



April 27, 2017

Ann Hart, Ph.D.
President
University of Arizona
1401 East University Boulevard
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Tucson, AZ 85721-0066

Dear President Hart,

At its meeting on March 30 – April 2, 2017 the Commission on Accreditation conducted a review of the Ph.D. program in School psychology at the University of Arizona. This review included consideration of the program's most recent self-study report, the preliminary review ("admin review"), the program's response to preliminary review, the report of the team that visited the program on December 13-14, 2016, and the program's response to the site visit report.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2023**. During the interim, the program will be listed annually among accredited programs on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Dr. Cindy Carlson recused and therefore did not participate in the discussion and vote on your program.

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

Domain A: Eligibility

As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

The Ph.D. program in School psychology at the University of Arizona is an integral part of the department, college, and university and is represented in their respective budgets. The program engages in actions and policies that reflect a respect for diversity. Students generally complete the program in five years, and all students must complete a minimum of three years of full-time

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coursework along with a one-year supervised psychology internship. Policies and procedures are consistent with those of the sponsoring institution and cover all areas required for accreditation.

The program is consistent with the provisions of this domain.

Domain B: Program Philosophy, Objectives and Curriculum Plan

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

The program articulates a set of goals and objectives that are consistent with its training model and with preparation of students for professional practice in school psychology. The curriculum and training sequences are sequential, cumulative, and graded in complexity. The program utilizes a course sequence that trains students in required knowledge and skill areas. Coursework is well integrated with practica experiences. Students must meet a threshold on practicum evaluations with appropriate anchors and minimal levels of achievement.

The program recently began offering the option to use "telepresence" for supplemental supervision and access to didactics for interns who are not in APA-accredited or APPIC-member internships and live more than 50 miles away from the doctoral program. Implementing Regulation C-13 D (attached) states that "programs utilizing any amount of telesupervision need to have a formal policy addressing their utilization of this supervision modality." The student handbook does not appear to have a policy regarding telesupervision. In a narrative response due by **September 1, 2017**, the program is requested to provide its policy on telesupervision in a manner consistent with IR C-13 D [CoA Portal, Standard B.4].

Domain C: Program Resources

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

The program has an identifiable core faculty comprised of licensed psychologists who identify with their roles as school psychologists. Faculty's competence and credentials are consistent with the program's goals. They are available to students and provide appropriate mentoring. The non-core faculty who contribute to the program are competent and invested in the program in a manner congruent with their respective roles. The program has an identifiable body of students who are admitted according to standards that indicate appropriate aptitudes and interests. Cohort size and training environments provide for sufficient socialization and support. The program has sufficient resources for its purposes and demonstrates an effective, ongoing process for continuing support.

The program is consistent with the provisions of this domain.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

The program has a well-defined, long-term, and systematic plan for recruiting and retaining diverse students. There are a number of activities that provide students with knowledge about diversity in the populations they serve, and coursework and other experiential activities integrate content related to issues of cultural and individual diversity.

The program appears to have successfully recruited and retained faculty from diverse backgrounds; however, in the professional judgment of the CoA, the program has not demonstrated sufficient long-term and ongoing *efforts* aimed at recruiting and retaining diverse faculty and staff. Consistent with IR C-21 D (attached), the program is asked to discuss in a narrative due by **September 1, 2017** its long-term, systematic, and coherent efforts for the recruitment and retention of diverse faculty [CoA Portal, Standard D.1].

Domain E: Student-Faculty Relations

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.

The program strives to create an environment of mutual respect and collegiality. The program adheres to professional ethical guidelines and students are made aware of these policies. Faculty are appropriately accessible and serve as role models for students. Faculty also provide meaningful training and supervision as evidenced by collaboration with students on publications and presentations. No formal complaints have been made since the last site visit, and the program has an appropriate protocol for maintaining records of complaints.

The program is consistent with the provisions of this domain.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

The program effectively uses both formal and informal means of gathering feedback on the program and using that feedback for self-improvement. The program uses regular systematic reviews, including input from students, to review program outcomes and processes and to make changes as necessary.

Domain F.1(a): Outcome Data

The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address its effectiveness in achieving program goals and

objectives in terms of outcome data (i.e., while students are in the program and after completion).

Proximal outcome data presented in the self-study appear to indicate that some students have not meet the minimum levels of achievement (MLA) on all required proximal outcome measures (Appendices F.1[C-32].1.1 and F.1[C-32].1.1). This is likely due to the manner in which the program presented these data, which displays the percentage of all students who have met the requirements for a given competency including those students who may not yet have had an opportunity to complete the specific measure represented by a data point. In the next self-study, the program is asked to ensure that it reports proximal outcome data in a manner that clearly demonstrates the extent to which each student who has had the opportunity to do so has obtained MLAs for each outcome measure.

The Commission noted that the response rate to the program's distal data survey was relatively low at around 40% (self-study [SS], Domain F.1[C-32]). The program noted that it will aim to increase this rate in the future. In the next self-study, the program is asked to discuss its efforts and outcomes related to improving the graduates' response rates to distal evaluations.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

Program-related information is made available in a manner that helps students make informed decisions about application to and enrollment in the program. Public information is generally complete and easily accessible.

The link for the Student Admission, Outcomes, and Other Data webpage was not working at the time of the CoA review (website accessed March 31, 2017). By **September 1, 2017**, the program is asked to provide documentation demonstrating that all public materials, including public disclosure data (per IR C-26 D [attached]), are up-to-date and accessible [CoA Portal, Standard G.1].

Domain H: Relationship with Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The program is consistent with the provisions of this domain.

The program is asked to address the following issues in a narrative response by **September 1, 2017** for formal review by the Commission:

- Provide the policy on telesupervision in a manner consistent with IR C-13 D;

- Discuss the program's long-term, systematic, and coherent efforts for the recruitment and retention of diverse faculty, and;
- Provide documentation demonstrating that all public materials, including public disclosure data, are up-to-date and accessible.

The program's response to the items listed above should be submitted in the online CoA Portal. The program should navigate to the "Follow-Up" tab to respond to the bullet points listed above by the designated due date.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The Commission on Accreditation would also like to remind you that all accredited programs must inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-27 D (Notification of Changes to Accredited Programs) is attached for your information. Such updates should be submitted via the CoA Portal under the "Substantive Change" tab.

Please note that the new Standards of Accreditation (SoA) are now in effect. Additional information on the SoA and the 2017 implementation and transition to the new standards can be found on the accreditation website at <http://www.apa.org/ed/accreditation/accreditation-roadmap.aspx>. Please contact the Office of Program Consultation and Accreditation with any questions related to the SoA.

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

Sincerely,



Jacqueline Remondet Wall, Ph.D.

Director, Office of Program Consultation and Accreditation

cc: Meredith Hay, Ph.D., Executive Vice President and Provost
Andrew Comrie, Ph.D., Senior Vice President for Academic Affairs and Provost
Jina Yoon, Ph.D., Director of Training