



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

May 2, 2014

Bernadette Gray-Little, Ph.D.
Chancellor
University of Kansas
Chancellor's Office
230 Strong Hall
1415 Jayhawk Blvd.
Lawrence, KS 66045

Dear Chancellor Gray-Little,

At its meeting on April 3-6, 2014 the Commission on Accreditation conducted a review of the doctoral Ph.D. program in Counseling Psychology at University of Kansas. This review included consideration of the program's most recent self-study report, the preliminary review of July 16, 2013 and the program's response to the preliminary review on August 29, 2013, additional correspondence on September 26, 2014, the report of the team that visited the program on October 7-8, 2013, and the program's response to the site visit report on January 13, 2014.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in 2020. During the interim, the program will be listed annually among accredited programs of professional psychology in the *American Psychologist* and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Drs. Barry A. Hong, Philinda S. Hutchings, Emil R. Rodolfa, and Tammi Vacha-Haase recused and therefore did not participate in the discussion and vote on your program.

The Commission would like to provide the program with a summary of its review. This is provided below according to each of the accreditation domains.

Domain A: Eligibility

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

The Ph.D. program in Counseling Psychology at the University of Kansas is designed to prepare successful students for the practice of professional psychology. The university is regionally

accredited by the North Central Association of Schools and Colleges. The program is one of five programs housed within the School of Education at the University.

The program is represented within the budget of the university. The program mission to prepare professional counseling psychologists is consistent with the mission of the university. The program engages in actions that demonstrate respect for cultural and individual differences. Furthermore, written policies and procedures are available that inform interested parties regarding admission, retention, and evaluation.

The program is consistent with the provisions of this domain.

Domain B: Program Philosophy, Objectives and Curriculum Plan

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

The program implements the scientist-practitioner model of training with a strong philosophical commitment to diversity. Students receive a program of training that is sequential, cumulative, and graded in complexity. The program states three goals with specified objectives and competencies. The program's goals and objectives are consistent with its philosophy and training model, the substantive area of counseling psychology, and legal, ethical, and quality assurance components. The program's curriculum is coherent and evidences the breadth of scientific psychology and foundations of practice. The program requires adequate and appropriate practicum experiences sufficient for internship preparation, given students' success in matching to sites in a competitive internship selection process.

The program is consistent with the provisions of this domain.

Domain C: Program Resources

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

The program has sufficient core faculty and associated faculty that provide the core instruction in the program. A capable and experienced academic leader heads the program, and she and several faculty members have had recognized leadership positions in the field. The students in the program have been carefully selected for their preparation and fit with this particular program, and are sufficient in number for meaningful peer interaction and socialization. The program has the resources it needs to accomplish its goals and objectives, and has access to practicum training sites appropriate to its training model, goals, and objectives.

The program is consistent with the provisions of this domain.

Domain D: Cultural and Individual Differences and Diversity

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

The program is committed to attracting and maintaining a diverse student body and faculty and describes its efforts to do so. The program utilizes a variety of strategies to educate students about diversity issues and to develop and maintain an educational environment that is supportive of diversity. Feedback to students in their annual review reflects the emphasis on diversity through self-reflection, research, and service.

The program is consistent with the provisions of this domain.

Domain E: Student-Faculty Relations

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

Program faculty and administrators have developed a supportive learning environment in which respect and sensitivity are apparent. Faculty members are available and accessible to students, and they are responsive to student concerns. Students have a voice with the faculty through Town Hall meetings, and students report feeling respected and valued by faculty. Students are evaluated annually and provided with written feedback on their performance and progress through the program, which is stored in secured student files.

The program is consistent with the provisions of this domain.

Domain F: Program Self-Assessment and Quality Enhancement

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

The program periodically and systematically reviews its goals and objectives, training model and curriculum, and outcome data in light of the institution's mission and goals; local, state, regional, and national needs; national standards, the evolving body of scientific and professional knowledge, and job placements and career paths. The program's faculty are involved in state and national associations, which assures that the program is relevant to current educational and practice trends in the field. Graduates of the program have accepted positions consistent with program's training model.

Domain F.1(a): Outcome Data

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

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

The program provides data, consistent with its goals and objectives, for students currently matriculating through the program and for program alumni.

The program is consistent with the provisions of this domain.

Domain G: Public Disclosure

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

The program provides necessary and useful information in its public materials. The program's accreditation status, including the address, and telephone number of the CoA, is included on the website.

The CoA recently approved revisions to Implementing Regulation (IR) C-20 to better define the specific information required for public disclosure of the program's educational and training outcomes. At the time of review, the program did not appear to be in compliance with IR C-20. In its C-20 data, the program lists the program cost per credit hour, and does not include program full-time tuition. Please note that the program's public information will be reviewed on or after **October 1** of each year to ensure that the disclosure data has been updated and is in compliance with the most recent version of IR C-20. The most current version of IR C-20 is attached for your information.

Domain H: Relationship with Accrediting Body

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

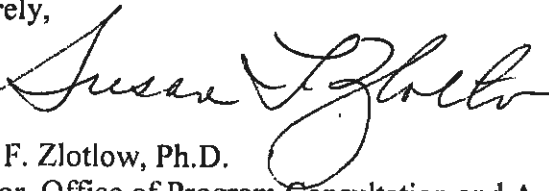
It appears that the program has made efforts to communicate with the CoA on program changes and issues and to respond to requests by the CoA.

The program is consistent with the provisions of this domain.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The Commission on Accreditation would also like to remind you that all accredited programs must inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-19 (Notification of Changes to Accredited Programs) is attached for your information.

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

Sincerely,



Susan F. Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation

cc: Changming Duan, Ph.D., Program Director
Steven Lee, Ph., Department Chair
Rick Ginsberg, Ph.D., Dean
Jeff Vitter, Ph.D., Provost
Heather Servaty-Seib, Ph.D., Site Visit Member
Larry Alferink, Ph.D., Site Visit Member

C-20. Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students

(Commission on Accreditation, May 2006; revised November 2006; July 2007; July 2010; March 2012; April 2013; March 2014)

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations. This information is meant to describe the program accurately and completely, using the most up-to-date data on education and training outcomes, and be presented in a manner that allows applicants to make informed decisions about entering the program.

The CoA requires accredited programs to update the data tables annually and post the information in its public materials (e.g. website) by October 1 each year. Failure to update the information is as much of a concern as failure to provide the necessary information in the required format. After October 1, the Commission will review programs' compliance with the below requirements and that the data provided are consistent with the program's data from the Annual Report Online (ARO).

Presentation of Required Information

To ensure that the required information for each program is available to the public in a consistent fashion, the following three provisions are effective **September 15, 2012**:

- The information must all be located in a single place and be titled "Student Admissions, Outcomes, and Other Data";
- If the program has a website, the information must be located no more than one-click away from the main/home doctoral landing page; and (see update to this provision below)
- The data must be presented in tables consistent with those listed at the end of this regulation. Programs may choose to provide other data to supplement the requirements of this regulation, but these tables must be provided. If the program chooses to provide supplemental information, it should be provided below the corresponding required tables.

In addition to the provisions already in effect, two additional requirements are effective **September 15, 2013**:

- The link from the main/home doctoral landing page to the required information must also be titled "Student Admissions, Outcomes, and Other Data";
- Table cells should not be left blank; instead, please enter a "0" if not applicable except where indicated in table

Because the information required should include those education and training outcomes that will allow applicants to make informed and comparative decisions, the Commission requires that all doctoral programs minimally provide the following to prospective students in its public materials, **including its website, if it has one**: 1) time to program completion; 2) program costs (tuition and fees) and fellowships and other funding available; 3) internship acceptance rates; 4) student attrition rates; and 5) licensure outcomes. These are defined as follows:

*For the purposes of this *Implementing Regulation*, only students that have had their doctoral degrees conferred on their transcripts are considered "graduates". "Time to completion" is the amount of time between the date of entry into the program and the date of program completion on the official transcript.

1. Time to Completion

Time to completion must be presented in two ways:

- First, programs must provide the **mean** and the **median** number of years that students have taken to complete the program from the time of first matriculation. These data should be provided for all graduates* in each of the past seven (7) years.
- Second, the program should provide the percentage of students completing the program in fewer than five years, five years, six years, seven years, and more than seven years.

In a text box below the table, programs must also note any admissions policies that allow students to enter with credit for prior graduate work and the expected implications for time to completion.

2. Program Costs

Programs are expected to make available the total costs per student for the current first year cohort. This information should include full-time student tuition, tuition per credit hour for part-time students, and any fees or costs required of students beyond tuition costs. For example, if a program requires students to travel to attend a mandatory component of the program, the estimated costs of this travel should be included as well. Programs may also provide information regarding current adjustments to tuition including, but not limited to: financial aid, grants, loans, tuition remission, assistantships, and fellowships. Even if program cost information is provided elsewhere on another university or other site, it must be provided in the doctoral program's materials as well.

NOTE: Please enter discrete dollar values in the Program Costs table and not percentages. For instance, if the program covers students' full costs within a category, please enter "\$0" in that cell.

3. Internships

Programs are expected to provide data on students' success in obtaining internships. The program is required to report for **each** of the past seven (7) years:

- The total number of students who sought or applied for internships
- The number and percent of total who obtained internships
- The number and percent of total who obtained APA/CPA-accredited internships
- The number and percent of total who obtained APPIC member internships that were not APA/CPA-accredited (*if applicable*)
- The number and percent of total who obtained other membership organization internships (e.g., CAPIC) that were not APA/CPA-accredited (*if applicable*)
- The number and percent of total who obtained internships conforming to CDSPP guidelines (school psychology programs only) that were not APA/CPA-accredited (*if applicable*)

*For the purposes of this *Implementing Regulation*, only students that have had their doctoral degrees conferred on their transcripts are considered "graduates". "Time to completion" is the amount of time between the date of entry into the program and the date of program completion on the official transcript.

- The number and percent of total who obtained other internships that were not APA/CPA-accredited (*if applicable*)
- The number and percent of total who obtained paid internships
- The number and percent of total who obtained half-time internships (*if applicable*)

NOTES: In calculating the above percentages, the program must base these on the **total number of students** who sought or who applied for internship in each year, including those that withdrew from the application process. To ensure readability and understanding for prospective students, Internship Placement-Table 1 and Internship Placement-Table 2 must be presented separately.

4. Attrition

Programs must report the number and percentage of students who have failed to complete the program once enrolled. These data should be calculated for each entering cohort by dividing the number of students in that cohort who have left the program for any reason by the total number of students initially enrolled in that same cohort. These data should be provided by cohort for all students who have left the program in the last seven (7) years or for all students who have left since the program became initially accredited, whichever time period is shorter.

5. Licensure

Reporting of program licensure data is an expectation of the US Secretary of Education's National Advisory Committee on Institutional Quality and Integrity for program accreditors, including the APA Commission on Accreditation. As such, programs must report the number and percentage of program graduates* who have become licensed psychologists within the preceding decade. In calculating the licensure percentage:

- The denominator is the total number of program graduates between 2 and 10 years ago
- The numerator is the number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years
- The licensure percentage, then, is calculated by dividing the number of graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years by the number of graduates during the 8 year span from 2 to 10 years ago. For example, the figures reported by a program for 2014 would be number of graduates from the program between 2004 and 2012 who have achieved licensure in the past 10 years divided by the total number of students graduating from the program between 2004 and 2012

Programs may clarify their licensure rate for the public in light of their training model and program goals and objectives.

*Please refer to footnote on first page of this *Implementing Regulation* for definition of graduates.

The following formatted tables are required to be placed in your public materials for data due October 1, 2014. These tables must be updated each subsequent year.

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred															
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students with doctoral degree conferred on transcript	a															
Mean number of years to complete the program																
Median number of years to complete the program																
Time to Degree Ranges																
Students in less than 5 years	b	g														
Students in 5 years	c	h														
Students in 6 years	d	i														
Students in 7 years	e	j														
Students in more than 7 years	f	k														

Note: (b+c+d+e+f) = a each year; (g+h+i+j+k) = 100 each year

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable.

Program Costs

Description	2014-2015 1 st -year Cohort Cost
Tuition for full-time students (in-state)	
Tuition for full-time students (out-of-state)	
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	
University/institution fees or costs	
Additional estimated fees or costs to students (e.g. books, travel, etc.)	

Internship Placement - Table 1

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	a	-												
Students who obtained internships	b	h												
Students who obtained APA/CPA-accredited internships	c	i												
Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)	d	j												
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable)	e	k												
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)	f	l												
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	g	m												

Note: $h = b/a \times 100$; $(c+d+e+f+g) = b$ each year; $(i+j+k+l+m) = h$ each year

Internship Placement - Table 2

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	n	p												
Students who obtained paid internships	o	q												
Students who obtained half-time internships* (if applicable)														

Note: $p = n/a \times 100$; $q = o/a \times 100$

Attrition

Variable	Year of First Enrollment													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	a	-		-		-		-		-		-		-
Students whose doctoral degrees were conferred on their transcripts	b	e												
Students still enrolled in program	c	f												
Students no longer enrolled for any reason other than conferral of doctoral degree	d	g												

Note: $(b+c+d) = a$ each year; $(e+f+g) = 100$ each year

Licensure

Outcome	2004 to 2012
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	a
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	b
Licensure percentage	c

Note: $c = b/a \times 100$

C-19. Notification of Changes to Accredited Programs
(Commission on Accreditation, February 2005; revised October 2006)

In accordance with Domain H.2 of the *Guidelines and Principles for Accreditation* (G&P) and Section 4.7(b) of the *Accreditation Operating Procedures* (AOP), all accredited programs (doctoral, internship and postdoctoral residencies) whether under a single administrative entity or in a consortium, must inform the accrediting body in a timely manner of changes that could alter the program's quality.

The Commission on Accreditation (CoA) must be informed in advance of major program changes such as changes in model, degree offered, policies/procedures, administrative structure, faculty resources, supervision resources, area of emphases, or tracks/rotations. In the case of doctoral programs, this includes changes in the areas of emphasis. For internship/postdoctoral programs, this includes new, additional, or eliminated rotation or training sites. For example, consortium programs must inform the CoA of any substantial changes in structure, design or training sites.

Programs must submit to the Office of Program Consultation and Accreditation a detailed written description of the proposed change(s) and the potential impact upon the relevant accreditation domains. The CoA will review the program change(s) and may request additional information or a new self-study. In the case of a substantive change (such as a change in consortium membership), the Commission may also determine that a site visit is needed to assess whether the revised program is consistent with the G&P. Upon completion of this review, the Commission will note the proposed change and include the information in the next scheduled review or inform the program of any needed immediate additional actions.

The only exception to the policy of informing the Commission *in advance* is the occurrence of an unavoidable event beyond the reasonable control and anticipation of the program (e.g., educational/training site unexpectedly withdrawing from a consortium because of financial crisis; resources affected by a natural disaster). In such circumstances, it is incumbent upon the program to immediately inform the CoA in writing of the change and to include in its notification a proposed plan for maintaining program consistency with the G&P. The CoA will then proceed as above.

Consultation on program changes is available from the Office of Program Consultation and Accreditation.

