Complaint Form: Complaint Against an Accredited Program

Internship Program

Office of Program Consultation and Accreditation American Psychological Association

750 First Street N.E. Washington, DC 20002-4242 [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation) Phone: 202.336.5979

1. **Complainant Name: Address:**

**Phone:**

**Email:**

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1. **Permission to Submit Complaint**

I hereby grant permission to send the complaint, in its entirety, to the program. This permission includes a waiver of any right to subpoena documents or information concerning the case from the Commission or its agents for the purposes of private civil litigation. (The complaint cannot be processed unless your permission is granted).

**Date:**

**Signature of Complainant: Name (Printed):**

1. **CONTENT for RELEASE of PERSONAL INFORMATION**

Often in order to process a complaint, information from the complainant’s educational record is needed. To facilitate the review of your complaint, you are asked to authorize the release of relevant information.

I authorize the program in responding to this complaint to release information about me, including but not limited to educational records relevant to this complaint, to the American Psychological Association (APA) Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002. I understand that the information and records will be released only to the Office of Program Consultation and Accreditation (OPCA) and the Commission on Accreditation (CoA) for the purposes of consideration of this complaint.

I hereby give my consent for the release of information and education records regarding me and I declare that this consent has been given voluntarily.

**Date:**

**Signature:**

**Name (Printed):**

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1. **Submission of Complaint Options:**

The complaint (including evidence) may be submitted electronically or in hard copy. If submitted electronically:

* Convert the complaint and all evidence to one .pdf file and provide bookmarks for each separate document
* Attach the file to an email and send to apaaccred@apa.org

If submitted in hard copy:

* In order to facilitate copying please do not bind any of the complaint material.
* Send complaint to Office of Program Consultation and Accreditation, APA, 750 First Street, NE, Washington, DC 20002

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1. **Program Name: Program Address:**
2. **Relationship of Complainant to Program:**
3. **Please indicate the date when the alleged lack of compliance about which you are complaining first came to your attention. (See *Accreditation Operating Procedures (AOP)* Section 3.1.2 –** [**http://www.apa.org/ed/accreditation**](http://www.apa.org/ed/accreditation)**)**
4. **Describe the efforts you have made to pursue all grievance procedures provided within the institution in which the program is located:**
5. **Describe the current status of legal action, if any, related to the complaint:**
6. **Specific accreditation standards involved:**

Check the box in the appropriate section below the specific standards to which this complaint is directly related (see link: [*http://www.apa.org/ed/accreditation/about/policies/standards-of-*](http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf)[*accreditation.pdf*](http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf)) and explain why you believe the program does not comply with the standard.

**NOTE:** During its 3/12/2025 meeting, Commission on Accreditation (CoA) [voted to temporarily not evaluate programs for compliance](https://irp.cdn-website.com/a14f9462/files/uploaded/Message_from_the_APA_CoA.pdf) with their accreditation standards related to diversity in recruitment, admissions/selection, and/or retention efforts. As a result, do not specify non-compliance with the standards listed in the table below.

Documentation in support of the complaint must be appended, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, evaluations of student performance, other relevant materials. In addition, please number each page of the supporting evidence and indicate which page(s) contain evidence specifically relevant to your assertion of non-compliance with each identified standard.

* 1. **Standard I: Institutional and Program Context**

 I.A.

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 I.B.

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 I.C.

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 I.D.

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* 1. **Standard II: Aims, Competencies, Curriculum, and Outcomes**

 II.A.

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 II.B.

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 II.C.

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 II.D.

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* 1. **Standard III: Students**

 III.A.

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 III.B.

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 III.C.

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* 1. **Standard IV: Faculty**

 IV.A.

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 IV.B.

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* 1. **Standard V: Communication Practices**

 V.A.

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 V.B.

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The Standards of Accreditation that the CoA will temporarily not review for compliance, either in part or entirely, under this interim policy are listed below:

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| --- | --- |
| **Level of Training** | **Standards Not Reviewed for Compliance** |
| **Master’s** | I.B.2.: The following statements will not be reviewed for compliance: The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.  |
| I.D.1.a: The following underlined clause from the statement below will not be reviewed for compliance: Academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse. |
| III.A.1.b: Entire Standard |
| III.B.3: The following underlined clause from the statement below will not be reviewed for compliance:To ensure a supportive and encouraging learning environment for a diverse student body, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training. |
| III.C.2: Entire Standard |
| IV.B.5: Entire Standard |
| **Doctoral** | I.B.2: The following statements will not be reviewed for compliance: The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. |
| I.D.1.a: The following underlined clause from the statement below will not be reviewed for compliance: Academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse. |
| III.A.1.b(i)–(ii): Entire Standard |
| III.B.3: The following underlined clause from the statement below will not be reviewed for compliance:To ensure a supportive and encouraging learning environment for a diverse student body, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training. |
| III.C.2: Entire Standard |
| IV.B.5: Entire Standard |
| **Doctoral Internship** | I.B.3: The following statements will not be reviewed for compliance: The program has made systematic, coherent, and long-term efforts to attract and retain interns and faculty/staff from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. |
| I.D.1(a)-(b): Entire Standard |
| III.A.2.a-b: Entire Standard |
| IV.B: Entire Standard |
| V.A.1.c: Entire Standard |
| **Postdoctoral Residency** | I.B.3: The following statements will not be reviewed for compliance: The program has made systematic, coherent, and long-term efforts to attract and retain interns and faculty/staff from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. |
| I.D.1.a-b: Entire Standard |
| III.A.3: Entire Standard |
| IV.B.2.a: Entire Standard |
| V.A.1.a: The underlined clause will not be reviewed for compliance: The program demonstrates its commitment to public disclosure by providing accurate and complete written materials and other communications that appropriately represent it to all relevant publics. At a minimum, this includes general program information pertaining to its aims, recruitment and selection, implementation of strategies to ensure resident cohorts that are diverse, required training experiences, use of distance education technologies for training and supervision, and expected training outcomes. |