CETYS UNIVERSIDAD

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

ACADEMIC PROGRAM: MASTER IN CRIMINOLOGY

YEAR OF REVIEW: 2013

1).- TABLE OF CONTENTS

ASSESSMENT-REVIEW OF THE MASTER IN CRIMINOLOGY PROJECT

2013

2).- Introduction

According to the important mission of CETYS University as an educational institution that constantly seeks excellence in the education of students in different educational levels, it is appropriate and relevant to carry out a formal process of learning assessment in all academic programs that allows CETYS to know if the students are learning what they should in all the subjects. Then, with the analysis of the outcomes of this assessment, there will be a review of all the curricular structures with the purpose of determining the needs for change in them, so all curricular structures are updated according to the national and international contexts, and are able to help in the resolution of complex social issues.

Currently, in the Master in Criminology of CETYS, most of the participating professors are invited professionals; only the academic coordinator is a full-time employee. Due to its academic nature, the program is part of the College of Social Science and Humanities of CETYS Universidad.

This document is a diagnosis that allows to qualitatively and quantitatively know the current situation of the Master in Criminology program of CETYS University.

Within the main elements evaluated for this analysis we can find:
- ✓ Mission,
- ✓ Vision,
- ✓ Objectives,
- ✓ Enrollment
- ✓ New-Enrollment and Re-enrollment Tendency
- ✓ Faculty,
- ✓ Resources,

- ✓ Satisfaction index,
- ✓ Costs,
- ✓ Benchmarking,
- ✓ Review by Experts, among others.

The project was divided into two phases:

a).-***Learning Assessment***, based on the learning outcomes proposed for the academic program, through mapping of the curricular structure of the program, and

b).- ***Review of the Program,*** with the purpose of knowing the current situation of the program regarding update, relevance, and human resources and materials for development. Everything that should result in knowing the paths that should be followed to update the program.

Without a doubt, the information gathered and analyzed in this study will be relevant because it will set the standard for the implementation of strategies that help decrease the weaknesses and increase the strengths of the academic program, according to the recommendations of the experts that will participate in the review.

3).- Mission and Vision

Mission of CETYS: It is the purpose of Centro de Enseñanza Técnica y Superior to contribute in the education of persons with the moral and intellectual capacity required to participate in an important way in the economic, social, and cultural improvement of the country. CETYS University seeks, as a result, to make indestructible those values that have traditionally been considered as basic so man can live in society in a peaceful way, and satisfy the needs that his capacity to do work allows him.

Even though there is no mission of the program in an explicit way, it is possible to state that there is an important relationship between the purpose of the Master program and the mission of CETYS in the sense that they both share the same purposes, since the Master in Criminology involves the holistic education of professionals in social areas for the scientific study of criminality, with the intention of dealing with this type of social manifestations and provide healthier environments for coexisting.

Vision of CETYS: CETYS University will be a high quality educational institution, worldly competitive, functioning as a community for learning and renowned for its actions and results for sustainable development.

4).- Learning Outcomes

Institutional Learning Outcomes:

The Vice-presidency of Academic Affairs, through its colleges, schools, curricular design, academic planning and effectiveness and a reduced group of social science and humanities professors, defined the Institutional Learning Outcomes (RAIs for its acronym in Spanish) from late August of 2007 to late September of 2007. For this, the four pedagogical principles and distinctive elements of the Institutional Educational Model (MEDI for its acronym in Spanish) were considered:

- Pedagogical Principles: Learn how to learn, Learn how to coexist, Learn how to do, Learn how to be.
- Distinctive Elements of the Educational Model: Continuous improvement, Entrepreneurial attitude, Social and Professional Linking with the community, Internationalization.

Learning outcomes represent a way to observe, analyze and synthetize the development of the students in learning a specific knowledge, skill, attitude or disposition.

The work group made several proposals of Learning Outcomes, and evaluated the work done in the subjects of the General Education Block (Block 1) in higher education, just like other universities, mainly in the United States were assessing. As a result, the current RAIs were defined:

1. **Clear and effective communication** (in written projects and presentations).

By the end of the academic program, the student will be able to:

1.1. Writing a personal essay that is well organized, developed and expressed in Spanish.

1.2. Write an essay in Spanish in response to a written argument, article or book.

1.3. Write a research report in Spanish in a standardized academic format.

1.4. Write in Spanish and within the context of a subject, the adequate report for their application or final project.

1.5. Do an effective (logical, coherent and believable) oral presentation using support materials (visual or physical), on a particular idea and in front of a general audience.

1.6. Do an effective oral presentation about an area, aspect, application project, final project or reasearch project of their professional education in front of an audience.

2. **Continuous learning.**

By the end of the academic program, the student will be able to:

2.1. Pose a hypothesis and formulate questions based on the need for information.

2.2. Identify in their profession's environment the value and differences of the various sources of information and their formats.

2.3. Develop an ethical and feasible strategy to acquire the information needed.

2.4. Apply individually or in teams the best research model for a specific problem or research project.

2.5. Build and execute, in an ethical manner, the best information search plan for a

research project or problem.

2.6. Organize, individually or in teams, the information gathered and evaluate its magnitude, quality and relevance to solve a problem or support a thesis.

2.7. Incorporate in a reflexive and critical way, properly referencing the information to their base of knowledge and values system.

3. Critical thinking.

By the end of the academic program, the student:

Will issue contextualized and purposeful points of view or self-regulated judgment, after interpreting, analyzing, evaluating, inferring and/or explaining conceptual and methodological evidence and application of criteria, rules, principles, values or beliefs.

4. Tolerance to cultural diversity.

By the end of the academic program, the student:

Will demonstrate an increment of its conscience and sensibility of its own culture, as well as the culture of the rest of the groups that are a part of their environment.

In a similar way, the academies for the Academic Program's Learning Outcomes (RAPAs for its acronym in Spanish) have been integrated. The Deans of the Colleges and School Directors have been working in the formulation of the learning outcomes for the academic programs they operate.

Program's Learning Outcomes:

At first, the learning outcomes for the program were proposed by the Academic Coordination, and then they were reviewed with the rest of the members of the College of Social Science, where a redefinition of them was created and then ended up in the following way:

1) *"The student will formulate preventive strategies at a community level through a diagnosis that allows them to know the psychological and social factors involved in the commission of crimes."*

2) *"The student will formulate their own conclusions about the effectiveness of the public policies regarding criminality, reflecting about their pertinence for the control of delinquency, starting with the analysis of the main characteristics of criminal politics at a national and international level."*

3) *"The student will formulate a critique of the social readaptation model in Mexico, through a deep analysis of the current situation of the Prosecution and Administration of Justice systems."*

It is important to emphasize that such learning outcomes involve in some way the whole curricula of the Master program.

5).- Curricular Structure

Curricular Structure of the Program: The following table shows the way in which the curricular structure of the Master in Criminology is organized, considering a logical pedagogical sequence of the contents it allows. It starts with a common block where the contextual foundations of the study of Criminology are studied, and continues with the major block subjects, where we go deeper in more specific aspects of the different disciplines that contribute and converge in this area of social science.

Subject Structure of the Master in Criminology program

COMMON BLOCK				MAJOR / OPTIONAL BLOCK						FINAL BLOCK
I TRIMESTER	II TRIMESTER	III TRIMESTER	IV TRIMESTER	V TRIMESTER	VI TRIMESTER	VII TRIMESTER	VIII TRIMESTER			
Methodology of Research	Psychology of Development	Criminology Seminar	International Criminal Policies	Administration of Justice and Public Safety	Penitentiary Systems Seminar	Criminal Policies and Theory of Crime	Optional 2: Statistics and Criminal Information System			
CS502 — HC 36, HI 60, CR 6	PS502 — HC 36, HI 60, CR 6	PS505 — HC 36, HI 60, CR 6	DE505 — HC 36, HI 60, CR 6	AP509 — HC 36, HI 60, CR 6	PS507 — HC 36, HI 60, CR 6	DE506 — HC 36, HI 60, CR 6	SI500 — HC 36, HI 60, CR 6			
Psychopathology Seminar	Social Behavior Seminar	Criminal Socio-psychology Seminar	Public Safety and the Community	Criminology and Forensic Medicine	Victimology	Optional 1: Ethics and Human Rights Seminar	Application Project			
PS506 — HC 36, HI 60, CR 6	PS50 — HC 36, HI 60, CR 6	PS508 — HC 36, HI 60, CR 6	AP510 — HC 36, HI 60, CR 6	PS500 — HC 36, HI 60, CR 6	PS510 — HC 36, HI 60, CR 6	CS503 — HC 36, HI 60, CR 6	CS501 — HC 36, HI 60, CR 6			
72, 120, 12	72, 120, 12	72, 120, 12	72, 120, 12	72, 120, 12	72, 120, 12	72, 120, 12	72, 120, 12			

Detail Structure of the Master in Criminology

Common Block. (Select 4 subjects)

Code	Name of the Subject	HC	HI	HT	Credits
PS 501	Instrument Design	36	60	96	6
CS 502	Methodology of Research	36	60	96	6
PS 502	Psychology of Development	36	60	96	6
PS 533	Psychology of the Mexican	36	60	96	6
PS 503	Group Behavior Seminar	36	60	96	6
PS 504	Social Behavior Seminar	36	60	96	6
PS 506	Psychopathology Seminar	36	60	96	6
PS 509	Evaluation Techniques	36	60	96	6

Major Block. (Select 9 subjects)

Code	Name of the Subject	HC	HI	HT	Credits
AP 509	Administration of Justice and Public Safety	36	60	96	6
PS 500	Criminology and Forensic Medicine	36	60	96	6
AP 508	Culture of Lawfulness	36	60	96	6
SI 500	Statistics and Criminal Information Systems	36	60	96	6
DE 505	International Criminal Policies	36	60	96	6
DE 506	Criminal Policies and Theory of Crime	36	60	96	6
AP 510	Public Safety and the Community	36	60	96	6
PS 505	Criminology Seminar	36	60	96	6
CS 503	Ethics and Human Rights Seminar	36	60	96	6
PS 507	Penitentiary Systems Seminar	36	60	96	6
PS 508	Criminal Socio-psychology Seminar	36	60	96	6
PS 510	Victimology	36	60	96	6

Optional Block. (Select 2 subjects of any Postgraduate program)

Final Block.
- Integrative Seminar.

Abbreviations and definitions.
HC: Maximum class hours guided by a professor.
HI: Minimum independent work hours.
HT: Total hours integrating both types of activities.
Credit: Each effective learning hour is assigned a total of 0.0625 credits.

Identification an description of the level scale used to assess learning development

- Insufficient
- Sufficient
- Improvable
- Outstanding

Learning achieved by each student in each RAI is assessed as: Insufficient, Sufficient, Improvable and Outstanding. The expectations in each performance level depend on the semester where the students are. For example, for students in professional, the expectation is as follows: Sufficient from first to third semester; Improvable from fourth to sixth and Outstanding in seventh and eighth. In the case of **Postgraduate** Students, the performance expectation is Improvable before the application project and Outstanding in the project and subjects that follow. It can be said that students at an Insufficient level do not comply with the expected outcome, the students who achieve Sufficient comply minimally with what is expected, students at an Improvable level meet the expectations, but there is space for improvement, and students who achieve Outstanding, completely meet the expected outcome.

The assessment has been carried out directly through three rubrics, and indirectly through a questionnaire to evaluate RAI4. Even though the professors of higher education are the ones who carry out the assessment of the four previous RAIS, the entity responsible for the assessment at an institutional level is CDMA, through the Academy of Institutional Learning Outcomes (ARAI for its acronym in Spanish). This academy is the one in charge of the four activities, and generates outcomes and recommendations for each cycle of the process. Such outcomes and recommendations are published in the Academic Information Portal (PIA for its acronym in Spanish). ARAI is responsible for improving the Learning Assessment process, and the leaders of the academy are responsible for addressing ARAI's recommendations and identifying other actions to improve the students' learning and follow up such actions to see if improvements are achieved.

Mapping of the subjects that compose the structure of the program with their learning outcomes

1).- "The student will formulate preventive strategies at a community level through a diagnosis that allows them to know the psychological and social factors involved in the commission of crimes."

Related subjects:

a) Psychopathology Seminar

b) Psychology of Development Seminar

c) Social Behavior Seminar

d) Methodology of Research

e) Criminal Socio-psychology Seminar

f) Criminology Seminar

g) Integrative Seminar

Evaluation Technique:

➢ Project

Evaluation Instrument:

➢ Rubric

2).- "The student will formulate their own conclusions about the effectiveness of the public policies regarding criminality, reflecting about their pertinence for the control of delinquency, starting with the analysis of the main characteristics of criminal politics at a national and international level."

Related subjects:

a) Criminal Policies and Theory of Crime

b) International Criminal Policies

c) Public Safety and the Community

d) Statistics and Criminal Information Systems

e) Culture of Lawfulness

Evaluation Technique:

➢ Essay

Evaluation Instrument:

➢ Rubric

4) *3).- "The student will formulate a critique of the social readaptation model in Mexico, through a deep analysis of the current situation of the Prosecution and Administration of Justice systems."*

Related Subjects:

a) Administration of Justice and Public Safety

b) Penitentiary Systems Seminar

c) Victimology

d) Ethics and Human Rights Seminar

e) Criminology and Forensic Medicine

Evaluation Technique:

➢ Essay

Evaluation Instrument:

➢ Rubric

6).- Learning Assessment

I.- Institutional Assessment Plan

This document's main purpose is to communicate to the members of CETYS community what we understand as learning assessment, why it is done, who are responsible to do it and what benefits derive from it.

This activity emerged as a consequence of the International Accreditation process with the Western Associations of Schools and Colleges (WASC), one of the six accrediting agencies operating in the United States. The integration of this academic activity to the institutional life has been key to achieve an initial accreditation. The Center for Development and Academic Improvement (CDMA for its acronym in Spanish) is the first entity in CETYS to do this type of process. The results achieved will provide evidence of how much the students have learned, from what the institution wants them to learn.

For learning assessment at an institutional level, we seek to generate evidence that the students are learning what we say they should learn. The outcomes from learning assessment must be a foundation for continuous improvement of the students' learning and the professors' pedagogical competency. They represent the starting point for improvement in the academic environment, in combination with the outcomes from other processes such as: Professor evaluation, Periodic Review of Academic Programs and Comprehensive Education of the Faculty.

Learning assessment at an institutional level.

As it was mentioned before, learning assessment in CETYS University is applied and exists in two levels: (1) Institutional and (2) Academic Program.

Learning assessment is a process, meaning it exists with a purpose. It processes entry entities and turns them into exit entities through the execution of a series of activities that use up resources under a series of policies and academic and administrative

controls. Processing and achievement of its purpose are evaluated through performance assessment. Figure 1 shows the main activities of learning assessment at an institutional level, which has been in use since 2007. The process has included design, construction and operation of an electronic institutional portfolio (PEI for its acronym in Spanish), that serves to gather all the learning evidence from students and makes it available to internal and external publics, and keeps it organized with the purpose of improving the students' learning and contributing to a successful graduation.
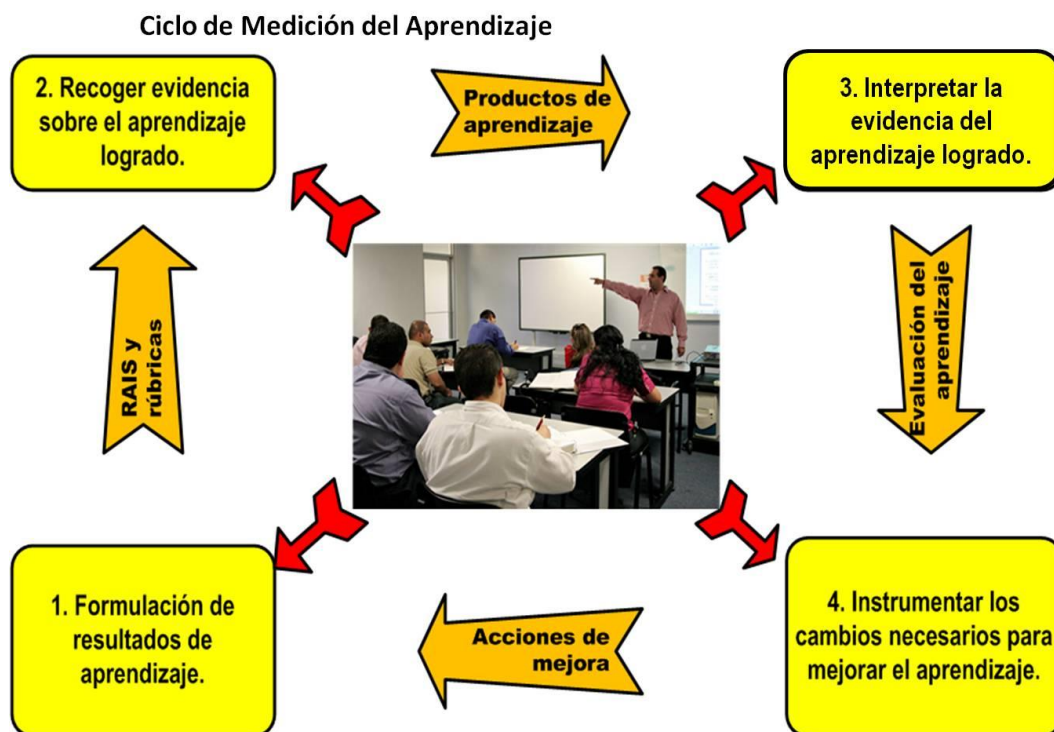

Fig. 1: Learning assessment at an institutional level.

The purpose of this process consists of assessing in the most precise way, the learning achieved by the higher education students of CETYS University, in each of the four institutional learning outcomes (RAIs.)

The performance assessment measures that are currently used to evaluate performance of the process at an institutional level are:

① Reliability and precision of the generated results.

② Compliance with the execution of the annual learning assessment program (PAMA for its acronym in Spanish.)

③ Improvement initiatives instrumented on the process and its resources to make it more effective and efficient.

④ Number of recommendations and improvement actions suggested to the academy to improve learning of the students in the four institutional learning outcomes.

Outcomes of the Institutional Learning Assessment of RAI 1 2013-1
Introduction.

As part of the institutional effort to carry out Learning Assessment and be able to evidence the performance of the students, the Academy of Institutional Learning Outcomes (ARAI) with personnel from the Center for Development and Academic Improvement (CDMA), carried out this process in 2013-1 with evidence gathered from 2012-2.

This report integrates institutional numbers of the learning assessment effort of 2013-1 with participation of students from professional.

Details of the Institutional Learning Assessment process in 2013-1.

Learning assessment of RAI 1 Clear and Effective Communication in Spanish was made through evidence of written projects and essays gathered through the Institutional Electronic Portfolio in 2012-2. For this process, the support from adjunct professors (most of them) and full-time professors was requested to carry out the learning assessment using the institutional rubric.

As part of the calibration process of the learning assessment instrument, each of the participating professors reviewed one essay and they shared evaluation criteria and observations through a discussion board on Blackboard. Once the criteria were matched, the rest of the evidence was distributed among the professors for assessment.

For the evidence sample, we considered the students who were assigned a project subject to Learning Assessment, identified as artifact (Learning product) of the academic essay, opinion essay or final essay types. Of the universe of possible projects, those that were not graded or delivered on time were discarded, leaving only the ones that were graded in a timely manner. Also, the ones in English were eliminated. For the final sample, 65 projects were selected at random with the use of random numbers from Excel (RANDOM function.)

The assessment plan for 2013-1 was programmed to include 21 professors in the process, who would assess 84 projects. At the end of the process, 9 professors had participated assessing 36 projects (42.85% effectiveness.) in 2013-1, the institution had a population of 2,590 students in the professional level, of which we ended up with a sample of 59 students (2.28%.)

General aspects of the Institutional Learning Assessment.
- Of the participants from professional at a system level, **34%** were female and **66%** were male.
- The selected projects belonged to students from the following academic programs: Marketing Administration, International Public Accountant, International Business, Electronic Cybernetics, Digital Graphic Design, Industrial, Mechanical and Mechatronic. The selected projects were 59% from the College of Business and Administration and 41% from the College of Engineering.
- The academic program that contributed the most to the sample was International Business, with 23 students (39% of the sample.)

Institutional Learning Assesment Outcomes.

- The average grade obtained by the students in the assessment process was 75, which is a Sufficient level.
  - Performance of the students from professional regarding RAI 1: Clear and Effective Communication in Spanish was Sufficient (42.4%), followed by Improvable (30.5%).

- Regarding gender, performance of females was at an Improvable level (40%) and males at a Sufficient level (49%).

- Regarding performance according to the academic program, the distribution is as follows:

Academic Program	Aos.	IN	SU	ME	SO
Marketing Administration	9	4	2	2	1
	15.3%	6.8%	3.4%	3.4.%	1.7%
International Public Accountant	3	3	0	0	0
	5.1%	5.1%	0.0%	0.0%	0.0%
International Business	23	2	15	6	0
	39.0%	3.4%	25.4%	10.2%	0.0%
Electronic Cybernetics	7	1	0	3	3
	11.9%	1.7%	0.0%	5.1%	5.1%
Digital Graphic Design	1	1	0	0	0
	1.7%	1.7%	0.0%	0.0%	0.0%
Industrial	1	0	0	1	0
	1.7%	0.0%	0.0%	1.7%	0.0%
Mechanical	3	0	0	3	0
	5.1%	0	0	5.1%	0
Mechatronic	12	0	8	3	1
	20.3%	0.0%	13.6%	5.1%	1.7%
TOTAL	59	11	25	18	5
	100.0%	18.6%	42.4%	30.5%	8.5%

Even though the sample for assessment was small, it is important to mention that it included students of all semesters. The performance expectation was that the outcomes would be between Improvable and Outstanding. As it can be seen in the table, the trend was "Outstanding", which indicates that there is work to do to improve the skills of the students to communicate clearly and effectively in Spanish. Written

communication is an area of opportunity for all students of professional. The areas where the students score the lowest were organization of ideas and contents, and use of quotations and bibliographical references.

Outstanding aspects of CDMA's (2008-2013) Institutional Learning Assessment.

- The percentage of compliance with the Annual Learning Assessment Plan (PAMA for its acronym in Spanish) has fluctuated between **11%** and **69%** of the selected sample. This percentage has varied due to different factors, the most relevant are: collection of physical evidence, integration of the use of the Electronic Institutional Portfolio to the process, greater number of adjunct professors in the selected sample, PAMA communication dynamic, integration of Postgraduate level to the process, and integration of the Learning Assessment process at an Academic Program level.

- Learning assessment has been applied to more than **400 groups** of professional and postgraduate programs of the three campuses in all colleges. In the assessment of 2013, the projects were selected at random from the Electronic Institutional Portfolio.

- Since 2008, different training workshops on the use and application of rubrics and PEI have been offered each semester for more than **300 professors** from the three campuses. CDMA has also organized several workshops and courses with external experts about relevant topics for assessment. Among the experts we can find Dra. Mary Allen and Dra. Marilee J. Brescianni- both recommended by the Western Association of Schools and Colleges (WASC) to work on Learning Assessment.

- In 2009-1 we started to use the Institutional Electronic Portfolio (PEI) for the collection and storage of performance evidences of Learning Assessment. PEI has been adjusted and modified according to the needs and recommendations of the users, and every time more professors use it to store performance evidence of their students.

- The culture of Assessment has permeated in full-time, part-time and adjunct professors. The term assessment is now part of the academic jargon, and all professors are aware that this process is a feedback mechanism that evidences the

learning achieved by the students and the success of their pedagogical strategies.

- This five-year cycle has allowed us to refine the assessment process in various aspects, as well as to focus the training of the professors to address the needs that have arisen from the information. Some processes that have been refined are: (1) make more efficient the process of communication of the selection of the subjects that will be part of the Annual Learning Assessment Plan through a message in the printed schedules at the beginning of the semester, (2) review and modification of the assessment instruments, integrating the observations and recommendations of the professors, (3) integration of an Institutional Learning Outcomes Academy with professors from Mexicali and Tijuana that reviews and creates the learning assessment instruments for the RAIs.

- The institutional assessment process served as a foundation to facilitate starting the process at the academic program level. Several Schools integrated their own academies for review and creation of learning outcomes and instruments to assess them. Also, the personnel from CDMA gave them feedback about their processes and helped them in their training processes.

- We are the only institution in Mexico that does Learning Assessment using an Institutional Electronic Portfolio and integrating projects reviewed by the professors of the institution.

Learning Assessment Outcomes (Trend)								
RAI	2008-1	2008-2	2009-1	2009-2	2010-1	2010-2	2013-1	2013-2
RAI 1	ME	SO	SO	-	-	-	SU	ME
RAI 2	IN	SO	ME	-	ME	SO	-	-
RAI 3	-	-	ME	ME	-		-	ME
RAI 4	-	-	-	SO	SO		SO	-
% PAMA Compliance	48%	55%	55%	41%	54%	64%		

* In 2011 there was no learning assessment at an institutional level to allow the process at the academic program level.
** In 2012, the assessment of Development of Informative Skills (DHI for its acronym in Spanish) was done with an instrument with performance levels that are not compatible with the ones used before.

NOTE: It is important to clarify that what was previously presented as preliminary results, corresponds to the professional level, the outcomes of the assessment plan for

the Postgraduate level are still being integrated.

ASSESSMENT PLAN AT A PROGRAM LEVEL MCRIM

CHRONOGRAM OF EVALUATIVE ACTIVITIES OF THE MASTER IN CRIMINOLOGY

For the 2012-2015 period

Subject	Evaluation Instrument	Trimester
1.- Psychopathology Seminar	Rubric	T1-2012
2.-Criminal Socio-psychology Seminar	Rubric	T2-2012
3.- Criminology Seminar	Rubric	T3-2012
4.-Criminal Policies and Theory of Crime	Rubric	T1-2013
5.- International Criminal Policies	Rubric	T2-2013
6.-Public Safety and the Community	Rubric	T3-2013
7.- Administration of Justice and Public Safety	Rubric	T1-2014
8.- Penitentiary Systems Seminar	Rubric	T2-2014
9.- Victimology	Rubric	T3-2014

Second trimester of 2013

Code and name of the Subject	Applied Learning Outcome	Semester	Total Assessed Students	Total Participating Students	Without Scale	Insufficient	Sufficient	Improvable	Outstanding
CS503 ETHICS AND HUMAN RIGHTS SEMINAR	RA 3: MCRI SOCIAL REHABILITATION MODEL	SEM 1-3	3	3	0	0	0	1	2
		SEM 4-6	2	2	0	0	0	0	2
		SEM 7-8	0	0	0	0	0	0	0
		SEM 9-10	0	0	0	0	0	0	0
		SEM 11-12	0	0	0	0	0	0	0
		Total	5	5	0	0	0	1	4
PS506 PSYCHOPATHOLOGY SEMINAR	RA 1: MCRI FORMULATE PREVENTIVE STRATEGIES	SEM 1-3	2	2	0	0	0	1	1
		SEM 4-6	0	0	0	0	0	0	0
		SEM 7-8	0	0	0	0	0	0	0
		SEM 9-10	0	0	0	0	0	0	0
		SEM 11-12	0	0	0	0	0	0	0
		Total	2	2	0	0	0	1	1
AP510 PUBLIC SAFETY AND THE COMMUNITY	RA 2: EFFECTIVENESS OF PUBLIC POLICIES	SEM 1-3	7	7	0	0	0	7	0
		SEM 4-6	2	2	0	0	0	2	0
		SEM 7-8	0	0	0	0	0	0	0
		SEM 9-10	0	0	0	0	0	0	0
		SEM 11-12	0	0	0	0	0	0	0
		Total	9	9	0	0	0	9	0

Third trimester of 2013

Code and name of the Subject	Applied Learning Outcome	Semester	Total Assessed Students	Total Participating Students	Without Scale	Insufficient	Sufficient	Improvable	Outstanding
CS502 METHODOLOGY OF REASEARCH	RA 3: MCRI FORMULATE PREVENTIVE STRATEGIES	SEM 1-3	1	1	1	0	0	0	0
		SEM 4-6	1	0	0	0	0	0	0
		SEM 7-8	0	0	0	0	0	0	0
		SEM 9-10	0	0	0	0	0	0	0
		SEM 11-12	0	0	0	0	0	0	0
		Total	2	1	1	0	0	0	0
PS504 SOCIAL BEHAVIOR SEMINAR	Without Project for Assessment	SEM 1-3	3	0	0	0	0	0	0
		SEM 4-6	0	0	0	0	0	0	0
		SEM 7-8	0	0	0	0	0	0	0
		SEM 9-10	0	0	0	0	0	0	0
		SEM 11-12	0	0	0	0	0	0	0
		Total	3	0	0	0	0	0	0
AP509 ADMINISTRATION OF JUSTICE AND PUBLIC SAFETY	RA 2: MCRI SOCIAL REHABILITATION MODEL	SEM 1-3	4	4	0	0	0	4	0
		SEM 4-6	1	1	0	0	0	1	0
		SEM 7-8	0	0	0	0	0	0	0
		SEM 9-10	0	0	0	0	0	0	0
		SEM 11-12	0	0	0	0	0	0	0
		Total	5	5	0	0	0	5	0

As it can be seen in the previous tables, it is possible to say that, up to this date, the expectations regarding learning outcomes and level scales for assessing its development are being met. In the different subjects where learning assessment was done based on the outcomes formulated, we found that the majority of the students evaluated are at **Improvable** and **Outstanding** levels.

	7).- Students					

Historical data of the student population of at least 4 years, with enrollment and re-enrollment rates

	Mexicali		Tijuana		Ensenada	
	Enrollment	Un-enrollment	Enrollment	Un-enrollment	Enrollment	Un-enrollment
2010	21	11	2		6	0
2011	17	10		1		5
2012	14	8				
2013	14	6				1
TOTAL	66	35	2	1	6	6

Analysis per campus:
Mexicali: Of the total students who enrolled during the 2010-2013 period to this moment, 54.66% have graduated. The other 45.36% are the ones who are progressing more slowly and the ones who have dropped out for different reasons.

Tijuana: Of the total students who enrolled during the 2010-2013 period, 50% have graduated.
Ensenada: Of the total students who enrolled during the 2010-2013 period, 100% have graduated.

Given the relatively reduced amount of annual enrollment in this academic program, it is very important and it cannot be put off the fact that the promotion strategies must be reviewed and/or reinforced with the purpose of increasing enrollment and keeping it as an academically attractive and necessary program for the geographical context, due to the disciplines it involves.

8).- Faculty

The majority of the professors participating in this academic program are adjunct professors; this means that they are invited from other universities and have broad professional experience in their areas.

Currently there is only one full-time employee, the Academic Coordinator of the program: Mtra. Alma Rosa Martínez Castro.

1) *Full-time Professors:*

Name and Resume	Age	Acaemic Degree	Subjects
✚ Alma Rosa Martínez Castro Curriculum Vitae 2013 ARMC.docx	38	Master	✓ Psychology of Development Seminar
✚ Carmen Patricia Saracho Becerra COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Currículo PATY SARACHO.docx	53	Master	✓ Group Behavior Seminar
✚ Teresita del Niño Jesús Higashi Villalvazo COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Psic Teresita Higashi	52	Doctorate	✓ Research Methodology
✚ Alma Carolina Gurrola Romero COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Psic. Alma Gurrola.docx	45	Master	✓ Social Behavior Seminar
✚ Alberto Gárate Rivera	49	Doctoral	✓ Integrative Seminar
✚ José Miguel Guzmán Pérez COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Psic. Miguel Guzman octubre de 2012.docx	57	Doctoral	✓ Instrument Design

2) Adjunct professors:

Name and Resume	Age	Acaemic Degree	Subjects
Luis Sandoval Figueroa COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Mtro. Luis Sandoval\CV Luis Sandoval.pdf	44	Master	✓ Ethics and Human Rights Seminar
Laura Dávila Silos COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Psic. LAURA DAVILA\CURRICULUM VITAE SINTESIS LAURA DAVILA.doc	55	Master	✓ Psychology of the Mexican Seminar
Sergio Cuen Sandoval COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Abog. Sergio Cuen.docx	52	Master	✓ Criminal Policies and Theory of Crime
Gerardo Saúl Palacios Pámanes COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Dr. Gerardo Saul Palacios Pámanes.doc	35	Doctoral	✓ Penitentiary Systems Seminar
Pablo Angel Gil Pérez COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Dr. PABLO GIL, 2012.docx	50	Master	✓ Psychopathology Seminar
Esmeralda Covarrubias Núñez COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Esmeralda Cobarruvias.docx	43	Master	✓ Evaluation Techniques
José Héctor Cuello Sepúlveda COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Mtro. Héctor Cuello Sepúlveda.doc	54	Doctoral	✓ International Criminal Policies Criminology Seminar ✓ Criminal Socio-psychology Seminar
Javier Armando Baylón Grecco COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Mtro. Javier Baylon Grecco.pdf	55	Master	✓ Administration of Justice and Public Safety ✓ Public Safety and the Community
Ramiro González	46	Master	✓ Criminology

López COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Mtro. Ramiro Glez López. (UANL).docx			Seminar
⬇ Ramón Anguis Rodríguez COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Mtro. Ramón Angüis Rodríguez.docx	55	Master	✓ Criminal Policies and Theory of Crime ✓ International Criminal Policies
⬇ Mario Alberto Loredo Villa COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Psic. Mario Loredo Villa.docx	37	Doctoral	✓ Criminal Socio-psychology Seminar ✓ Penitentiary Systems Seminar
⬇ Norma Alicia Landeros Olmedo COORDINACIÓN\ASUNTOS COORDINACIÓN\CURRICULUM DE DOCENTES\Psic. Norma Landeros.docx	59	Master	✓ Victimology
⬇ Elia Quiterio Montiel	55	Master	✓ Criminology and Forensic Medicine
⬇ Raquel Rodríguez González	47	Doctoral	✓ Victimology

Professor Evaluations: It is relevant to mention that Professor Evaluations in Postgraduate programs are done at the end of each trimester. Such evaluation is done in a scale from 0 to 5 where 4 is the minimum acceptable value that all professors must obtain in their evaluations in order to be hired again.

All professors who have participated in the last 3 years in the Master in Criminology have obtained a score between 4 and 5, which indicates that the professors are complying with this criterion.

9).- Support Resources

- **Facilities:** There are enough comfortable classrooms equipped with whiteboard, projector and internet connection.

- **Databases:**

  Besides from the physical book collection in the library, CETYS has a database specialized in Psychology with magazine articles from serious research on topics related to different areas of study in Psychology. This database is called **PSICODOC,** and even though it represents another support option for students and professors, it is not being effective, since it shows many articles as inexistent. It really does not have the content or details of the research; in many cases it only shows a summary or the title of the article.

  On the other side, it is important to mention that we also have 30,000 electronic books in Spanish and more than 35,000 in English on all the disciplines and that represent a great support due to the easy access.

- **Blackboard:**

  Definition: It is a platform destined to virtual learning that uses a system for the administration of subjects, a customizable profile, online communities inside the Campus, and an architecture that allows easy integration of multiple administrative systems.

  Objective: Blackboard has the objective of creating unlimited educational possibilities. The online learning environment expresses an unlimited version of learning: being able to reach everyone, in any moment and place, and incorporating everything that serves to achieve the learning objectives.

- **Technical Equipment**: There is a kit of basic instruments for criminology field practice.

10).- Graduates

- **Educational Objectives of the program:**

  Specific profile of the graduates from the Master in Criminology.

Graduates from the Master in Criminology of CETYS University will have solid knowledge of the discipline, acquired through basic education in the field of psychology and the application of intervention methodologies, techniques and instruments.

They will be specialists in the aspects related to criminology, by acquiring and developing through a theoretical-practical focus, the necessary values, tools and qualities to be successful in their field of specialization. Graduates will be committed with the environment and will be positive change agents supporting the quality of life of the region and the country.

With this, CETYS University aims to prepare specialists and professionals of the highest level, capable of assuming leadership in the transformation processes of our society, where they participate applying the values and knowledge acquired in the Master in Criminology with responsibility and innovation, particularly:

- Participate in the events that have to do with crime control and prevention, counseling for young offenders, social rehabilitation of inmates and administration of justice.

- Apply a clear multidisciplinary perspective in the intervention and study of cases, in close contact with psychologists, social workers, doctors and lawyers, mainly.

- Be expert change agents in the design of situations that generate behaviors and attitudes that help a harmonious social relationship.

- Develop the skills to use information technology to implement follow-up of the

operative and strategic processes.

- Develop the skill of leadership in the solution of problems through applied research projects.

CETYS University as a quality institution creates mechanisms to follow-up their graduates and have full knowledge of where they are working and under which conditions they have developed, or in which way these professionals have impacted their sociodemographic context.

Such mechanisms are based on telephone or electronic interviews, so they can be monitored regularly.

In the particular case of the Master in Criminology, a telephone poll was applied to a sample per 16 graduates, obtaining the following results:

87.50% (14) of them currently work at governmental institutions or private offices related to the vast field of criminology, either as advisors, analysts or program operators. Only 12.50% (2 graduates) are not working at the moment. The ones who are actually working mentioned that the skills and tools they acquired or developed during the postgraduate program has been of great help to be able to give something extra in their work performance

11).- Strengths and areas of opportunity

Strenghts of the academic program identified by the Academy and the External Reviewer:

1) In general, the Program is coherent with other criminology programs.

2) Having a variety of specialization subjects.

3) Having technology and book collection available for consult.

4) Having learning assessment rubrics.

5) Having professors with the appropriate profile.

6) Having clear institutional learning outcomes and sharing them.

7) Having safe and comfortable facilities.

8) Having a variety of professors teaching subjects from different perspectives.

Areas of opportunity of the program identified by the Academy and the External Reviewer:

1) Lowering the number of credits. Each subject has 6 credits; it would be convenient to lower the number of credits to 3.

2) Too much flexibility in the curricular design. This leaves most of the responsibility to the students on deciding how they will make up their program schedule.

3) Eliminate the optional block and determine which subjects will be located in the basic and major blocks.

4) It is appropriate to include subjects related to the criminal justice system, public health challenges in criminal justice, technologies and means of the national and international organized crime.

5) Greater definition of the final project that the students must present.

6) The descriptions of the subjects must be clearer in order to know their content.

7) Relate the objectives of the subjects with the institutional objectives and competencies to develop.

8) Update bibliography.

9) Revision of the academic programs must be done annually.

10) Greater quantity of professors with Doctoral degrees.

11) Follow-up on the development of the professors regarding evaluations, mentoring programs, opportunities for development.

12) Define the competencies of the program so that they relate with the institutional objectives.

13) Analyze the causes for dropping out.

14) Prove with evidence that a program of this nature is necessary in the social context were it is offered (market research.)

12).- Action Plan

Concrete actions for each area of opportunity

1) Analyze in the academy the pertinence of maintaining or adjusting the number of credits in all subjects and its implications with sufficiently supported arguments.

2 and 3). Define with precision the subjects that must be taken in each block.

4). Agree with the specialists in each discipline on the curricular design of the proposed subjects, so that we can have a program that is updated and reinforced in areas that are currently not being considered.

5). The subject Methodology of Research can be used to help the students define their topic of interest. They will develop this topic in the application project and the product will be of greater quality. Describe in detail the way in which the final project must be developed.

6 and 7). Re-design the subjects, emphasizing on the competencies that the students must acquire in each of them and on the evaluation criteria. Also, the relationship these have with the institutional objectives.

8). Update the book collection, as much as possible.

9) Review the program regularly. If it is not possible to do it annually, it could be done every 3 years upon graduation of every generation.

10) and 11). The institution must search through the colleges, the mechanisms to provide the professors the possibility of greater development in their areas of specialization and increase their competitiveness.

12). Translate the subject objectives to competencies.

13). Follow-up with the students who drop out in each period, with the purpose of providing feedback to the program, knowing the reasons for dropping out and addressing what is directly related to academic quality (modality of the program, perceived quality, faculty competitiveness, costs, etc.)

14). Do market research with the purpose of knowing if a program of this nature is adequate and necessary for the context where it is located and really know if the institution is responding to a need society.

External Reviewer's Resume

Debra Warner, Psy.D.
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Los Angeles, CA. 90017
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dwarner@thechicacgoschool.edu

Education

10/04	Alliant International University	*Fresno, CA*
	Doctorate of Psychology	

Forensic Psychology-Applied Track (Interest included: Psychological testing of severe mental illness, court consultation, and deception applied in forensic settings)

10/98	Columbia University, Teachers College	*New York, NY*
	Masters of Education	
	Counseling Psychology	

5/98	Columbia University, Teachers College	*New York, NY*
	Masters of Arts	
	Counseling Psychology (with an emphasis in Organizational Psychology)	

6/96	University of California, Riverside	*Riverside, CA*
	Bachelor of Art*s (double major)*	
	Psychology-Social Relations	

Experience/ Academic

7/13-Present   *Institute of Violence and Trauma, Alliant International University*

Clinical Supervisor
San Diego, CA

Supervise 2 interns and 1 post-doctoral fellow pertaining to court mandated violence and trauma cases. Supervise written documentation for court testimony. Provide training regarding behavioral interventions and treatment for perpetrators and victims of abuse and trauma. Oversee case supervision and client records. Act as a liaison for community awareness and public service.

1/12-Present   *The Chicago School of Professional Psychology-Los Angeles and Irvine*
                              Associate Professor   *Los Angeles, CA*

Assist in implementing online/blended forensic psychology doctoral program and masters of Arts program in police psychology on ecollege. Recruit talent-based faculty to teach courses in the program across a variety of subject areas. Act as a subject matter expert for syllabi and

course development creation. Assist in monitoring program effectiveness and student satisfaction as it relates to the forensic psychology program. Provide guidance to clinical forensic and clinical psychology doctoral students. Supervise a faculty assistant, and 2 teaching assistants. Teach courses in the clinical and forensic psychology graduate programs. Provide clinical supervision to practicum and interning students. Oversee comprehensive examinations for the M.A. and Psy.D. Program. **Courses:** *Statistics*, *Advanced Forensic Counseling and Community Interventions*, *Diversity, Clinical Interviewing, Psychopathology, Cognitive Affective Bases of Behavior, Ethics, Practicum, Lifespan and Professional Development Group*

1/12-8/13   *The Chicago School of Professional Psychology-Los Angeles and Irvine*
                            International and Global Affairs Liaison   Los Angeles, CA
Direct, design and develop workshops, conferences, and seminars pertaining to international issues and community engagement. Lead student aboard efforts on the Los Angeles campus. Coordinated all internal affairs scheduling. Guide efforts for student exchanges and provide faculty leadership. Foster and advance a strategic and integrated approach to diversity and international initiatives in all aspects of academic life.

6/12-10/13   *Counseling Center, The Chicago School of Professional Psychology-Los Angeles and Irvine*
                            Clinical Supervisor/Site Liaison   Los Angeles, CA
Oversee 3 remote counseling center practicum sites. Assure paperwork and client files are HIPAA compliant. Assisted with hiring counseling center staff for supervision. Train staff regarding mental health and psychology. Provide organizational consultation regarding mental health structure. Ensure a multicultural atmosphere concerning client care. Consult with agencies to develop therapeutic interventions. Foster positive professional relationships with administration. Assist in grant writing to gain funds based on evidenced based treatment. Conduct quality assurance evaluations of all client files. Provide on call crisis response. Supervise child abuse reporting and case management. Conduct didactic, group and individual supervision for doctoral students. Serve on student remediation committees. Assist sites with concerns and needs connected to client care.

5/08-1/12   *The Chicago School of Professional Psychology-Los Angeles and Irvine*
                            Associate Professor-Lead/Chair Faculty, Forensic Psychology Los Angeles, CA
Created, directed and implemented online/blended forensic psychology doctoral program and masters of Arts program in police psychology. Ensured both programs met appropriate licensure requirements. Acted as a subject matter expert for syllabi and course development creation. Recruited talent-based board of directors to be involved in the strategic planning process of the forensic psychology department. Built team of faculty and staff to support the organizational structure of the department. Monitored program effectiveness as it relates to the organization and program. Provided guidance to clinical forensic and clinical psychology doctoral students. Monitored and supervise faculty performance and curriculum preparation. Created class term schedules and monitor curriculum taught in classes. Supervised a faculty assistant, 6 core faculty and 10 adjuncts. Taught and developed courses in the clinical and forensic psychology graduate programs. Provided clinical supervision. **Courses:** *Diversity, Clinical Interviewing, Psychopathology, Cognitive Affective Bases of Behavior, Ethics, Statistics, Practicum, Lifespan and Professional Development Group*

9/10-1/12   *The Chicago School of Professional Psychology-Los Angeles and Irvine*
                            Director of Forensic Training Institute   Los Angeles, CA

Directed the forensic psychology based consulting and training division of the department. Serviced the community with program development and strategic planning needs for various organizations. Recruited talent based board of directors to be involved in the implementation of the strategic plan. Prepared and implemented strategic plan for growth and measurement for goal attainment for the institute itself. Monitored budgets and acquired grant funding of $100,000 to support service related activities. Supervised manager and staff pertaining to research and analysis. Presented findings of research at professional conferences.

8/10-1/12   *The Chicago School of Professional Psychology-Los Angeles and Irvine*
                   Special Assistant/Assistant Dean of Diversity and Community Engagement
                                                                                  Los Angeles, CA
Designed and develop workshops, conferences, and seminars pertaining to diversity, leadership and organizational effectiveness, and community engagement. Created CEU workshops and assisted in diversity efforts on the institution's Diversity Task Force. Guided efforts to conceptualize, define, assess, nurture, and cultivate diversity as an institutional and educational resource and value. Fostered and advance a strategic and integrated approach to diversity in all aspects of academic life.

5/09-Present   *Chapman University*
                      Assistant Professor/Adjunct Faculty, MFT   *Irvine,*
CA
Supervise and redevelop capstone advancements and comprehensive exams. Ensure practicum placements meet appropriate BBS licensure requirements. Maintain relationships to acquire practicum sites and complete site visits as needed. Teach graduate program in blackboard online/blended format. **Courses:** *Child and Adolescent, Psychological Assessment, Diversity, Psychopathology, Family Systems Theory, Practicum and Life Span Development*

8/07-5/09   *Chapman University*
                   Assistant Professor/Senior Lecturer/ Lead Faculty, MFT   Victor Valley, CA
As department director for Victor Valley provided guidance to marriage and family therapy graduate students. Supervised and created capstone advancements and comprehensive exams. Ensured program met appropriate licensure requirements. Hired faculty and completed performance evaluations. Created class term schedules and monitored curriculum taught in classes. Participated in program review. Maintained relationships to acquire practicum sites and completed site visits. Acted as course custodian for ethics and diversity courses. Taught four courses a year in the graduate and undergraduate program in blackboard online/blended format. **Courses:** *Child and Adolescent, Psychological Assessment, Diversity, Psychopathology, Family Systems Theory, Practicum and Life Span Development*

1/07-5/07   *California State University*
                   Adjunct Instructor   *Dominguez Hills, CA*
Created a safe, fun learning atmosphere for culturally diverse students who are new to concepts pertaining to organizational psychology. Facilitated the integration of theory into real life organizational experiences as they related to organizational, team and individual assessment and team development. Created comprehensive evaluations of student learning and provided timely and adequate feedback. **Course:** *Industrial/Organizational Psychology*

4/06-9/06   *Antioch University*
                   Adjunct Instructor   *Culver City, CA*

Taught evening and weekend graduate course that provided a survey of physical, cognitive, social, emotional and cultural factors. Provided lecture material, curriculum and evaluation criteria. Integrated case examples into an experiential multi-sensory environment. **Course:** Child and Adolescent Development

8/02-10/12   *University of Phoenix*
                    Behavioral Sciences Instructor/Human Services Instructor   *Warrenville, IL*
Facilitated courses relating to the university lifelong learners model for undergraduate and graduate level students in MBA and social sciences program. Topics included writing policies, APA format, group dynamics, and oral presentation skills. Assisted in following a university model of facilitative independent learning through a multi-sensory curriculum. Provided supplementary lecture material when necessary. Established grading standards and aided in independent and group learning process. **Courses:** *Introduction to Human Services, Models of Effective Helping, Introduction to Interpersonal Communication, Child Development (child and adolescent), Child Development (adult), Motivation in the Workplace, Working with Groups, Building Community in Organizations, Skills for Professional Development, Introduction to Psychology, Organizational Psychology, Assessment and Diagnosis, Technology in Counseling Treatment, Group Counseling, Advocacy and Mediation, Special Populations (cultural competency, Family Dynamics, Group Counseling, Industrial and Organizational Psychology and Technology in Human Services.*

8/04-10/04   *Westwood College*
                    General Studies Instructor   *Chicago, IL*
Taught evening section of introductory psychology. Provided lecture material and grading criteria. Integrated life experience into a multi-sensory environment. ***Course: Psychology 101***

9/01-1/03   *Southern California Institute of Technology*
                    Lead Humanities Instructor   *Anaheim, CA*
Taught weekend and evening sections of general studies classes. Created curriculum and lecture material. Provided grading criteria, critiques of work presented and assisted with academic planning. ***Courses: Human Relations, Writing, History and Oral Communications***

Experience/Consulting
09/11-Present   *California Board of Psychology*
                       EPPP and CPSE Evaluator   *Sacramento, CA*
Evaluate the CPSE and EPPP to ensure content reflects areas of competency and consistency across tests. Provide expertise in the area of ethics and lifespan development. Create test questions that measure clinical competency for licensure as a psychologist for the state of California.

8/08-Present   *Homeland Security-Department of Immigration*
                      Competency Evaluation Consultant   *Washington, DC*
Measure the ability of a defendant to understand and rationally participate in a court process through the use of psychological testing. Determine a defendant's overall mental status at the time of examination. Aim to provide sufficient information to the court related to competency.

1/10-Present   *American Council on Education*
                      Accreditation Evaluator   *Washington, DC*

Assess postsecondary institution based global standards of education. Ensure quality of education and academic standards presented to students. Render accreditation decision based student learning criteria connected to: institution mission and integrity, preparing for the future, student learning and effective teaching, acquisition, discovery, and application of knowledge, and engagement and service.

10/01-10/02   *Eisner Psychological Associates*
                         Behavior Analyst-Consultant   *Encino, CA*
Provided cognitive behavioral consultation and intervention planning. Generated and organized statistical data collection methods for developmentally disabled adults and children aged 7-53. Proved written reports related to outcome measures. Worked with conservators, courts, social workers, and service providers to provide appropriate reporting of client progress. Presented training on behavior techniques, behavioral management plans, and clinical issues to provider homes. Worked with supervisory staff related to management issues that could effect client treatment and growth.

Experience/Clinical
4/12-Present   *Community Awareness Resources and Educational Services Program*
                                 Executive Director of Clinical and Community Services

Los Angeles, CA
Oversee a strength based individualized mental health support program for individuals suffering from severe mental illness, substance abuse and pain management. Ensure evidence based CBT treatment practices are utilized. Create and supervise symptom education, substance abuse, family dynamics and group treatment seminars. Oversee program evaluation and act as a liaison for community based entities. Supervise all clinical staff. Provide group and individual supervision. Implement curriculum and evaluation standards for all practicum and intern training (BBS and BOP).

4/08-8/08   *Homeland Security-Department of Immigration*
                                             Lead Psychologist

Los Angeles, CA
Lead and created first mental health department for Los Angeles County. Conducted assessment of institutional needs and developed plan for strategic implementation regarding organizational change. Prepared and provided training to staff pertaining to mental health, diversity, organizational structure, and instructional growth in Los Angeles and Santa Ana Staging facility. Assisted in fostering a team environment through implementing team building exercises and training. Assessed immediate detainee mental health needs. Collaborated with staff and federal officials in Washington, DC about detainee placement. Oversaw competency evaluations for consulting psychologist.

5/06-3/08   *University of California, Department of Family Medicine*
                                             Lead Research Psychologist
Supervised research staff at remote clinical site. Conducted individual research based cognitive behavioral therapy with methamphetamine participants as part of a double blind research study. Collected medical and baseline screening measures. Completed assessment and initial interviewing to determine participate appropriateness. Contributed to the writing and publication of findings to peer reviewed journals. Supervised interns and graduate students.

9/03-10/05   Illinois *Department of Corrections, IYC- St. Charles*
                    Substance Abuse/Mental Health Assessor   *St. Charles, IL*
Prepared mental health and substance abuse assessments. Scored and interpreted testing instruments.
Using the instruments, made recommendations pertaining to diagnosis and treatment. Consulted with
security staff and counselors about appropriate treatment goals and interventions.
                    Illinois Department of Corrections, IYC- St. Charles
                    Psychological Intern   *St. Charles, IL*
Co-supervised mental health cottage for severely mentally ill. Conducted individual and group therapy to
sex offending and severely mentally ill youth aged 13-21. Prepared psychological evaluations, crisis
assessments, parole clearances, court reports, mental health, and medical evaluations, treatment plans, and
diagnostic treatment notes. Presented staff trainings on various topics pertaining to diagnosis and
treatment. Consulted with security staff pertaining to treatment goals and interventions.

10/02-8/03   *Psychological Support Services*
                    Behaviorist   *Mission Hills, CA*
Consulted with Southern California Regional Center and provided in-home cognitive behavioral
interventional services to developmentally disabled clients aged 3- 60. Created and evaluated
intervention data to monitor client progress. Generated token economies and implemented
them in school and home settings.

5/99-10/01   *The Sycamores*
                    Day Treatment Clinician   *Pasadena,*
CA
          Conducted individual and group therapy for emotionally disturbed adolescents aged 14-19 in a
          public school environment. Assisted with crisis management and created program curriculum.
          Participated in treatment planning and educational assessment meetings. Supervised case
          manager in county and state administrative duties. Assured a safe and multicultural
          environment.

                    The Sycamores
                    Supervisor/Clinician   *Pasadena, CA*
Administrated the functioning and operations of level 12 group home. Supervised staff and
facilitated problem-solving of programmatic issues concerning residents. Completed staff
evaluations and payroll. Conducted individual, family and group therapy with residents.
Prepared treatment plans, court documentation, and assessments concerning the progress of
each resident. Provided and insured a safe therapeutic environment.

1/99-4/00   *Department of Behavioral Health- St. Bernardine Hospital*
                    Therapist   *San Bernardino, CA*
Taught psychoeducational groups for the severely mentally ill adult population. Created
curriculum and lead groups pertaining to self-awareness, problem-solving, and cooperation.
Generated and implemented educational treatment plans.

9/98-5/99   *Research and Treatment Institute- Covina Center*
                    Social Worker   *West Covina, CA*
Following a cognitive behavioral model performed individual, family, and group counseling for
level 14 children aged 7-12. Implemented treatment plans and goals. Prepared quarterly

reports and court documents for clients. Trained direct care staff pertaining to diagnosis and counter transference. Supervised caseworkers pertaining to appropriate crisis response techniques.

Experience/ Clinical Internships

9/02-6/03   *Martin Luther King Jr. / Charles R. Drew Medical Center*
                             Children's Hub Clinic
                             Psychology Intern   *Compton, CA*
Prepared psychological and psychosocial assessments to court mandated community mental health population aged 1-72. Provided individual, group, and family therapy while integrating medical treatment issues. Corresponded with county social workers and court advocates. Created treatment plans that can be integrated into client living environment. Generated court documentation concerning client progress and adherence to treatment.

9/01-7/02   *Department of Mental Health-Barry J. Nidorf Juvenile Hall*
                             Doctoral Intern   *Sylmar, CA*
Completed assessments for court and judicial proceedings. Conducted individual therapy for incarcerated youths aged 11-19. Provided diagnosis and treatment planning for juvenile sex offenders and crisis population. Assisted correctional staff with crisis management. Facilitated aftercare, discharge planning and medication follow-up. Presented testimony relevant to client's mental health needs and prognosis when released to the community.

9/97-5/98   *F.E.G.S.-Manhattan*
                             Counseling Psychological Intern   *New York, NY*
Performed client intakes and assessments on forensic population. Created curriculum and facilitated groups pertaining to mental illness, psychological concerns, sobriety and daily living. Conducted individual counseling for adult clients.

1/98-5/98   *Psychological and Educational Services-Teachers College,*   *Columbia*
                             University Counselor (Intern)   *New York, NY*
Performed individual vocational counseling. Administered vocational and psychological tests. Created action plans and career strategies with clients. Prepared written evaluations and documentation of clients' progress.

10/95-8/96   *Operation Safehouse*
                             Counselor   *Riverside, CA*
Performed client intakes and initial assessments. Participated in screenings to evaluate clients and assess present problems. Conducted individual and group counseling to adolescent youths aged 13-17. Responsibilities included the health, welfare, and   supervision of each child and to insure a positive environment.

Experience/Research

5/06-3/08   *University of California, Department of Family Medicine*
                                                        Lead Research Psychologist
            Supervised research staff at remote clinical site. Conducted individual research based cognitive behavioral therapy with methamphetamine participants as part of a double blind research study. Collected medical and baseline screening measures. Completed assessment and initial interviewing to determine participate appropriateness. Contributed to the writing and publication of findings to peer reviewed journals. Supervised interns and graduate students.

1/98-7/98   *Handicap Services- Teachers College, Columbia University*
                   Research Assistant   *New York, NY*
        Acted as a liaison between institutions and research staff in the recruitment of subjects and data
        collection. Gathered data through literature reviews and library searches. Prepared literature
        for   written and verbal presentation.

2/96-8/96   *Riverside Department of Mental Health*
                    Professional Student Intern   *Riverside, CA*
        Conducted telephone surveys of mental health patients for assessment and research. Performed
        statistical encoding of data gathered. Reported findings to senior staff though weekly write-ups
        and staff meetings.

1/96-8/96   *University of California, Riverside*
                   Department of Psychology, Social Psychology
                   Research Assistant   *Riverside, CA*
        Coded videotapes pertaining to accuracy of personal judgments. Entered data using statistical data
        program. Sorted data cards and organized subject information for analysis.

Professional Activities Community Engagement
2012-14   Program Developer, Community Intervention, Maximum Force Enterprises
2013   Program Developer, M.A. Psychology-LPCC Licensure, The Chicago School of Professional
        Psychology, Los Angeles and Irvine
2012   Program Developer, Save Our Future-School Based Recidivism Program, Save Our Future
        Organization
2011   Program Developer, Corner Vocal Store, Corner Vocal Store Organization
2011   Program Developer, M.A. Police Psychology, The Chicago School of Professional Psychology,
        Los Angeles
2011   Conference Director, Latina Mental Health Conference, The Chicago School of Professional
        Psychology, Los Angeles
2009-12   Conference Director, Crisis Intervention Training Conference, The Chicago School of
        Professional Psychology, Los Angeles
2010   Program Developer, Recidivism Practicum, Community Development Department
2010   Program Developer, Community Intervention, Maximum Force Enterprises
2010   Clinic Coordinator and Program Developer, Homeless Alternative to Living on the Street (HALO
        Citation Clinic), City Attorney's Office
2009   Program Developer, Watts Care Initiative, Los Angeles Police Department and U.S. Attorney's
        Office
2009   Program Developer, Save Our Future-Juvenile Recidivism Program, Save Our Future
        Organization
2009   Program Developer, C.U.R.E., A Better Los Angeles
2009   Clinic Coordinator and Program Developer, Homeless Alternative to Living on the Street (HALO Citation
        Clinic), City Attorney's Office
2008   Program Developer, Honor and Strength Program, Los Angeles Police Department

Other Professional Activities

2013-14   Co-Chair, Publicity and Public Relations, National Partnership to End Interpersonal Violence Across the Lifespan, IVAT

2013-14 Board of Directors, National Partnership to End Interpersonal Violence Across the Lifespan, IVAT

2013-14   Board Member/Reviewer, Medical Advisory Board, QualityHealth.com

2012-14 Reviewer, Journal of Child Sexual Abuse, Taylor and Francis Group

2012-14   Reviewer, Journal of Aggression Maltreatment and Trauma, Taylor and Francis Group

2012-14 Reviewer, Journal of Child Adolescent Trauma, Taylor and Francis Group

2012-14 Planning Committee, Institute on Violence Abuse and Trauma at Alliant International University

2013   Radio Expert, Mass Shootings in the US, PSYC 1 on 1, Skidrow Studios

2012   Co-Director, Community Think Tank, The Chicago School of Professional Psychology, Los Angeles

2011   Radio Expert, Pyromania, Media Tracks

2011   Speaker, Maximum Force Enterprises Community Intervention Graduation, The Chicago School of Professional Psychology, Los Angeles and A Better LA.

2011   Panelist, Teen Summit on Dating Violence and Bullying Prevention, The Positive Results Corporation

2010   Speaker, Maximum Force Enterprises Community Intervention Graduation, The Chicago School of Professional Psychology, Los Angeles and A Better LA.

2010   Board Member, Medical Advisory Board, QualityHealth.com

2010   Speaker, Press Conference on Community Gang Intervention, The Chicago School of Professional Psychology Los Angeles, and A Better LA.

2010   Expert, Community Gang Intervention, Nightline, ABC Television

2010   Expert, Health Care Mayhem—How Do We Heal?, Los Angeles Times Media Pitch, The Chicago School of Professional Psychology, Chicago

2010   Trainer, "Thinking for Change Part1", Watt Care Project, The Chicago School of Professional Psychology, Los Angeles and Los Angeles Police Department

2010   Trainer, "Thinking for Change Part2", Watt Care Project, The Chicago School of Professional Psychology, Los Angeles and Los Angeles Police Department

2010   Speaker, Watts Gang Task Force, Los Angeles City Council

2010   Presenter, Honor and Strength Program, U.S. Attorney's Office

2009   Board Member, Medical Advisory Board, QualityHealth.com

2009   Presenter, Recidivism and Los Angeles, Department of Justice, Los Angeles California

2009   Speaker, Watts Gang Task Force, Los Angeles Police Department

2009   Trainer, "Substance Abuse and Dual Diagnosis", Los Angeles Police Academy

2009   CEU/California Bar Trainer, "Schizophrenia and Ethics", Los Angeles City Attorney

2009   CEU/California Bar Trainer, "Substance Abuse and Ethics", Los Angeles City Attorney

2009   Presenter, "Community Re-Entry and the Honor and Strength Program Pertaining to Cognitive Behavioral Therapy", Los Angeles Police Department

2009   Presenter, "Community Re-Entry and the Honor and Strength Program Pertaining to Cognitive Behavioral Therapy", Community Build

2009   Presenter, "Community Re-Entry and the Honor and Strength Program Pertaining to Cognitive Behavioral Therapy", A Better Los Angeles

2008   Presenter, Honor and Strength Program, U.S. Attorney's Office

2008   Board Member, "Department of Mental Health Skid Row Advisory Board", Los Angeles Department of Mental Health

2008   Board Member, "Offender Reentry Program", Los Angeles Police Department

2008   Trainer, "What is Mental Status", Department of Homeland Security

2008   Trainer, "Schizophrenia", Department of Homeland Security
2008   Trainer, "Cognitive Disorders and Dementia", Department of Homeland Security
2008   Trainer, "Sexual Disorders and Gender Identity Disorder", Department of Homeland Security
2008   Trainer, "Impulse Control Disorders", Department of Homeland Security
2008   Trainer, "Anxiety Disorders", Department of Homeland Security
2008   Trainer, "Depression", Department of Homeland Security
2008   Trainer, "DSM-IV, Axis I and II", Department of Homeland Security
2008   Expert, "Navigating the Minefield, Political Correctness and the Patient-therapist Bond", Therapy Times
2008   Expert, "Mind Over Mood, Negative Self-talk Feeds Negative Emotions", Mood Letter.com
2007   Guest Lecturer "Disabilities and Special Populations in Mental Health Treatment", Phillips Graduate Institute
2006   Participant, "Research Standards for Social Sciences", UCLA, Department of Family Medicine
2006   Trainer, "Cognitive Behavioral Techniques with Forensic Populations", Sun Health
2005   Trainer, "Axis I and II Disorders and the Forensic Population, Sun Health
2005   Trainer, "Cons and Games Occurring in Forensic Settings", Sun Health
2005   Participant, "Psychopharmacology," The Wells Center Annual Training
2004   Reviewer, Division -41American Psychology and Law Society Annual Meeting
2004   Participant, "Intensive Review of Forensic Psychology Survey Workshop," The Academy of Forensic Psychology
2004   Trainer, "Female Sex Offenders," Illinois Youth Center, St. Charles
2003   Participant, "Child Sexual Abuse," The University of Wisconsin- Madison, Division of Continuing Studies, Professional Development and Applied Studies and Family Sexual Abuse Treatment INC.
2003   Participant, American Psychological Association Annual Convention

Peer Reviewed Presentations/Publications
Both Gragg, J., Warner, D., Hill, L. M. Oakley, D., & Kus, E., (2013). *The Benefits of School Based Mental Health Services Relating to Racial and Ethnic Student Success.* Poster presented at the American Psychological Association, Honolulu Hawaii.

Warner, D., Cuevas C. (2013). *Training and Educating Students*. A town hall forum. A conversation hour held at the International Conference on Violence, Abuse and Trauma, San Diego, CA.

Edwards, D., Hill, L. & Warner, D. (2013). *Perceptions of Social Support and its Relationship with Symptoms of Post-traumatic Stress disorder in African-American Combat Veterans*. Poster presented at the International Conference on Violence, Abuse and Trauma, San Diego, CA.

Warner, D., Kus, E. (2013). *Castration.* Encyclopedia of Criminal Justice Ethics. Sage Publications. CA.

Warner, D., France, S., (2013). *Prisoner's Delima*. Encyclopedia of Criminal Justice Ethics. Sage Publications. CA.

Warner, D., Carey, R., (2013). *Hypnosis and Recovered Memory*. Encyclopedia of Criminal Justice Ethics. Sage Publications. CA.

Warner, D., Marquez, J., (2013). *Prison Overcrowding*. Encyclopedia of Criminal Justice Ethics. Sage Publications. CA.

Bohall, G., Hill, L., & Warner, D. (2012). *Trauma, Substance Abuse and the Drug Treatment Court Intervention.* Paper presentation presented to the International Conference on Violence, Abuse and Trauma, San Diego, CA.

Mee, V., Hill, L., & Warner, D. (2012). *Program Evaluation of the Vital Interventions & Directional Alternatives (VIDA): A Treatment Program for At-risk Adolescents.* Poster presented at the International Conference on Violence, Abuse and Trauma, San Diego, CA.

Warner, D., Krahn, S. Hill, L. M. Miguda-Armstead, S. and Bae, R. (2012). *The Examination of Religious Affiliation and Substance Abuse Relating to the Los Angeles Homeless Population.* Poster presented at the annual convention at the American Psychological Association, Orlando.

Pasqualetti, M., Warner, D., Harbaugh, J.C. Shaw, J. (2012). *Examination of the Role of Malignant Narcissistic Personality Disorder as a Root of Serial Homicide.* Poster presented at the annual convention at the American Psychological Association, Orlando.

Pasqualetti, M., Warner, D. (2012). *Examination of the Role of Malignant Narcissistic Personality Disorder as a Root of Serial Homicide.* Poster presented at the Institute on Violence, Abuse and Trauma, San Diego.

Hill, L., Warner, D., Pasqualetti, M. (2011). *How Women Expand Personal Comfort Zones of Community/Gang Intervention Training in Los Angeles.* Paper presented at Institute on Violence, Abuse and Trauma, San Diego.

Hill, L., Warner, D. (2011). *Perceived Stress, Academic Support, Social Support and Professional Factors of Student Success in Distributed-Learning in Doctoral Education*. Poster presented at the American Psychological Association, Washington, DC.

Hill, L., Warner, D., Pasqualetti, M. (2011). *How Women Expand Personal Comfort Zones of Community Intervention Training.* Paper presented at the annual convention of Family & Youth Roundtable's Conference on Stigma Discrimination and Disparities, San Diego

Warner, D. Pasqualetti, M. (2011). Market vs. Ethnicities, Role of Ethnicity. *Encyclopedia of Transnational Crime and Justice*. Sage Publications. CA.

Warner, D. Pasqualetti, M. (2011). Centralization. *Encyclopedia of Transnational Crime and Justice*. Sage Publications. CA.

Ross, E., Kao, C., Woodward, J., Hill, L., Warner, D. (2010). *Gang Intervention Training in Greater Los Angeles: A Focus Group.* Poster presented at the annual convention at the American Psychological Association, San Diego.

Ross, E., Kao, C., Woodward, J., Warner, D., Hill, L. (2010). *Women's Experience in Gang Intervention in Greater Los Angeles.* Poster presented at the annual convention at the American Psychological Association, San Diego.

King, W., Warner, D., Fuller, E., Shoptaw, S. (2007). *Health Disparities Pertaining to HIV and Npep*. Unpublished Manuscript.

Warner, D., Barnes, A., Leark, R. (2005, August). *A Preliminary Analysis of Attorney Facial Expression.* Paper presented at the annual convention at the American Psychological Association, Washington DC.

Warner, D., Barnes, A., Leark, R. (2005). *The Detection of Attorney Emotional Facial Expression*. Unpublished Manuscript.

Other Selected Presentations/Publications

Warner, D., Bean, A. (2010). *Dual Diagnosis and Substance Abuse.* Retrieved from www.qualityhealth.com

Warner, D. (2010). *Which Therapy is Best for Substance Abuse Treatment.* Retrieved from http://www.qualityhealth.com/mental-health-articles/therapy-best-substance-abuse-treatment

Warner, D. (2010). *Self-Mutilation.* Retrieved from http://www.qualityhealth.com/depression-articles/depression-self-mutilation

Warner, D., Bean, A. (2010). *Polysubstance Dependence.* Retrieved from www.qualityhealth.com

Warner, D., Bean, A. (2010). *Cocaine's Effect on the Mind.* Retrieved from http://www.qualityhealth.com/mental-health-articles/cocaines-effect-your-personality

Warner, D., Carey, R. (2010). *Heroin.* Retrieved from http://www.qualityhealth.com/mental-health-articles/truth-about-heroin-addiction

Warner, D. (2010). *Marijuana and Mental Health.* Retrieved from http://www.qualityhealth.com/mental-health-articles/marijuana-mental-health

Warner, D., Pasqualetti, M. (2010). *Substance Abuse and the Media.* Retrieved from *http://www.qualityhealth.com/mental-health-articles/link-between-media-substance-abuse*

Warner, D. (2010). *Managing Side Effects of Psychotropic Medication.* Retrieved from http://www.qualityhealth.com/depression-articles/managing-side-effects-psychotropic-medication

Warner, D., Pasqualetti, M. (2010). *The Expert's Take: Adult vs Child Hoarding*. *http://www.qualityhealth.com/depression-articles/experts-take-hoarding-part-2*

Warner, D., Gindlesperger, M.F. (2010). *Hoarding and the Adult: Part I.* Retrieved from http://www.qualityhealth.com/mental-health-articles/experts-take-hoarding-part-1

Warner, D. (2010). *Could Your Teen be at Risk for Gang Activity?* Retrieved from http://www.qualityhealth.com/childrens-health-and-parenting-articles/teens-gangs

Warner, D. (2010). *Could Your Teen Be at Risk for Gang Activity?* Retrieved qualityhealth.com/childrens-health-and-parenting-articles/teens-gangs

Warner, D. (2010). *Depression and Self-Mutilation*. Retrieved from www.qualityhealth.com/depression-articles/depression-self-mutilation

Warner, D. (2010). *How to Help a Loved One with Severe Depression.* Retrieved from www.qualityhealth.com/depression-expert-qa/my-family-members-seems-severely-depressed-what-couldshould.

Warner, D. (2010). *The Link between Parenting Styles and a Child's Behavior.* Retrieved from www.qualityhealth.com/childrens-health-and-parenting-articles/link-between-parenting-styles-childs-behavior.

Warner, D. (2010). *Conduct Disorder and Your Child.* Retrieved from www.qualityhealth.com/depression-articles/conduct-disorder-your-child.

Warner, D. (2010). *Social Factors for LGBT Youth.* Retrieved from www.qualityhealth.com/depression-articles/social-factors-lgbt-youth .

Warner, D. (2010). *Multicultural Issues in Therapy: How It Can Affect Your Care.* Retrieved from www.qualityhealth.com/depression-articles/multicultural-issues-therapy-how-it-affect-your-care.

Warner, D. (2010). *Differences Between Autism and Asperger's.* Retrieved from www.qualityhealth.com/childrens-health-and-parenting-articles/austism-aspergers-differences.

Warner, D. (2010). *Is It Dementia or Something Else?* Retrieved from www.qualityhealth.com/depression-articles/it-dementia-something-else.

Warner, D. (2010). *Gender Communications Styles and Emotional Discomfort.* Retrieved from www.qualityhealth.com/depression-articles/gender-communication-styles-emotional-discomfort.

Warner, D. (2010). *Perspectives Relating to Children and Lying.* Retrieved from www.qualityhealth.com/depression-articles/perspectives-relating-children-lying.

Warner, D., Carey, R. (2010). *Eating Habits and Mood.* Retrieved from www.qualityhealth.com/depression-articles/eating-habits-mood.

Warner, D. Gindlesperger, M. (2010), *The Science Behind Seasonal Affective Disorder*. Retrieved from www.qualityhealth.com/depression-articles/science-behind-seasonal-affective-disorder.

Warner, D., Route, A. (2010). *Health, Wellness and Depression*. Retrieved from www.qualityhealth.com/depression-articles/health-wellness-depression.

Warner, D., Pasqualetti, M. (2010). *Anxiety and Life Changes.* Retrieved from www.qualityhealth.com/anxiety-articles/anxiety-life-changes.

Awards

2013   TCSPP Distinguished Teaching Award, Excellence in Public Service Teaching

2013   Outstanding Service, The Chicago School Professional Psychology, Los Angeles

2012   Outstanding Service, The Chicago School Professional Psychology, Los Angeles

2011   Grant, $25,000 Brian Center A Better LA Fellowship for a Forensic Psychology Student

2011   Grant, 10,000 California State University. Dominquez Hills Research Grant for Student Publication with the CDC

2011   Grant, 10,000 California State University Dominquez Hills Research Grant for Student Publication with the CDC

2011   Research Grant, $75, 000 A Better LA

2010   Research Grant, $75, 000 A Better LA

2010   Leadership and Community Service Award: Community Intervention, Maximum Force Enterprises

2010   Presidents Award for Academic Leadership, Community Partnerships, The Chicago School Professional Psychology, Los Angeles

2010   Commendation of Service, Department of Defense, Washington DC

2010   Certificate of Appreciation for Community Partnership, Los Angeles City Attorney's Office

Committee Work

2013-14 Chair, Departmental Academic Affairs Committee

2013-14   Member, Information Technology and Advisory

2013-14   Member, Information Technology and Advisory

2012-14   Member, TCSPP Presidential Task Force on Diversity

2012   Member. Faculty Advancement Committee

2011-14 Member, TCSPP Distinguished Teaching Award

2011-13   Chair, International and Global Affairs

2011-14 Member, TCSPP Distinguished Teaching Award

2011-14   Member, Faculty Development & Promotion Committee

2010-14   Chair, 34 Student Dissertations in Clinical Forensic Psychology

2010-14   Reader, 6 Student Dissertations in Clinical Psychology

2010   Liaison, International and Global Affairs

2010   Member, Academic Development Plan

2010   Chair, Event Planning

2010   Member, Student Learning Assessment

2010   Member, Community Service Learning

2009   Member, Academic Development Plan

2009   Chair, Internal Review Board

Organizations

American Psychological Association

American Correctional Association

Illinois Correctional Association

National Association of Cognitive-Behavioral Therapy

References

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3. Steven Shoptaw, Ph.D.
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1880 Wilshire Blvd. Suite 1800
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4. Robert Leark, Ph.D.
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Relationship: Program Director/Colleague

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200 North Main Street
Los Angeles, CA 90012
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22231 Mulholland Hwy, Suite 106
Calabasas, CA 91302
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