredit have processes to determine whether quality standards are being met.
- **Demonstrate accountability.** Accreditors have standards that call for institutions and programs to provide consistent, reliable information about academic quality and student achievement to foster continuing public confident and investment.
- **Encourage, where appropriate, self scrutiny and planning for change and needed improvement.** Accreditors encourage self-scrutiny for change and needed improvement through ongoing self-examination in institutions and programs.

*\*As of June 2010. This language illustrates the recognition standards and is not the full or official CHEA policy statement.*

# CHEA (Nongovernmental) Recognition Standards\* (Cont.)

- **Employ appropriate and fair procedures in decision making.**  
Accreditors maintain appropriate and fair organizational policies and procedures that include effective checks and balances.
- **Demonstrate ongoing review of accreditation practice.**  
Accreditors undertake self scrutiny of their accrediting activities.
- **Possess sufficient resources.** Accreditors have and maintain predictable and stable resources.

*\*As of June 2010. This language illustrates the recognition standards and is not the full or official CHEA policy statement.*

## Federal (Governmental) Recognition Standards\*

**The agency's accreditation standards effectively address the quality of the institution or program in the following areas:**

- Success with respect to student achievement in relation to the institution's mission, which may include different standards for different institutions and programs as established by the institution, including as appropriate, consideration of course completion, State licensing examination, and job placement rates.
- Curricula.
- Faculty.
- Facilities, equipment, and supplies.
- Fiscal and administrative capacity as appropriate to the specified scale of operations.
- Student support services.
- Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.

*\*As of July 2010.*

## Federal (Governmental) Recognition Standards\* (Cont.)

- Measures of program length and the objectives of the degrees or credentials offered.
- Record of student complaints received by, or available to, the agency.
- Record of compliance with the institution's program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews and any other information that the Secretary may provide to the agency.

\*As of July 2010.

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## In Summary . . .

- Recognition in the United States is about scrutiny of the quality and effectiveness of accrediting organizations.
- It is carried out by the higher education enterprise through CHEA, a private body, and by government (USDE).
- The goals of the two recognition processes are different:
  - CHEA: Assuring that accrediting organizations contribute to maintaining and improving academic quality
  - USDE: Assuring that accrediting organizations contribute to maintaining the soundness of institutions and programs that receive federal funds.
- The two recognition processes are similar: self evaluation based on standards, site visit and report, award of recognition status.
- Recognition adds value to the society as a vital part of accreditation accountability or “accrediting the accreditors.”

# THANK YOU

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# Accrediting Commission for Schools

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ASSOCIATE EXECUTIVE DIRECTOR

## WASC 2011–2012 FEE SCHEDULE California and Hawaii

### Annual Membership Fees

Elementary Schools – accredited or candidate .....	\$ 500.00
Intermediate Schools – accredited or candidate.....	\$ 756.00
Secondary Schools – accredited or candidate .....	\$ 756.00
Multi-Campus Schools (three or more campuses) – accredited or candidate.....	\$ 1,045.00
Postsecondary Schools – accredited or candidate .....	\$ 1,045.00
Supplementary Education Programs (SEPs) – non-corporate.....	\$ 756.00
Corporate Headquarters .....	\$ 1,500.00
Individual Corporate Schools or SEP Centers/Programs.....	\$ 600.00

### Visiting Committee Fees

Application fee.....	\$ 150.00
Initial Visit fee.....	\$ 600.00
Full Self-Study fee: Visiting team member expenses are reimbursed directly by the visited school.	
Three-Year Term Revisit fee (two- to five-member visiting committee).....	\$ 475.00 per member
Substantive Change Visit fee (per site).....	\$ 400.00
Expanded Substantive Change Visit fee (per site).....	\$ 600.00
Revisit fee, Midterm Review fee, or Special Visit fee (one-day, on-site visit by a two-member visiting committee).....	\$ 750.00
Postponement or Cancellation of Visit fee after visiting committee has been assigned .	\$ 500.00
Validation fee (appeal) .....	\$ 750.00
SEP Centers/Programs – corporate	
Visit fees within California, excluding initial visits .....	\$ 500.00
Visit fees outside of California, plus actual expenses, not to exceed \$750.00 ....	\$ 500.00
SEP Centers/Programs – non-corporate	
Full Self-Study fees.....	\$ 750.00
Other visits, excluding initial visits.....	\$ 400.00

Please do not send in payment until you have received an invoice, with the exception of the Application fee which should be submitted with the completed "Request for WASC Affiliation" form.

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT Li-Clini Vign
1	11/01/2011 08:37 AM	December 2010	Special Group	***Virtual Department***	420074	1	17903645	MA in Counseling Psychology	1991	No	No	I have not taken the written exam	I have taken exa
2	10/28/2011 07:57 AM	December 2010	Special Group	***Virtual Department***	420074	1	26816014	PsyD in Clinical Psychology	1992	No	Yes		
3	11/01/2011 12:16 AM	December 2010	Special Group	***Virtual Department***	420074	1	3382373	PsyD in Clinical Psychology	1995	Yes	Yes	I have not taken the written exam	I have taken exa
4	10/31/2011 04:32 PM	December 2010	Special Group	***Virtual Department***	420074	1	18114346	PsyD in Clinical Psychology	1997	No	Yes	I have not taken the written exam	I have taken exa
5	11/01/2011 06:47 AM	December 2010	Special Group	***Virtual Department***	420074	1	6345733	PsyD in Clinical Psychology	1999	Yes	Yes	I have not taken the written exam	I have taken exa
6	11/01/2011 09:49 AM	December 2010	Special Group	***Virtual Department***	420074	1	26379803	PsyD in Clinical Psychology	1999	Yes	Yes	I have not taken the written exam	I have taken exa
7	10/27/2011 10:36 PM	December 2010	Special Group	***Virtual Department***	420074	1	23909338	PsyD in Clinical Psychology	2001	Yes	Yes	Passed MFT Written Exam	Pass
8	10/28/2011 09:14 AM	December 2010	Special Group	***Virtual Department***	420074	1	32236012	MA in Counseling Psychology	2001	No	Yes	Passed MFT Written Exam	Pass
9	11/01/2011 09:20 AM	December 2010	Special Group	***Virtual Department***	420074	1	713233	PsyD in Clinical Psychology	2001	Yes	Yes	I have not taken the written exam	I have taken exar
10	10/27/2011 05:36 PM	December 2010	Special Group	***Virtual Department***	420074	1	18839781	PsyD in Marriage Family Therapy	2002	No	Yes	Passed MFT Written Exam	Pass
11	10/31/2011 07:21 PM	December 2010	Special Group	***Virtual Department***	420074	1	9843751	PsyD in Clinical Psychology	2002	Yes	Yes	I have not taken the written exam	I have taken exar

1 Performance Fact Sheet

11/9/2011

PsyD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
I have not taken the exam	I have not taken the exam	Private Industry	n/a	Administrator/Manager/Officer-Private industry-other than health or mental health care	More than 32 hours per week	\$70,000	Guaranteed Pool Service Las Vegas, NV	Never entered the mental health field professionally. Moved to Las Vegas right after graduation and did not pursue the profession.
Passed	Passed	private practice	1994	Sole Proprietor-Private Practice	Less than 32 hours per week	75-100000 year	private practice	I loved Ryokan. I am a licensed clinical psychologist in both California and Connecticut. Ryokan enabled me to get my doctorate while working. Great program!
I have not taken the exam	I have not taken the exam	Teacher, hypnotherapist		Special education teacher, professor	More than 32 hours per week	\$60,000	LAUSD	I primarily teach special education at the middle school level. I have taught Child Abuse courses for Ryokan and other institutions.
I have not taken the exam	I have not taken the exam	Retired	N/A	Retiree	Retired/Unemployed	I decline to list my pension amount	currently not employed	I have no comments
I have not taken the exam	I have not taken the exam	Retired, part time/retired, Community Mental Health, Prison System	n/a	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	Less than 32 hours per week	\$10 K/retired	Private Practice/Dept of Corrections Program resource	I have a small private practice working in the areas of grief, loss and transitions. Prior to retirement I worked for many years developing programs and running groups with Sex Offenders in a state correctional facility and am still on call for groups and classes. I am also on the Massachusetts Crisis Response Team. My training at Ryokan was excellent. I believe that one of the great strengths of the program is the use of "working" faculty as well as the supportive and nurturing administration. Ryokan was a practical grounding after receiving my Masters in Counseling from Pacifica which is a Jungian based and consequently more theoretical in nature and approach.
Passed	Passed	Private Practice	2001	Sole Proprietor-Private Practice	More than 32 hours per week	\$400,000.00	Private Practice	No Comment
		Community Mental Health	2005	Administrator/Manager/Officer-Health Care agency, hospital, clinic, or other setting where you are an employee		50k	Children's Institute Inc. and Joe Torre Safe at Home Foundation	
		Clinic/Rehab	2008	Private Practitioner		31,000	Private Practice	
I have not taken the exam	I have not taken the exam	Govt or Business Consulting, Clinic/Rehab		Sr. Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional.	More than 32 hours per week	100000	State of California - Department of Rehabilitation.	The above annual income include salary, a whole package of benefits and a PT (a few hours/week) job.
		Private Industry	2006	Sole Proprietor-Private Practice		180,000	private practice	
I have not taken the exam	I have not taken the exam	Private Industry, Prison System, Community Mental Health, Clinic/Rehab, work for a clinic	I did not take the test	therapist in clinic	Less than 32 hours per week	\$50,000	Russian River Counselors	I am 67 years old and partially retired. My salary represents some retirement funds as well as my current salary.

Campus Cruiser Survey Oct

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT License Clinical Vignette
12	11/01/2011 08:58 AM	December 2010	Special Group	***Virtual Department***	420074	1	23971486	MA in Counseling Psychology	2002	No	Yes	Passed MFT Written Exam	Passed
13	10/27/2011 03:05 PM	December 2010	Special Group	***Virtual Department***	420074	1	33515556	PsyD in Clinical Psychology	2004	No	Yes	Passed MFT Written Exam	Passed
14	11/01/2011 12:49 PM	December 2010	Special Group	***Virtual Department***	420074	1	29117023	PsyD in Clinical Psychology	2004	Yes	Yes	Passed MFT Written Exam	Passed
15	10/27/2011 05:33 PM	December 2010	Special Group	***Virtual Department***	420074	1	28861885	PsyD in Clinical Psychology	2005	Yes	Yes		
16	10/31/2011 10:38 PM	December 2010	Special Group	***Virtual Department***	420074	1	5782603	PsyD in Clinical Psychology	2005	Yes	Yes	Passed MFT Written Exam	Passed
17	10/27/2011 03:17 PM	December 2010	Special Group	***Virtual Department***	420074	1	18895081	MA in Counseling Psychology	2006	Yes	Yes	I'm in the process of taking the exam	I'm in the process taking the exam
18	11/01/2011 06:41 AM	December 2010	Special Group	***Virtual Department***	420074	1	16763865	PsyD in Clinical Psychology	2006	Yes	Yes	Passed MFT Written Exam	Passed
19	11/01/2011 07:11 AM	December 2010	Special Group	***Virtual Department***	420074	1	27277568	MA in Counseling Psychology	2006	No	Yes	Passed MFT Written Exam	Passed
20	10/30/2011 07:57 AM	December 2010	Special Group	***Virtual Department***	420074	1	26658762	Bachelor of Arts, MA in Counseling Psychology	2009	No	Yes	I'm in the process of taking the exam	I'm in the process taking the exam
21	10/30/2011 08:00 AM	December 2010	Special Group	***Virtual Department***	420074	1	1485797	Bachelor of Arts, MA in Counseling Psychology	2009	No	Yes		
22	10/31/2011 08:28 PM	December 2010	Special Group	***Virtual Department***	420074	1	10320846	Bachelor of Arts	2009	Yes	No	I have not taken the written exam	I have not taken the exam

Performance Fact Sheet

11/9/2011

YD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
Have not taken the exam	I have not taken the exam	Hospital	2008	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	More than 32 hours per week	80000	Kaiser Permanente	None
		Private Industry	2004	Sole Proprietor- Private Practice	Less than 32 hours per week	N/A	Privat Practice	0
Passed	Passed	independent consultant, Private Industry, Community Mental Health	2009	Clinical Supervisor/Independent Consultant	More than 32 hours per week	140,000.00	Bienvenidos	I do not have an MFT license. I am a LCSW but there was not that option. I became a license social worker while I was in the first year program.
Passed	Passed	private practice	2010	Sole Proprietor- Private Practice	Less than 32 hours per week		private practice	
Have not taken the exam	I have not taken the exam	contract work for the federal government	2006	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	More than 32 hours per week	50000	DTR inc.	None
		Clinic/Rehab		Intern in Private Practice	Less than 32 hours per week	\$200,000	Private Practice	
Have not taken the exam	I have not taken the exam	Private Industry, Community Mental Health, Clinic/Rehab, Clinical Director	2005	Director of Therapy Services	More than 32 hours per week	110,000	Sage Neuroscience Center	Ryokan helped me prepare to take on the Director role for the largest private mental health clinic in New Mexico's history. I have helped to create a healing atmosphere so successful, that I receive at least 5 resumes per month from individuals wanting employment there. Go Ryokan!
Have not taken the exam	I have not taken the exam	Clinic/Rehab	2010	Administrator/Manager/Officer- Health Care agency, hospital, clinic, or other setting where you are an employee	More than 32 hours per week	125,000	1736 Family Crisis Center	I am currently employed at 1736 Family Crisis Center as the Senior Director in charge of 140 staff, 200 vollunteers, 5 shelters, 3 Community Centers throughout Los Angeles County.
		Clinic/Rehab		Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting		60,000	Klean Treatment Center	
		Counselor Drug And Alcohol	N/A	Private Sober Living	Less than 32 hours per week	60000	Victoria's House	None of the answers apply to me in questions 5 through 8, I have not graduated yet to have taken any of the exams.
Have not taken the exam	I have not taken the exam	Not in the field of psychology		Not in the field of psychology	Retired/Unemployed	Not in this field	Currently Not employed.	Not working in the field.

Campus Cruiser Survey Oct

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT License Clinical Vignett
23	10/28/2011 01:17 PM	December 2010	Special Group	***Virtual Department***	420074	1	3536641	PsyD in Clinical Psychology	2010	Yes	Yes		
24	10/28/2011 11:07 AM	December 2010	Special Group	***Virtual Department***	420074	1	26312428	PsyD in Clinical Psychology	2010		Yes		
25	10/30/2011 09:35 AM	December 2010	Special Group	***Virtual Department***	420074	1	29810737	PsyD in Marriage Family Therapy	2010	No	Yes	Passed MFT Written Exam	Passed
26	10/30/2011 09:59 PM	December 2010	Special Group	***Virtual Department***	420074	1	28404840	PsyD in Marriage Family Therapy	2010	Yes	Yes	Passed MFT Written Exam	Passed
27	10/31/2011 06:20 PM	December 2010	Special Group	***Virtual Department***	420074	1	4947027	PsyD in Clinical Psychology	2010	Yes	Yes	I have not taken the written exam	I have taken exam
28	10/31/2011 08:05 PM	December 2010	Special Group	***Virtual Department***	420074	1	16728916	PsyD in Marriage Family Therapy	2010	Yes	Yes	Passed MFT Written Exam	Passed
29	10/31/2011 10:08 PM	December 2010	Special Group	***Virtual Department***	420074	1	2771424	PsyD in Clinical Psychology	2010	Yes	Yes	I have not taken the written exam	I have taken exam
30	11/01/2011 12:31 PM	December 2010	Special Group	***Virtual Department***	420074	1	9351134	PsyD in Clinical Psychology	2010	No	Yes	Passed MFT Written Exam	Passed
31	10/27/2011 03:37 PM	December 2010	Special Group	***Virtual Department***	420074	1	18349946	Bachelor of Arts, MA in Counseling Psychology, PsyD in Clinical Psychology	2008, 2010,2011	Yes	Yes		
32	10/27/2011 03:03 PM	December 2010	Special Group	***Virtual Department***	420074	1	8542831	MA in Psychology, PsyD in Clinical Psychology	2009, 2012	Yes	No		

PsyD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
Passed	Passed	Private Industry	2011	Sole Proprietor-Private Practice	Less than 32 hours per week	60K	Private Practice	
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Community Mental Health		Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting		\$85,000	Los Angeles County	I work more than 32 hours per week
		Private Industry	2004	Sole Proprietor-Private Practice	Less than 32 hours per week	~\$80,000	Private Practice	I did my Master's program elsewhere (not at Ryokan). Hence, my licensing status is not attributable to a Ryokan education.
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Private Industry		Sole Proprietor-Private Practice	Less than 32 hours per week		Private Practice	
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Geropsychology		Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	More than 32 hours per week	\$100,000	Private Practice	mmm
I have not taken the exam	I have not taken the exam	Clinic/Rehab	1985	Sole Proprietor-Private Practice	More than 32 hours per week	\$100K	Private Practice	Doctorate degree did not help me get licensed, I was already MFT licensed. Doctorate degree has increased my income.
I have not taken the exam	I'm in the process of taking the EPPP	Community Mental Health	N/A	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	More than 32 hours per week	69000	-	-
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Community Mental Health, Govt or Business Consulting		Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	More than 32 hours per week	\$85,000	Los Angeles County -DMH	My experience at Ryokan College was exceptional; it truly enhanced my professional career.
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Psych. Asst. in a private practice		Psych Asst. private practice		30,000	private practice	I am currently a Post Doc. psych asst. in a private practice. I am currently studying for the exams for licensure.
		Other		Other	Retired/Unemployed	\$28,000		Just became unemployed 2 months ago, and am looking for a position to complete my clinical supervision hours and begin my case study dissertation.

## Campus Cruiser Survey Oct

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT Licer Clinical Vignette
33	#####	December 2010	Special Group	***Virtual Department***	420074	1	25933681	Bachelor of Arts, MA in Psychology, PsyD in Clinical Psychology	BA 2009 MA 2010 PSYD 2012	Yes	Yes		I'm in th process taking th exam
34	10/27/2011 03:40 PM	December 2010	Special Group	***Virtual Department***	420074	1	28570822	PsyD in Marriage Family Therapy	2011	Yes	Yes	Passed MFT Written Exam	Passer
35	10/27/2011 09:28 PM	December 2010	Special Group	***Virtual Department***	420074	1	4925021	PsyD in Marriage Family Therapy	2011	Yes	No	Passed MFT Written Exam	Passer
36	10/27/2011 10:20 PM	December 2010	Special Group	***Virtual Department***	420074	1	29612854	PsyD in Clinical Psychology	2011	Yes	No		
37	10/27/2011 10:56 PM	December 2010	Special Group	***Virtual Department***	420074	1	29934408	PsyD in Marriage Family Therapy	2011			Passed MFT Written Exam	Passer
38	10/28/2011 05:00 AM	December 2010	Special Group	***Virtual Department***	420074	1	26009907	PsyD in Marriage Family Therapy	2011	Yes	No		
39	10/29/2011 10:41 AM	December 2010	Special Group	***Virtual Department***	420074	1	29547091	MA in Psychology	2011	No	No		
40	10/30/2011 04:57 PM	December 2010	Special Group	***Virtual Department***	420074	1	11461919	PsyD in Marriage Family Therapy	2011	Yes	Yes		
41	10/30/2011 09:04 PM	December 2010	Special Group	***Virtual Department***	420074	1	3198015	PsyD in Clinical Psychology	2011	Yes	No		
42	10/31/2011 04:23 PM	December 2010	Special Group	***Virtual Department***	420074	1	269447	PsyD in Marriage Family Therapy	2011	Yes	Yes	Passed MFT Written Exam	Passer
43	10/31/2011 04:31 PM	December 2010	Special Group	***Virtual Department***	420074	1	32309721	PsyD in Marriage Family Therapy	2011	Yes	Yes	Passed MFT Written Exam	Passer
44	10/31/2011 06:03 PM	December 2010	Special Group	***Virtual Department***	420074	1	8459968	PsyD in Marriage Family Therapy	2011	No	Yes	Passed MFT Written Exam	Passer

11 Performance Fact Sheet

11/9/2011

PsyD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Rehab and also Private Practice	Not licensed yet	Sole Proprietor-Private Practice	Less than 32 hours per week	\$20,000	The Canyon, Visions Adolescent Treatment Centers, Private Practice	
		Licensed Marriage and Family Therapist	1998	Sole Proprietor-Private Practice	Less than 32 hours per week	decline to state	private practice	Not yet officially graduated from Ryokan, degree not yet completed
		Clinic/Rehab	2004	Administrator/Manager/Officer-Health Care agency, hospital, clinic, or other setting where you are an employee		135,000.00	private practice and agency manager	
		scientist						None of these questions are applicable. I AM STILL IN SCHOOL.
		Community Mental Health	7	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting				
		Private Industry	2002	Partner/Principal- Group Practice		\$65,000	Private Practice	
		Full time student			Less than 32 hours per week			
		Private Industry	1993	Sole Proprietor-Private Practice		\$150,000	private practice	
		School-- Counselor, Teacher Admin		Administrator/Manager/Officer-Health Care agency, hospital, clinic, or other setting where you are an employee	Less than 32 hours per week		Teen Club in Northern California	
have not taken the exam	I have not taken the exam	private practice psychotherapy	2002	Partner/Principal- Group Practice	More than 32 hours per week	\$72,000	private practice	I was a licensed MFT prior to taking the PsyD coursework at Ryokan. My PsyD degree is non-clinical and thus, I have not taken any doctoral licensing exams.
have not taken the exam	I have not taken the exam	Hospital, Private Industry	2002	Sole Proprietor-Private Practice	More than 32 hours per week	100,000	Private Practice	Thank you
have not taken the exam	I have not taken the exam	Marriage & Family Therapist	1998	Sole Proprietor-Private Practice	Less than 32 hours per week	Not sharing	Private Practice	I don't think it is professional to ask what my income is in #13.

## Campus Cruiser Survey Oc

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT Lic Clinic Vigne
45	10/31/2011 07:15 PM	December 2010	Special Group	***Virtual Department***	420074	1	12632161	PsyD in Marriage Family Therapy	2011	No	Yes	Passed MFT Written Exam	Pass
46	11/01/2011 10:31 AM	December 2010	Special Group	***Virtual Department***	420074	1	10641049	PsyD in Marriage Family Therapy	2011	Yes	Yes	Passed MFT Written Exam	Pass
47	11/01/2011 11:17 AM	December 2010	Special Group	***Virtual Department***	420074	1	6229498	PsyD in Clinical Psychology	2011	Yes	No	I have not taken the written exam	I have taken exam
48	10/27/2011 03:12 PM	December 2010	Special Group	***Virtual Department***	420074	1	17709686	PsyD in Marriage Family Therapy	2012	No	No		Pass
49	10/27/2011 03:30 PM	December 2010	Special Group	***Virtual Department***	420074	1	10490470	PsyD in Marriage Family Therapy	2012	Yes	Yes	Passed MFT Written Exam	
50	10/27/2011 03:45 PM	December 2010	Special Group	***Virtual Department***	420074	1	25893899	PsyD in Clinical Psychology	2012	No	No	I'm in the process of taking the exam	
51	10/27/2011 08:29 PM	December 2010	Special Group	***Virtual Department***	420074	1	2080599	PsyD in Marriage Family Therapy	2012	Yes	Yes	I'm in the process of taking the exam	I'm in process taking exam
52	10/28/2011 05:05 PM	December 2010	Special Group	***Virtual Department***	420074	1	15438847	PsyD in Clinical Psychology	2012	No	No		
53	10/28/2011 05:06 AM	December 2010	Special Group	***Virtual Department***	420074	1	1372833	PsyD in Marriage Family Therapy	2012	Yes	Yes		
54	10/28/2011 08:02 AM	December 2010	Special Group	***Virtual Department***	420074	1	27171315	PsyD in Clinical Psychology	2012	No	No		
55	10/28/2011 08:52 PM	December 2010	Special Group	***Virtual Department***	420074	1	4294487	PsyD in Marriage Family Therapy	2012	Yes	Yes		
56	10/30/2011 06:31 PM	December 2010	Special Group	***Virtual Department***	420074	1	4486226	PsyD in Marriage Family Therapy	2012	Yes	Yes	I'm in the process of taking the exam	I'm in process taking exam

1 Performance Fact Sheet

11/9/2011

PsyD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
I have not taken the exam	I have not taken the exam	Hospital, Clinic/Rehab	1987	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	Less than 32 hours per week	80,000	Private Facility	My educational experience was excellent.
I have not taken the exam	I have not taken the exam	School-- Counselor, Teacher Admin	1990	Administrator/Manager/Officer- Health Care agency, hospital, clinic, or other setting where you are an employee	More than 32 hours per week	\$75,000	Marymount College	None
I have not taken the exam	I have not taken the exam	Govt or Business Consulting	Not applicable	Administrator/Manager/Officer Private industry- other than health or mental health care	Less than 32 hours per week	To be determined	Contracting	I am in the process of starting a new contract
		Private Industry	2009	Non-management/Administrative employee in private industry		65000	Hanna Boys Center	I do work in the field that I studied but I did not answer yes to that question because I am not yet a graduate.
Passed		Community Mental Health	2011	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	Less than 32 hours per week	\$70,000	private practice	
		Auto Appraising			Less than 32 hours per week	80,000		I haven't graduated yet, but I am filling this out since Blogville is suggesting I do. Please disregard if not useful.
		Community Mental Health	in process	clinical director	Less than 32 hours per week	90,000 +	Holding Hands	
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	School-- Counselor, Teacher Admin		Administrator/Manager/Officer Private industry- other than health or mental health care	Less than 32 hours per week	\$65,000	University of Santa Monica	
		Private Industry	1997	Sole Proprietor- Private Practice	Less than 32 hours per week	20,000	private practice	
		Private Industry	2003	Sole Proprietor- Private Practice	Less than 32 hours per week		Private Practice	I have not graduated yet and am unemployed at this time
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Community Mental Health	n/a	Other	Less than 32 hours per week	50,000	campion counseling center	

Campus Cruiser Survey Oct

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT License Vignette
57	10/30/2011 08:48 AM	December 2010	Special Group	***Virtual Department***	420074	1	7308801	PsyD in Marriage Family Therapy	2012	Yes	Yes	Passed MFT Written Exam	Passed
58	10/31/2011 06:15 PM	December 2010	Special Group	***Virtual Department***	420074	1	16564887	PsyD in Marriage Family Therapy	2012	Yes	Yes	I'm in the process of taking the exam	I'm in the process of taking the exam
59	10/31/2011 08:38 PM	December 2010	Special Group	***Virtual Department***	420074	1	19604259	PsyD in Clinical Psychology	2012	Yes	No	I have not taken the written exam	I have not taken the exam
60	10/31/2011 08:58 PM	December 2010	Special Group	***Virtual Department***	420074	1	18227806	PsyD in Marriage Family Therapy	2012	Yes	Yes	Passed MFT Written Exam	Passed
61	11/01/2011 09:40 AM	December 2010	Special Group	***Virtual Department***	420074	1	8382690	PsyD in Clinical Psychology	2012	No	No	I have not taken the written exam	I have not taken the exam
62	10/27/2011 03:57 PM	December 2010	Special Group	***Virtual Department***	420074	1	31338127	PsyD in Clinical Psychology	2013	No	No		
63	10/29/2011 06:08 PM	December 2010	Special Group	***Virtual Department***	420074	1	23867218	PsyD in Clinical Psychology	2013	Yes	No		
64	10/31/2011 07:40 PM	December 2010	Special Group	***Virtual Department***	420074	1	21195369	MA in Counseling Psychology	2013	No	No	I have not taken the written exam	I have not taken the exam
65	11/01/2011 11:04 AM	December 2010	Special Group	***Virtual Department***	420074	1	32554578	PsyD in Clinical Psychology	2014	Yes	Yes	I have not taken the written exam	I have not taken the exam
66	10/28/2011 08:55 PM	December 2010	Special Group	***Virtual Department***	420074	1	1872941	PsyD in Marriage Family Therapy	12-2011	Yes	Yes	Passed MFT Written Exam	Passed
67	10/28/2011 10:36 AM	December 2010	Special Group	***Virtual Department***	420074	1	20800641	PsyD in Clinical Psychology	Jun 2012	Yes	Yes		
68	10/28/2011 11:04 AM	December 2010	Special Group	***Virtual Department***	420074	1	19128253	PsyD in Clinical Psychology	JUNE 2012	No	No		
69	10/29/2011 12:36 PM	December 2010	Special Group	***Virtual Department***	420074	1	4463498	PsyD in Clinical Psychology	July 2012	Yes	Yes	Passed MFT Written Exam	Passed
70	10/27/2011 06:57 PM	December 2010	Special Group	***Virtual Department***	420074	1	23157014	MA in Psychology, PsyD in Clinical Psychology	2011,2013	No	Yes		
71	10/28/2011 08:08 AM	December 2010	Special Group	***Virtual Department***	420074	1	26040773	PsyD in Clinical Psychology					

PsyD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
		Community Mental Health	2008	Sole Proprietor-Private Practice	Less than 32 hours per week	About \$24,000	Personal Growth Institute	I am a licensed marriage family therapist and a child development specialist. My title is sole proprietor for my business and I am contracted with a non-profit multicultural organization called Personal Growth Institute. Since I am working on my dissertation to graduate from Ryokan College, I am not having as many clients as I normally would.
I have not taken the exam	I have not taken the exam	Community Mental Health		Program Director	More than 32 hours per week	60,000	Interim Inc.	I am receiving an exceptional education at Ryokan College.
I have not taken the exam	I have not taken the exam	Retired		Retiree	Retired/Unemployed	120,000	currently not employed	none
I have not taken the exam	I have not taken the exam	Private Industry	1994	Sole Proprietor-Private Practice	Less than 32 hours per week	30,000	private practice	I am a LCSW not an MFT or licenced psychologist
I have not taken the exam	I have not taken the exam	unemployed	not licensed	not employed	Less than 32 hours per week	not employed	not employed	I am a licensed alcohol and drug counselor (2010) and have completed 2300 of the 3000 hours necessary to sit for the MFT exam. Currently I am registered with the state as an MFTI and with CAADAC and I am a PsyD candidate looking for work and/or an internship.
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Hospital		Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting		50,000	Liberty Healthcare Systems, LLC	
		School--Counselor, Teacher Admin		Administrator/Manager/Officer Private industry- other than health or mental health care		80,000	ECF Kayne ERAS	
I have not taken the exam	I have not taken the exam	clerk		Other	Less than 32 hours per week	40,000	community college	I am not working in the field at this time.
I have not taken the exam	I have not taken the exam	School--Counselor, Teacher Admin	na	Administrator/Manager/Officer Private industry- other than health or mental health care	More than 32 hours per week	60000	College	Na
		privat practice and non profit	2004	cancer support facilitator	Less than 32 hours per week	varies	private practice	
		School--Counselor, Teacher Admin		Therapist	Less than 32 hours per week	\$50,000	Private Practice	
		Community Mental Health			Retired/Unemployed			
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	private practice	2004	Partner/Principal- Group Practice	Less than 32 hours per week	\$78,000.00	Associated Counselors adn Therapists	
		Clinic/Rehab		CADC II		52,000	Visions	
								Not a graduate yet

	Timestamp	Term	Division	Department	CourseID	Section	UNIQUE_KEY	Enter Program in which you are enrolled	Date(s) of graduation	are you available for employment?	in the field for which you were educated?	Mft License Written Exam	MFT Lice Clinica Vignett
72	10/31/2011 04:12 PM	December 2010	Special Group	***Virtual Department***	420074	1	283512	MA in Counseling Psychology		No	Yes	Passed MFT Written Exam	Pass
73	11/01/2011 07:58 AM	December 2010	Special Group	***Virtual Department***	420074	1	33437706	MA in Counseling Psychology, Ph.D., Bachelor of Arts	1991, 1996	No	No	Passed MFT Written Exam	Pass
74	10/28/2011 07:33 AM	December 2010	Special Group	***Virtual Department***	420074	1	21325739	Bachelor of Arts, MA in Counseling Psychology	1992, 1994	Yes	No	Passed MFT Written Exam	Pass
75	11/01/2011 12:00 AM	December 2010	Special Group	***Virtual Department***	420074	1	14578321	MA in Counseling Psychology, PsyD in Clinical Psychology	1996 for MA and on going for Psy D	No	Yes	Passed MFT Written Exam	Pass
76	10/31/2011 07:22 PM	December 2010	Special Group	***Virtual Department***	420074	1	20580727	PsyD in Clinical Psychology, MA in Psychology	1998 and 2001	Yes	Yes	I have not taken the written exam	I have taken exam
77	10/27/2011 06:04 PM	December 2010	Special Group	***Virtual Department***	420074	1	20594819	Bachelor of Arts, MA in Counseling Psychology, PsyD in Clinical Psychology	2000 2004	Yes	No		
78	10/31/2011 06:35 PM	December 2010	Special Group	***Virtual Department***	420074	1	30366843	MA in Counseling Psychology, PsyD in Clinical Psychology	2002 and 2004	No	Yes	I have not taken the written exam	I have taken exam
79	10/28/2011 08:18 AM	December 2010	Special Group	***Virtual Department***	420074	1	16818064	MA in Counseling Psychology, PsyD in Clinical Psychology	2002, 2005	Yes	No	I'm in the process of taking the exam	I'm in process taking exam
80	10/30/2011 09:51 AM	December 2010	Special Group	***Virtual Department***	420074	1	27837264	Bachelor of Arts, MA in Counseling Psychology	2004, 2008	Yes	Yes	I'm in the process of taking the exam	I'm in process taking exam

PsyD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
I have not taken the exam	I have not taken the exam			Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting	More than 32 hours per week	n/a	n/a	n/a
I have not taken the exam	I have not taken the exam	After 10 years in private practice following by 2 years of working in the criminal justice system as a mental health professional, publishing a psych-related book, I pursued a career in writing, Private Industry	1992	Writer/producer Curnan Pictures	Retired/Unemployed	income is not related to my degree	Curnan Pictures	After receiving my Ryokan MA counseling psych degree in 1991, I completed my supervised hours in one year, passed my written and orals test on the first try and was licensed in 1992. I worked in private practice and within the jails and criminal justice system for 12 years, post license. I published a book in the field and closed my practice to pursue screenwriting and film production, which I continue to do. Question #12 forces an incorrect answer. I have retired from psychotherapy, but I am neither retired, nor unemployed.
		Clinic/Rehab	1997	Health Care Provider- Direct service in a health care agency, hospital, clinic, or other direct service setting		67,000	unemployed	Last position was at Friends Research Institute. Prior to that, I was at The Salvation Army.
I have not taken the exam	I have not taken the exam	Clinic/Rehab, Private practice	1998	Sole Proprietor- Private Practice	More than 32 hours per week	About 200,000.00	Private Practice	No comments.
Passed	Passed	Private Industry	2005	Sole Proprietor- Private Practice	More than 32 hours per week	\$150,000	private practice	Excellent learning experience
		author		author	Less than 32 hours per week		n/a	
Passed	Passed	Private Practice Psychologist	2006	Sole Proprietor- Private Practice	Less than 32 hours per week	--	Private Practice	--
I'm in the process of taking the CPSE	I'm in the process of taking the EPPP	Life Coaching		consultant	Less than 32 hours per week	75,000		
		School-- Counselor, Teacher Admin		School Therapist			Rossier Park Elementary School	

Performance Fact Sheet

11/9/2011

'syD CPSE	PsyD EPPP	What is your profession?	Year you became licensed	Job Title	More or less than 32 hours/week	Yearly income	Name of your place of employment	comments
I have not taken the exam	I have not taken the exam			Other	Less than 32 hours per week	\$0 only hours	Not employed	LA GLC Psych Assistant for hours.
		Community Mental Health		Program Director		\$60,000	Interim Inc.	Ryokan College provided an excellent education.
Passed	Passed	Private Industry, Community Mental Health, Govt or Business Consulting		Non-management/Administrative employee in private industry	Less than 32 hours per week	dfdf	dfdf	dfdfdf